

**THE STUDENTS' VOICE ON THE ROLE OF NATIVE
SPEAKER IN SUPPORTING THEIR SPEAKING
SKILL**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Bachelor Degree
of English Language Education



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Wassalamu'alaikum, wr. wb.

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DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother who always give support, motivation, and endless love.

MOTTO

فَبَايَ آلَاءِ رَبِّكُمَا تُكَذِّبَنِ

“Then which of the Blessings of your Lord will you both (jinn and men) deny?”

“Bend over backwards”

“Just do what you can do”

ABSTRACT

Title : The Students' Voice on the Roles of Native Speaker in Supporting Their Speaking Skill
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This thesis aimed to investigate the students' voice on the role of the native speaker as an EFL teacher in supporting their speaking skill. The researcher conducted the research in State Islamic Senior High School of Demak (MAN Demak) in the academic year of 2020/2021. This study was a descriptive qualitative study which the main data were obtained from interview and documentation. The findings of the research can be investigated by using an analysis procedure by reducing, displaying, and concluding data. This research found the students' opinion toward the role of the native speaker not only as their EFL teacher but also as their motivator, partner, and role model. Moreover, the study revealed the barriers which were faced by the students and the native speaker. The students' problems could be in the form of the interaction and communication between the students and the native speaker in the class, the students' language abilities, and also the students' motivation and anxiety. Besides, the problem of the native speaker could be in the form of the interaction and communication with the students, teaching method, and the native speaker's difficulties toward the students' needs, English level, and behavior. In addition, this research also found the solution toward those problems which were faced by the students' and the native speaker such as using translator (e.g. dictionary and NNESTs as translator), repeating their words and sentences, using the correct method, adjusting their speaking volume, etc. This study implicated to make the native speaker as EFL teacher could design and created better teaching learning activity by knowing the problems that were faced by the students in this research study.

Keywords: Native Speaker, Speaking, Students' Voice

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Finally, the researcher realizes that this thesis is the way far from perfect arrangement. Therefore, the researcher will be happy accepting constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for other especially for the researcher himself.

Semarang,

The Researcher,

Agung Setiawan
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CHAPTER I

INTRODUCTION

This chapter presents the background of study, problems of the study, purpose of the study, significance of the study, scope and limitation, definition of the key terms and organization of the study.

A. Background of the Research

The existence of native speaker has surely recognized as an important aspect in teaching learning especially English as a second language. It is not a new case anymore that the existence of the native speaker can be assumed to improve quality of school. For instance, it can be one of many reasons for the school to advertise their school in obtaining new students. There are many reasons why schools hire the native speaker as an EFL teacher in their school. In Asia, for example Korea and Japan, the tendency to choose NESTs (Native English Teachers) as English instructor in formal education is quite high.¹ Many public schools in Korea and Japan hire NESTs through programs such as the English Program in Korea (EPIK) for Korea and the Japan Exchange and Teaching (JET) for Japan. The main reason why those countries hire NESTs as English instructor is the assumptions that NESTs are the best choice to be chosen for their school for improving and teaching English as a second language.

¹ Lutfi A. Mauludin, The Importance of Non-Native English Speaker Teachers in the Context of English as a Foreign Language, *Transformatika* 11(2), 2015, p. 134.

The other reason why many schools hire NESTs is the tendency of their language proficiency only.² It is clearly showed that NESTs speak English since they were a child and also they are from English speaking country. This can be advantage for the students in learning English because NESTs have better language proficiency. Moreover, according to some studies, NESTs have the ability to facilitate learning English in terms of pronunciation & Speaking/listening skill.³ In addition, in Maludin's study, she found that NESTs were able to improve English fluency since they could create an authentic English-speaking environment.⁴ In the school, it can be perceived that students will be forced to use English as communication tool to talk and share their ideas to their teacher who is NESTs. It can trigger the students' interaction with NESTs. As a result, NESTs as their English instructor will help and teach the students to pronounce and learn English directly and effectively.

Besides, though NNESTs (Non-Native English Speaker Teachers) have benefits such as teaching grammar, vocabulary

² Lutfi A. Mauludin, The Importance of Non-Native English Speaker Teachers in the Context of English as a Foreign Language, *Transformatika* 11(2), 2015,p. 138.

³ Lutfi A. Mauludin, The Importance of Non-Native English Speaker Teachers in the Context of English as a Foreign Language, *Transformatika* 11(2), 2015,p. 138.

⁴ Lutfi A. Mauludin, The Importance of Non-Native English Speaker Teachers in the Context of English as a Foreign Language, *Transformatika* 11(2), 2015,p. 138.

and written language effectively, NESTs also have benefit on their oral skill as language proficiency. Moreover, some researches have revealed that NESTs especially untrained NRSTs improve their ability in teaching English to their students. Some of the advantages had by the NESTs are their capability: (a) to use authentic materials versus traditional textbooks and mostly they were very creative in making lesson plans; (b) NESTs were apprehensive about the lengths of the class and they are being incapable to explain grammar and vocabulary and (c) the level of their confidence in teaching grown vastly in a short period of time.⁵

On the other hand, as the on the language skill, speaking has a role to play a good communication and interaction in our daily activities as an international language. Hence, communication skill is the one of the goals that has to be reached by NESTs and the students in learning language especially speaking. According to an expert, the communicative approach is required when English, as international language is used to communicate with people and society.⁶ It has been criticized that learning traditional grammar, reading, and also writing just only

⁵ Mahassin O. M. Gibreel, The Impacts of Employing Native Speakers for Teaching English as a Second Language, *Quarterly Scientific Journal* Issue, 24, 2018, p. 2-3.

⁶ Mahassin O. M. Gibreel, The Impacts of Employing Native Speakers for Teaching English as a Second Language, *Quarterly Scientific Journal* Issue, 24, 2018, p. 3.

give little impact in improving communicative skill. As the result, many countries in Asia such as Korea, Japan, and China start to teach their student using communicative English taught by NESTs. The reason why some Asian countries choose NESTs as English instructor are that NESTs have qualified and high value of their oral capabilities.

In addition, NESTs have a variety of teaching strategies as their strength in creating effective and enjoyable learning activity.⁷ The students usually will enjoy the class in learning language using a number of methods such as role-playing, songs, and short stories. These kinds of activities can increase the students' motivation in learning speaking. In contrast, as we know that in learning grammar, reading, and written skill the students required to be focus on their material. It can make the students feeling bored on their learning process, as the consequences the students can be bored quickly because they are prosecuted to think hard and understand the material.

On the other hand, different culture between NESTs and the students can be recognized as additional value in learning speaking. According to Walkinshaw and Duong's research which found that as enthrallment with other nations and cultures is a

⁷ Luo Jieyin, & Chansongklod Gajasen, A Study of Students' Preferences Towards Native and Non-native English Teachers at Guangxi University of Finance and Economics, China, *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(2), 2018, pp. 141.

common motivation.⁸ It is not a new case anymore in teaching learning activity in the school that has been taught by NESTs. In contrast, when the school hires native speaker as their NESTs, it will attract and encourage the students to talk and interact with the NESTs. As a result, communicative English will be created directly on their learning environment. It can be advantages for the school in improving their students' quality especially in English speaking skill.

In order to make a good result in the teaching learning activity, not only the existence of NESTs but also student's voice has a significance role in learning language especially speaking. The student voice means more than just stimulating the views of youth on unimportant issues such as food and uniforms; it also means emerging a constructive discussion about the importance of education in school for people of the community.⁹ Moreover, affiliating with the students to recognize school matters and potential resolutions reminds instructors and administrators that students have distinctive knowledge and perceptions about their

⁸ Ian Walkinshaw, & Duongthi H. Oanh, *Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan*, SAGE Open, 2014, p. 6.

⁹ Dalia Jamal Alghamdi, "Student Voice: Its Impact on School Reform Efforts and The Reasons Behind The Success Saudis Accomplished in Learning English Language in Canada Comparing to Their Unsuccessful Experiences in Saudi Arabia", *International Journal of Arts & Sciences*, 7(3), 2014, p. 324.

schools that adults cannot fully replicate.¹⁰ It means that the role of the student voice has a power to create better environment for their teaching learning activity.

Based on the statement above, Allah SWT decrees that we can show our voices, argue or opinion through *musyawara* or meeting. As stated in the holy Quran, *Asy-Syura* 38:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ

“And those who answer the call of their Lord [i.e. to believe that He is the only One Lord (Allah), and to worship none but Him Alone], and perform As-Salat (Iqamat-as-salat), and who (conduct) their affairs by mutual consultation, and who spend of what We have bestowed on them.”(Surah Asy-Syura:38)¹¹

Based on the verse above, we can conclude that the importance of the voice can be understood as a crucial thing in order to make the best decision. Through *musyawarah* or meeting, we can tell our voice, argument and opinion freely in forum. Besides, it also can help the forum for gaining the goal of the meeting. Ar-Raghib stated that *musyawarah* or *syura* (*asy-syura*) has same meaning with *al- masyurah* which is showing

¹⁰ Dana L. Mitra, “The significance of Students: Can Increasing “Student Voice” in Schools Lead to Gains in Youth Development?”, *Teachers College Record*, 106(4), 2004, pp. 652-653.

¹¹ Muhammad Taqi-ud-Din Al-Hilali, & Muhammad Muhsin Khan, *The Noble Quraan English Translation of the Meanings and Commentary*, (Madina: King Fahd Complex for the Printing of the Holy Quran, 1985), pp. 658.

our voice, argument or opinion to others.¹² In addition, telling our voice, argument, and opinion will trigger ourselves to think critically about a phenomena in our environment. Moreover, Quran as our guidance, compass, and source has a lot of information that can influence us to think and do a research if we want to learn about it deeply and carefully. On the other hand, the relation between the verse and the topic of the research which is the voice of the student can be simply identified. The student can sharpen their critical thinking of their environment by showing and telling their voice.

Previous research study by Mohammed Hadj Said and Dina Al-Jamal in 2018 investigated the result of teachers' nativeness on the students' oral fluency from the students' views. This study result only found that there is a major enhancement on students' oral language that is oral fluency and oral pronunciation. Hence, this case will be a gap between the previous researches toward the researcher's study. Besides, the previous researches only focus on the students' voice on the role of the native speaker as their teacher in supporting their speaking skill, but the researcher's study also wants to reveal the barriers that are faced by the NESTs and the students during teaching learning activity using the students' voice as the main tool to uncover the result. In addition, this study covers findings of

¹² Ahmad Agis Mubarak, "Musyawarah dalam Perspektif Al-Quran (Analisis Tafsir Al-Maragi, Al-Baghawi, dan Ibnu Katsir)", *Jurnal Ilmu Al-Quran dan Tafsir*, 4(1), 2019, pp. 149.

solution toward the barriers and the problems from the students and the NESTs.

Moreover, two previous quantitative researches by Alviadeni Noviantri and also Luo Jieyin and Chansongkold Gajaseni in 2018 investigated students' perspective and their preferences towards NESTs and NNESTs. Both of the researches uncovered that students chose NESTs as their teacher based on some factors such as their culture, English proficiency, and various teaching method. On the other hand, students also chose NNESTs as their EFL teacher based on several factors such as grammar, writing, and reading. Based on the result of these researches, there are gaps between the previous researches and this research, whereas this study aims to find problems and also solutions both from the students and NESTs in teaching-learning activity. In addition, the researcher's research study will use qualitative method where it can be used to uncover evidences in the field of the research problem clearly.

As what explained above and considering the significant role of the native speaker as a teacher, the researcher believes that it can support the students to improve their speaking competence. In addition, the researcher decides to conduct the study and describes the voice of the students due to the importance of the native speaker as their teacher for improving their speaking competence. Moreover, the researcher wants to find some barriers that appears and faced by both of the teacher and the students in the teaching learning activity during the project. As the result, the researcher wants to describe

how the students and the native speaker find solutions and cope their problems in their teaching learning activity.

B. Formulation of Research Problems

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

1. How is the students' opinion on the role of a native speaker as an EFL teacher in supporting their speaking performance?
2. What kinds of barriers are faced by the students' in learning speaking with a native speaker?
3. What kinds of barriers are faced by the native speaker in supporting the students' speaking performance?
4. How do the students and the native speaker cope their barriers in the learning activity?

C. The Purpose of the Study

1. To explain the students' opinion about the role of native speaker in supporting the students' English speaking performance.
2. To describe the barriers that are faced by the students' in teaching learning activity in supporting the students' speaking performance.
3. To describe the barriers that are faced by the native speaker in supporting the students' speaking performance.
4. To describe the way the students and the native speaker cope their barriers in learning activity.

D. Pedagogical Significance

1. Theoretical benefit

The researcher expects that the study will give additional information to the readers about the students' voice on the role of native speaker as EFL teacher in supporting their speaking performance.

2. Practical benefits

- a. For the students

This study can help the students to be brave and start to learn English. This study will reveal some barriers that faced by students in learning speaking so that the students will be aware and know the barriers. Moreover, this research will encourage students to face their fears and cope their problems in learning speaking. Besides, this research will be able to improve the students' motivation and also to enhance students' desire in developing their English skills, especially in speaking due to the teacher who is native speaker.

- b. For the teacher

This study can help the teacher to raise up their motivation in teaching the students. Besides, the teacher also can implement and apply the method that used by the native speaker in teaching learning process.

- c. For the native speaker

This study can help the native speaker to create better teaching learning activity in the future. The native speaker teacher also can be aware and improve their teaching skill by knowing the students' opinion. In addition, the native speaker teacher can make a better teaching learning activity by knowing the barriers and the solutions.

d. For the school

The finding of this study hopefully can be useful for the school or related institution in maintaining the class due to the knowledge and social background of the students so that it can create an effective and enjoyable English classroom for the students.

e. The next researcher

This study can help and be valuable for the next researcher to do his/her research for similar topic. Hopefully, the next researcher can dig further information about the same topic.

f. For the researcher

This study can help and be valuable for the researcher to fix and finish his study as the one of requirements. The researcher expects that the research can provide useful information for the readers.

E. Scope and Limitation of Study

There are many types of volunteering project that we can join in our environment. Not only people who are working but also the students in university and high school can join the program. Those volunteering program such as educational, social, environmental, tourism, and also health can be chosen by the volunteer when they want to join the program.

However in this research, the researcher would like to give a limitation of the study on the students' voice on the roles of native speaker as a teacher volunteer in State Islamic School of Demak (MAN Demak) in academic year 2020/2021. The research leads to the barriers that faced by the students and the teacher, and also how they cope their barriers in the teaching learning activity.

CHAPTER II

THEORETICAL FOUNDATION

This chapter consists of previous research and related literature review of this research. It will discuss some researches that have been conducted before this research and some definitions of the students' voice, Native Speaker and its relation as an English teacher and also speaking. Hopefully, it can make the reader easier for understanding the research and definitions that consist in the research.

A. Previous Research

Students' voice has been discussed for many times by experts. The impact of the voices can change process in teaching and learning activity. It is one of the special process in teaching and learning activity because the students are included directly to be the agent of change for their teaching and learning process. Many researchers conduct same topic for their concern. Next, there are some researches that have relation to the researcher's study which currently will be conducted.

First, a study written by Mahassin Osman Mohammed Gibreel in 2018 investigates the result of hiring native speakers for teaching English on the students' listening and speaking skill.¹ This study revealed the result using descriptive analytical method using SPSS. To measure the students' listening, this research used some listening

¹ Mahassin O. M. Gibreel, The Impacts of Employing Native Speakers for Teaching English as a Second Language, *Quarterly Scientific Journal* Issue, 24, 2018, p. 1.

rubrics. It includes measuring listening process, types and ability of memorizing material. In addition, this research also used an interview. Then the interview is examined using speaking rubrics including grammar, vocabulary, pronunciation, fluency, and background knowledge. This research study revealed that native speaker has an importance role than non-native speaker in oral skills, listening, and speaking. This study the quasi experimental design delivered the Non-randomized Control Group, Pretest-Posttest Design where the experimental group consist of the native speaker as teacher in the class and the control group consist of the non-native speaker.² Pretest and posttest are made for both groups and the difference is analyzed. The population of this research study is the first year university students, King Khalid University, the preparatory year program where the participants are the topics of the study and they are particularly from whole population. To collect the data, this research study used two kinds of method, listening and speaking test. Finally, this research study found advantages in hiring NESTs as English instructor in language learning. Moreover, the researcher's research takes his focus in exploring the advantages and the importance of NESTs as English instructor by using students' voice and the researcher's research only focuses on the role of NESTs only instead of NNESTs as English instructor.

² Mahassin O. M. Gibreel, The Impacts of Employing Native Speakers for Teaching English as a Second Language, *Quarterly Scientific Journal* Issue, 24, 2018, p. 8.

Second, a research study by Luo Jieyin and Chansongklod Gajaseni in 2018. This study inspected students' inclinations towards native English teachers (NESTs) and non-native English teachers (NNESTs).³ This research study used mixed-method, which involved a questionnaire and interview. The participants of the research study were thirty Year 1 students and thirty-five Year 2 Students from College of International Education (CIE) Program, Guangxi University of finance and Economics, P. R. China. The population was consisted of English-major students from Guangxi Zhuang Autonomous Region, and the sample were 65 english major students from College of International Education Department, Guangxi University of Finance and Economics. This study used questionnaires and interview as the instrument. The data collected by the participants by completing the questionnaires and then joining the interviewing section approximately 20 minutes. For the data analysis, this research study used the Statistical Package for the Social Sciences (SPSS) for the quantitative data and used content analysis for the qualitative data which was the interview data. The findings of the research uncovered that the students preferred NESTs to teach cultural knowledge and preferred NNESTs who were Chinese teachers to teach receptive skills such as grammar, writing, and reading. Moreover, this research study uncovered strengths of NESTs as English instructor. However,

³ Luo Jieyin, & Chansongklod Gajaseni, A Study of Students' Preferences Towards Native and Non-native English Teachers at Guangxi University of Finance and Economics, China, *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(2), 2018, pp. 134..

this research study is different to the researcher's study which scope is specified on the role of NESTs as English instructor in supporting students' speaking performance through their perceptions as the main data of the research.

Third, a study by Alviaderi Noviantri in 2018 presented to explore the perception of college students towards their native English teacher (NESTs) and non-native English teachers (NNESTs) in teaching English as foreign language.⁴ This study conducted in quantitative study approach with survey design research. This study involved students in 4th grade undergraduate students of the English Department of one of college in Cimahi that have been taught by both NESTs and NNESTs as an EFL teacher. The respondents of the study took randomly from three classes as many as 25 college students as the sample from the whole population that is 73 people which consist of 18 females and 7 males. This research obtained the data using questionnaire as the instruments. After the data was composed then it was analyzed using SPSS the further the researcher of this study interpreted the data using descriptive statistic. This research's findings divided into two explanations based on the students' perspective towards NESTs and NNESTs. As the result, the majority of students (56%) agree with the statement that having a native speaker is necessary for English department if they want to be successful in

⁴ Alviaderi Novianti, Native versus non-native English speaking teachers: an insight into Indonesian students' voice, *Jurnal Pendidikan Bahasa dan Sastra*, 18 (1), 2018, p. 44.

learning English.⁵ While the students' perceptions on NNESTs show that taught by NNESTs is more understandable than NESTs. Moreover, this study is different with the researcher's study where the researcher's study wants to reveal students' perception only focus on NESTs as EFL teacher in their school. In addition, the researcher's study will be conducted to the students in high school, in fact that it can show different result from the study.

Last, an study by Mohammed Hadj Said and Dina Al-Jamal. This research investigates the influence of teachers' nativeness on the students' oral fluency from the students' opinions.⁶ This research is a descriptive study design where quantitative research was used to investigate the focus of the research study that is the effect of teachers' nativeness on students' oral fluency. The population of this research is tenth graders in private schools in directorate of education in Irbid city. The participant of this research is divided into two categories including 50 tenth grade EFL students trained by NESTs and 50 tenth grade students trained by NNESTs in two private school that hire a NEST, they are the American University Schools of Middle East and the International Grand Academy.

⁵ Alviaderi Novianti, Native versus non-native English speaking teachers: an insight into Indonesian students' voice, *Jurnal Pendidikan Bahasa dan Sastra*, 18 (1), 2018, p. 51.

⁶ Mohammed Hadj Said, & Dina Al-Jamal, Students' perceptions of their native and non-native teachers' effect on their fluency: EFL context as an example, *Indonesian Journal of Learning and Instruction*, 1(1), 2018, p. 1.

Questionnaire adapted by Lennon's is used to gather the data. This questionnaire comprises of six sections, four questionnaires built by Lennon's and two additional section by the researcher of this research that are oral language classroom management and oral language teachers' attitude. The result of the study discovered that there is no substantial improvement on oral language grammar, oral language teacher's attitude and oral language vocabulary but there is major improvement on students' perception of oral language classroom management, oral fluency and language pronunciation. Based on this research, the researcher desires to tight and conducts the research study that wants to focus on the role of the native speaker as an EFL teacher, classroom manager, and also support the students' improvement mainly on their speaking performance.

Finally, regarding on the explanation above the researcher is going to conduct a research about the student's voice on the role of the native speaker on their school in supporting their speaking performance. This research will uncover not only the students' speaking improvement and the native speaker as the supporter on teaching learning activity but also barriers that are faced by both the student and the native speaker during their interaction in classroom and teaching learning activity. This research is expected to be guide for the student and also the native speaker in conducting an effective teaching learning activity to support the students' improvement especially on their speaking performance.

B. Review of Related Literature

This chapter consists of the related literature review of this research. It will discuss some definitions of the students' voice, Native Speaker and its relation as an English teacher, and also speaking. Hopefully, it can be understood easier by the reader for comprehending the definitions in this research.

1. Definition of Students' Voice

Student becomes the one who gives really strong impact in order to heighten the quality of education. The prominence of the students is not a new case anymore, especially the students' voice in educational perspectives. The definition of the student voice can be easily found in several articles. Mitra and Gross emphasize that students voice means students enthusiastically participated in constructing significance, life-shaping decisions⁷. Furthermore, O'Brien state that students prerequisite to have their views asked, as well as taking the occasion to express them liberally; that they need to be listened to' and there must be a significant procedure of contribution and appointment, in order for student voice to operate⁸. This statement also supported by Parry states that these sights and perceptions have to be "factored into learning

⁷ Mitra, & Gross, Increasing Student Voice in High School Reform: Building Partnerships, Improving Outcomes, *Educational Management Administration & Leadership*, 37 (4), 2009, pp. 523.

⁸ O'Brien, Should a Student in School be Seen and Not Heard? An Examination of Student Participation in U.S Schools. *Law, Social Justice & Global Development*, 2(2), 2010.

opportunities” during the course of the school⁹ (p. iii). Nelson (2015) states stronger definition of it, he defines that students voice in her studies as being geared towards “growing the status of students and addressing their traditional exclusion from educational deliberation, planning and decision making”¹⁰. Moreover, she determines the student voice need to have the consequence of moving students from being non-active “recipients of schooling” to be in a place of co-governance by their teacher¹¹.

Based on the description above we can take a conclusion that student voice is an activity such as expressions, beliefs, perspectives and showing what they feel in order to give their participation in making decision at school in educational context. In the learning activity context, the student voice also can be demonstrated as a feedback in many shapes to be representation between the teachers and students. Besides, it also can bring a democratic environment in the school, so it can be helpful for both the students and also the teacher to consult, negotiate and determine the decision.

⁹ Parry, Students Voice, Empowerment, Engagement, Efficacy in New Zealand Schools, *Unpublished Master of Educational Leadership and Management Thesis*, Unitec Institute of Technology Auckland.

¹⁰ Nelson, Opening Up to Student Voice: Supporting Teacher Learning Through Collaboration Action Research, *Learning Landscape*, 8(2), 2015a, pp. 286.

¹¹ Nelson, Enacting Student Voice Through Governance Partnerships in the Classroom: Rupture of Ordinary for Radical Practice, *Forum for Promoting 3-19 Comprehensive Education*, 56(1), 2014, pp. 91.

The student voice also can be represented as several things. First, as stated before it can be a feedback from the students that shows the reflection and also quality practice. Second, it can be a place for the students to become a representative for the other students for showing their argument or it can be called as student activism. The last, the student voice also enhances literacy of the students in order to support their argument in reshaping teaching and learning program at school.

2. The Position of Students' Voice

Student voice can be used as a tool that really useful as a teaching and learning tool in order to enhance and improve the quality of the school and classroom practice or teaching learning activity. It has been stated that having voice provides the speaker admission and chance to show their opinions and thoughts, and effect decisions¹². Therefore, the students have a significant role in the school. It is also stated that the students are in the best place (linked to other stakeholders) to “inform and critique” the schools’ educational programs¹³.

Based on those arguments, the students can provide information and ideas in developing learning activity and

¹² Thomson, *Coming to Terms with “Voice”* in G. Zcerniawski & W. Kidd (Eds), *The Student Voice Handbook: Bridging the Academic/Practitioner Divide*, (Emerald Group Publishing Limited: Bingley, 2011), pp. 20.

¹³ Bill, & Giles, *Repositioning Diagnostic Schools Reviews Using Appreciative Inquiry: A Way of Eliciting Students Voice for School Improvement*, *Journal of Educational Leadership, Policy and Practice*, 31(1/2), 2016, pp. 167.

improving education quality. The students as the youth have opportunity to develop their fresh ideas and share their knowledge to each other. The students are given some position to play their role for giving a feedback. Some of the positions and roles that usually played by the students such as a consumer or customer, representative or stakeholder, evaluator or informant, partner and also change agent¹⁴. Their role such as position above is really important for increasing the school and the teaching learning activity quality. As a consumer the students have a lot of information that can be used as their material for being a representative in order to deliver their feedback in consultation process. Besides, in negotiating process the students can be a partner for input the feedback and action. As the result, the students can initiate the new program as the agent of change.

3. The Purpose of Students' Voice

Many literatures have discussed about the purpose of the students voice. Some of them are the voice aspect incorporated into other concepts such as personalized learning, where the students undertake a curriculum shaped to their individual learning needs¹⁵, or the role of student voice in strengthening relationships between

¹⁴ Seale, Doing Student Voice Work in Higher Education: an Exploration of the Value of Participatory Methods, *British Educational Research Journal*, 36(6), 2009, pp. 999.

¹⁵ Bevan-Brown, McGee, Ward, &MacIntyre, Personalising Learning: A Passing Fad or a Comerstone of Education?, *New Zealand Journal of Educational Studies*, 46(2), 2011, pp.79.

students and teachers¹⁶. At the simplest, having voice contributes the speaker admission and chance to express their opinions and thoughts, and effect decision¹⁷. We can't deny that the students has a role as an expert witnesses through their unique perspective and valuable insight into what happens in the classroom and therefore should be able to participate more in school related decision¹⁸.

These statements show that the purpose of the student voice can be clarified, first as personalized learning, second as a builder for better relation, and as an invitation for the student's participation. As a personalized learning, the student can do and manage their learning needs based on what they want. Moreover, the student voice also can be an aspect that used for firming up relation between the students and the teachers. Having student's voice has a significant role for making a dialogue with the students to identify a good practice including quality such as evaluation, monitoring and enhancement, knowing the student's satisfaction and experience, and also informing school's management decisions.

¹⁶ Busher, Students as Expert Witnesses of Teaching and Learning, *Management in Education*, 26(3), 2012, pp. 116.

¹⁷ Thomson, *Coming to Terms with "Voice"* in G. Zcerniawski & W. Kidd (Eds), *The Student Voice Handbook: Bridging the Academic/Practitioner Divide*, (Emerald Group Publishing Limited: Bingley, 2011), pp. 21.

¹⁸ Cook-Sather, Authorising Students' Perspectives: Toward Trust, Dialogue and Change in Education, *Educational Researcher*, 31(4), 2020, pp. 365.

The students as proficient witnesses who are able to provide different perspective according to their experience during their study in school believe that they are a good observer. The students also as participant at school observe their environment, teacher, and teaching learning activity. As the result, some of the students who have courage to speak up will communicate about their opinions and concerns that they have found during school activity. This kind of activity has a relation to the enhancement of effectiveness of the teaching learning activity or learning process at school. Besides, it can strengthen the students and the teacher relationship so they can make a good communication in order to make a better teaching-learning activity at school.

4. Definition of Native Speaker

Generally, Davies used the word “the native language” instead of “native speaker” and by that word he intended “language learned at one’s mother’s knee” of “the first language one learns to speak”¹⁹. According to Medgyes, the native speaker of English is that they are individuals who were born in English speaking country²⁰. While Eric examines that a native speaker of English is someone who has learned English firstly in early childhood²¹.

¹⁹ Davies, *The Native Speaker in Applied Linguistics*, (Edinburg: Edinburg University Press, 1991).

²⁰ Medgyes, *When the Teacher is a Non-Native Speaker*. In M Celce-Murcia (Ed), *Teaching English as a Second of Foreign Language* (3rd Edition), (Boston: Heinle&Heinle, 2001), pp. 417.

²¹ Eric, *Native and Non-Native English Speaking ESL/EFL Teachers in Sweden: A Study on Students’ Attitudes and Perceptions Towards the*

According to the statements above, it simply can be defined that the term of native speaker relates to the people who speak a language as their first language since they were child. While native speaker of English is belonged to the people who speak English as their first language. The term of the native speaker itself, has a relation to the place where the people were born. For instance, when a baby was born in United States of America, the baby will learn English as his first language. So, it can be concluded that the definition of the native speaker is related to the people who speak a language as their first language.

5. Native Speaker as an EFL Teacher

Research of a native speaker as a teacher has been studied in several articles. The significance of the native speaker as a teacher is clearly stated in an international survey on English-speaking EFL or ESL teachers which there are three areas of teaching behaviors were explores: use of English, common teaching approach, and exact language teaching approach²². Another statement proves that English ability especially oral proficiency is had by the English native speaker in line with their living experience in English-speaking countries and taught better²³.

Teaching Behavior of Native and-Non-Native English Speaking Teachers, *English C*, 2013, pp.8.

²² Medgyes, *The Non-Native Teacher*, (London: Macmillan Publishers, 1994), pp.

²³ Liaw, Examining Student Perspective on the Differencess between Native and Non-Native Language Teachers, *The Journal of Asia TEFL*, 9(3), 2012, pp. 31.

Moreover, the native-speaking teachers used authentic English in interacting with students, used dissimilar techniques and methods, and stressed communication rather than assessment preparation²⁴.

According to the explanation above, we can settle that there are two statements about the advantage of the native speaker as a teacher. Due to the first statement, we can't negate that the native English speaker has spoken English since was a child. It can be doubt that the use of English is better than the other teacher from country placed English as second language. Moreover, the native speaker teachers are fluent and accurate in their oral proficiency. It can be avowed that the native speaker teacher struggled with the appropriate use of English. In addition, the native speaker teacher is more creative and provides authentic context when they teach the language. Further, the native speaker teachers usually use more effective, communicative, interactive, and innovative teaching techniques in the teaching-learning activity in the classroom.

Second, as what stated before that the native speaker teacher has different techniques and methods to teach their student. In several researches revealed that the native speaker teacher uses authentic English where the focus on their teaching learning activity is inclined to highlight element such as fluency, oral skills,

²⁴ Liaw, Examining Student Perspective on the Differencess between Native and Non-Native Language Teachers, *The Journal of Asia TEFL*, 9(3), 2012, pp. 32.

or colloquial register²⁵. So, the native speaker teacher will mostly interact with the students and conduct free activities such as focus group discussion and flexible approaches using various material instead of giving a lot of homework for the students.

6. The Nature of Speaking

Speaking is one of the language abilities that we always use in our daily activities, and it is one of the skills in language²⁶. It needs to be grasped and learned when we study about another language, especially in learning English. The simplest way to understand definition of speaking is that speaking is kind of activity to produce sound or words in order to talk, communicate, or interact with people for sharing information verbally. In addition, speaking is “the development of constructing and sharing information through the use of verbal and non- verbal symbols, in many forms of contexts”²⁷. Speaking is an interactive process of constructing sense that involves producing, receiving and processing information²⁸. So, it is a productive and active skill²⁹. It

²⁵ Liaw, Examining Student Perspective on the Differences between Native and Non-Native Language Teachers, *The Journal of Asia TEFL*, 9(3), 2012, pp. 32.

²⁶ Dash, & Dash, *Teaching English as an Additional Language*, (New Delhi: Atlantic Publishers and Distributors (P) LTD, 2007), pp.

²⁷ Chaney, & Burk, *Teaching Oral Communication*. In Grades K:2005, (Boston: Allyn & Bacon, 1998),

²⁸ Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (Englewood Cliffs: NJ Prentice Hall Regents, 1994),

²⁹ Baruah, *The English Teacher's Handbook (11th Ed)*, (New Delhi: Sterling Publisher (P) LTD, 2006), pp.

can help students to create those components of meaning in phrases and clauses, not just word by word³⁰.

Speaking is reflected to be the most essential active skill³¹. This is also considered by a foreign language learner as an important skill³². Teachers, administrations, ministries of education and employers need people who can be fluent in English. Corporations and societies need staff who can have good communication in English for international marketing. The students that have excellent skill in English will get a great chance for their future education, of finding occupation and getting promotion. It also supports the students to be more up-to-date about different information in many fields and sciences³³. Therefore, learning English especially speaking is really vital.

7. Type of Speaking

One of the most challenging features in learning a language which has to be mastered for the students is speaking. There are many reasons why the students have difficulties in mastering this aspect such as lack of words, their language habit (using mother tongue instead of English), feeling shy to speak English, and

³⁰ Grubber-Miller, *When Dead Tongue Speak: Teaching Beginning Greek and Latin*, (New York: Oxford University Press, Inc, 2006), pp.

³¹ Widdowson, *Teaching Language as Communication*, (Oxford: Oxford University Press, 1994), pp.

³² Khamkhien, Teaching English Speaking and English Speaking Test in the Thai Context. A Reflection from Thai Perspective, *English Language Teaching Journal*, 3(1), 2010, pp. 184.

³³ Baker, & Westrup, *Essentials Speaking Skills: Handbook for Language Teachers*, (London: Continuum, Inc, 2003), p

laziness to learn and study English. Brown states that speaking is a skill that can be easily observed, those observations are customarily highlighted by the accuracy and efficiency of a test taker's listening skill, which essentially compromises the trustworthiness and the legitimacy of an oral production test³⁴. In addition, speaking has different features compared with the other skill such as writing and reading or written language (receptive skills). The differences are located on speakers where the speakers do not state in complete sentences and usually uses less specific vocabulary than the other skills.

Moreover, Brown states that there are some basic forms of speaking, such as imitative, intensive, responsive, interactive, and extensive³⁵. Imitative, at the one end of a continuum of forms of speaking performance is the ability to copy and duplicate a word, phrase or a sentence. Extensive, a second form of speaking often hired in assessment contexts is the creation of short stretches of oral language designed to validate proficiency in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment can be forms as task including directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and

³⁴ Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: San Francisco State University, 2004),

³⁵ Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: San Francisco State University, 2004),

relationships up to the simple sentence level. Responsive, it comprises communication and checking understanding but at the to some extent restricted level of very short dialogues, standard hello and small talk, simple requests and comments. Interactive, the dissimilarity between responsive and interactive speaking is in the interval and difficulty of the communication, which occasionally contains numerous exchanges and/or numerous participants. Interaction that happened in the conversation has divided into two forms, first is transactional language which intentions to exchange exact information and second is interpersonal exchanges which aim to maintain social relation. Extensive (Monologue), it consist of speeches, oral representations, and story telling, during which the occasion for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out together.

8. Components of Speaking

There are many literatures discuss about the components of speaking. According to Vanderkevant, there are three components in speaking:

a. The speakers

Speakers are people who can produce sound. It is used to express, and state opinion, arguments, information, and feelings to the hearer.

b. The listeners

Listeners are people who receive statement of opinion, arguments, information and feeling. When the speakers

express and state their opinion, arguments, information, and feeling without listeners, the speakers will express and states them by writing their statement.

c. The utterances

Utterances are related to the words and sentences that produced by the speakers when they are stating their opinion, arguments, information and feeling. When the speakers and the listeners do not use utterance, they will use sign to express and state their opinion.

According to Harris stated that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency³⁶. Comprehension, In oral communication, subject needs to respond as well as to initiate it. Grammar, It is related to the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness (Heaton, 1978: 5). In addition, it is used to arrange a correct sentence in conversation orally or written. Vocabulary. For instance, it can be called as diction. Vocabulary also can be a tool to express our idea and feeling orally or written. We must have sufficient vocabulary when we want to interact and communicate to people effectively. Pronunciation. Pronunciation is the way to produce clearer and correct language when people speak. It has relation to the phonological process. When we learn about the

³⁶ Haris, *Testing English as a Second Language*, (New York: Mc. Graw Hill Book Company, 1974),

pronunciation, we will learn about two features of pronunciation, they are phonemes and supra segmental features. Simply, it can be called as a study for learning how the words in a particular language are produced. The reason why we have to learn pronunciation is when we can speak or pronounce a word correctly, we can make an effective communication and interaction. Fluency is the ability to read, speak, or write easily, smoothly and expressively. Fluency also can be interpreted as understanding and responding a language clearly and effectively about the meaning and the context. In addition, it also can be defined as an ability to speak a language fluently and accurately.

9. Factors in Speaking

There are some factors that influence learners' speaking. The researcher will divide the factors in four part, they are cognitive factors, linguistic factors, affective factors, and factors of speaking effectiveness

a. Cognitive factors

The speaking process includes conceptualization, formation, and articulation which conceptualization deals with what information can be selected to express the meaning³⁷. Formulation is related to the usage of the word which deals with grammatical structures. Besides, articulation requires the speaker to produce the speech with articulatory organs.

³⁷ Lai-Mei, & Seyedeh, An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research in English Education*, 2020, pp. 37.

b. Linguistic factors

As a language learner, sometimes we are familiar with concept of linguistic which related to several language features such as pronunciation, grammar, and vocabulary. Pronunciation plays a significant role in intelligibility³⁸. When we pronounce a word incorrectly, we will only find misunderstanding. Besides, grammar places as a key for understanding the structure when we want to make a sentence. Vocabulary is a part of language that used to make a sentence. When we want to make a sentence orally or written but we do not have sufficient words to make it, that will a problem for showing our statements and ideas. If the receptive vocabulary is rather limited, learners can hardly put the “receptive vocabulary knowledge into productive use”³⁹.

c. Affective factors

Oxford said that one of the important factors in learning a language is the affective side of the learners⁴⁰. According to Krashen , a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been

³⁸ Lai-Mei, & Seyedeh, An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research in English Education*, 2020, pp. 37.

³⁹ Lai-Mei, & Seyedeh, An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research in English Education*, 2020, pp. 37.

⁴⁰ Lai-Mei, & Seyedeh, An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research in English Education*, 2020, pp. 37.

investigated by many researchers⁴¹. Moreover, anxiety is the affective factor that “most pervasively obstructs the learning process, worrying to be “wrong, stupid, or incomprehensible” is completely affected learner’s speaking⁴². Therefore, language learners should be motivated and they have to be brave to speak.

d. Factors of speaking effectiveness

The language students must know not only the linguistic knowledge, but also the customarily acceptable ways of communication with others in dissimilar situations and associations. He also stated about his theory about communicative competence that comprises of the contact of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. Moreover, according to Hymes theory also Canale and Swain propose that communicative competency contain of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which replicate the use of linguistic system and the practical features of communication correspondingly.

10.Teaching Speaking

⁴¹ Lai-Mei, & Seyedeh, An Analysis of Factors Influencing Learners’ English Speaking Skill, *International Journal of Research in English Education*, 2020, pp. 37.

⁴² Lai-Mei, & Seyedeh, An Analysis of Factors Influencing Learners’ English Speaking Skill, *International Journal of Research in English Education*, 2020, pp. 37.

Learning English as a second language has a different difficulties than learning first language. As a second language, it also can be defined as learning dictionary, grammar, pronunciation, etc. Not only learning written and reading but also learning speaking have an important method to be taught for the language learners. Speaking in English has a priority position for people who want to learn language as a second language or foreign language. As Indonesian, it is difficult to learn English especially in speaking because it is not our first language or mother tongue. In addition, Indonesian usually has their own local language from their home city as their first language. In order to reach the goal which is the students can understand about the language, we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language.

Moreover, at least there are four principles for teaching speaking. They are:

a. Giving students practice with both fluency and accuracy

Accuracy is the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative, and fluency is the capacity to use language in a real time, to emphasize meaning, possibly drawing on more lexicalized systems. On the other words, accuracy means the ability to speak or write correctly using grammar, vocabulary, punctuation, etc., while fluency can be

defined as the ability for using sounds, syllables, word, and phrases together when speaking.

- b. Providing opportunities for students to talk by using group work or pair work and limiting teacher talk

As a teacher we have to provide our students in learning language. We have to pay attention in our teaching talking time and minimize it. We can give our time to the students so that they can talk and communicate each other for practicing their speaking by pair work or group work.

- c. Planning speaking task that involve negotiation for meaning

In order to check, confirm, and clarify students' understanding about someone has said especially the meaning of opponents' words. We have to make a communication to the language learners about the target language progress. By this communication, it is necessary for the teacher to understand about the students' development. It is called as negotiating. It is also can be declared as checking someone's understanding about your words, then clarifying the meaning, and the last confirming that your words can be understood easily by your opponent.

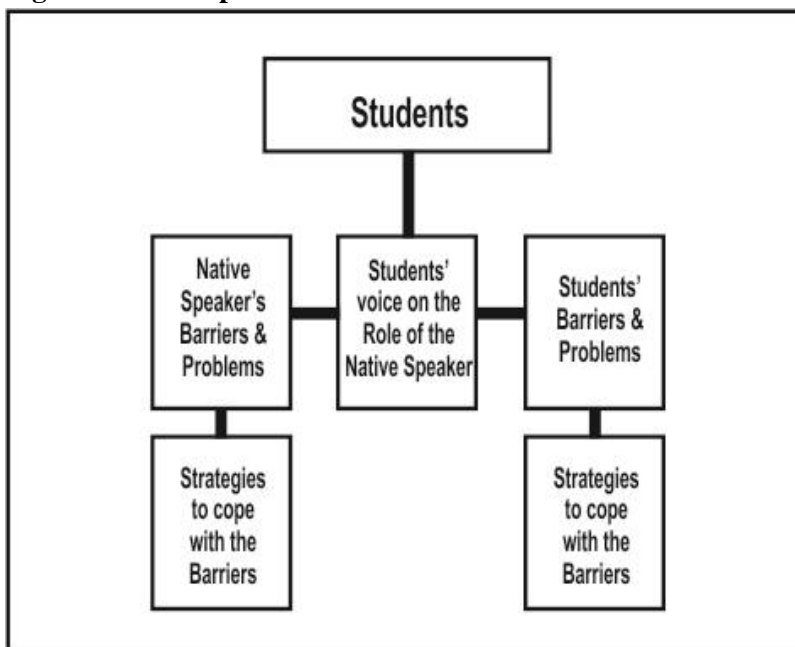
- d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking

It is an important thing that should be prepared by teacher when we want to teach students. Designing classroom activities that support students' speaking development is a crucial thing.

As a teacher, we have to teach our students both interpersonal and transactional purposes. Interpersonal purposes is related to communicate with someone for social purpose, while transactional purpose is a communication to get something done, including exchange of good or services. There are several examples of classroom activities that can be used and applied in the classroom such as acting from script, communication games, discussion, prepared talk, questionnaires, also simulation and role play.

C. Conceptual Framework

Figure 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHOD

This chapter covers research design, type and data source, data collecting procedure, and instrument, data collecting technique, data analysis technique, and thesis organization.

A. Research Design

In order to conduct a systematic and ordered research, the research was designed and prepared by the researcher in order to obtain and focus on the data collection deeply. In this research study, the researcher conducted the study using a descriptive qualitative research design. This kind of method was a research which based on post-positivist philosophy where it could be used as a tool for researching condition of the object naturally. The main instrument of this research was the researcher itself. Based on Bogdan and Taylor, stated that qualitative research could produce descriptive data in the form of speech or writing and also attitude from the people that are observed.¹ Agreeing with the name, this qualitative descriptive study produced descriptive data in the form of spoken or written words from the people that were observed which was the students and the native speaker as an EFL teacher. The data collection of this study were in the form of students' voice and speaking when teaching learning activity with the native speaker was being held.

¹ V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Yogyakarta: Pustaka Baru Press, 2014), p. 19.

1. Research Setting and Context

This research would be conducted in State Islamic Senior High School of Demak (MAN Demak). The reason was that the students of this school had been taught by NESTs for several months. The native speaker taught English to the student for a year. The research would be started November 1st – November 20th 2020. This time range was determined by the researcher due to the virus pandemic and the distance between the researcher and the place for conducting the research. For the school's information, (see appendix vi for school's information's).

2. Participants

Population was not used in qualitative research. As the result, it was used "social situation" instead of population. It had three elements, consisting of place, actor, and activity which interacted together at the same time. The point was that this kind of research used a sample called as a participant or informant.² During the research was being conducted, the students from all classes in this school only the *imersi* class which conducted offline class when the pandemic spreading. The students were about 16-17 years old when the study was conducted. The students in the class were 31 students in *imersi* class. The students basically live near the school. Besides, some of the students lived in dormitory in the school. Moreover, the class mostly used Indonesian, Arabic, or

² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 129.

Arabic as the instruction language in the class. It meant that the students had been familiar with the languages especially English.

The participants of this research were 15 students of third grade of State Islamic Senior High School of Demak (MAN Demak) where 15 students would be taken in one class from 389 of all population in the third grade of this school. The sampling was taken based on criteria such as willing to be interviewed and had intensive interaction with the native speaker. Based on the reasons above, this study just took 15 students as the participant.

3. Research Focus

The focus of this research was the students' voice in the role of the NESTs as their EFL teacher in supporting students' speaking performance. The students' voice responses were used to find out the barriers and strategies that were used by the students and teacher in solving their problem during speaking class.

B. Type and Data Source

The type of data in this research was students' voice on the role of the native speaker as their teacher. The primary data would be collected by doing interview with the students. The secondary data source of this research which aimed to support the main data had already been held last year in June until September. All the data collection would be used for finding out the students' voice towards NESTs as an EFL teacher, barriers and their strategies during teaching learning class at school especially speaking class.

C. Method of Collecting Data and Instruments

A research instrument was used to collect the data of the research. It was a tool and facility for the researcher in order to make easier for finding the result. In this research, the researcher used interview guideline and documentation such as pictures and videos as the instrument. In addition, the researcher as the key of the research also could be used as an instrument to determine the research focus, chosen participants as sources of data, conducted data collection, assessed data quality, analyzed data, interpreted data, and made conclusion on the findings.³

1. Data Collecting Procedures

The data would be collected from 40 students who were the representative of all the population. According Sugiyono, bellows were the steps for conducting the research:

- a. Choosing the subject research study namely English class by third grade of State Islamic Senior High School of Demak (MAN Demak).
- b. Asking permission to the teacher who handles the classes to observe and conduct research.
- c. Preliminary research. On this section, the researcher had conducted preliminary research on August 2019. This section had been done by the researcher and found about level of the students' speaking ability, the students' characteristic, and

³Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, p. 70.

some problems that appeared in the class. In Order to make the information more credible, the researcher also used some scientific information by reading books and journals related to the research of the study.

- d. Reflection. Based on the preliminary research which was conducted by the researcher when observed the students, the researcher reflected and designed a research setting which would make easier the researcher in obtaining the data. Then the researcher would do the research by definite time.
- e. Research setting. The researcher would ask the students and the NESTs to get the primary data by interviewing section.
- f. Research. The researcher would conduct the research by interviewing the students and the NESTs.

2. Instruments

Here were the techniques to obtain the data and the instrument used for each technique:

- a. Interview: This one of the data collection techniques was mostly used by the researcher in descriptive-qualitative study. It was usually conducted to get the data of the research through asking some questions directly to the respondent using or without interviewing guide.⁴ This kind of data collection method would be used by the researcher to collect and obtain

⁴M. Burhan Bungin, *Metodologi Penelitian Sosial dan Ekonomi : Format-Format Kuantitatif dan Kualitatif untuk Studi Sosiologi, Kebijakan Publik, Komunikasi, Manajemen, dan Pemasaran*. (Jakarta: Fajar Interpratama Mandiri). Hal. 132.

main data of the research which was the students' voice on the role of the native speaker in supporting their speaking performance (question number 1) by conducting interviewing section. This would be conducted by the researcher by asking the participants directly (offline interview) and online interview (by Whatsapp). Mostly of the students used Indonesian to answer the question and sometimes used English to answer the question. The answer would be recorded and noted by the researcher. In addition, this data collection method would be used as a tool for finding and to cover the answer of question number 2, 3, and 4. Here were some listed questions for the interview.

Table 3.1 Interview Guideline for Students

No.	Question
1.	What are the method and technique that used by the native speaker at school? Do you think that the method and technique are effective to be used?
2.	Do the existences of the native speaker motivate you to learn more about English especially in speaking?
3.	Do you often to talk with the native speaker? What do you feel when you are talking with the native speaker?
4.	Do you understand clearly about what the native speaker said?
5.	Do you feel that your English speaking skill has improved because of the native speaker (comprehension, vocabulary, grammar, pronunciation, and fluency)?
6.	Do you find some difficulties during your interaction with the native speaker?
7.	How do you cope with your problems?
8.	What do you think towards the role of the native speaker at school and explain the reason!

Table 3.2 Interview Guideline for Native Speaker

No.	Question
1.	What kind of technique and methods that you used in the teaching speaking class?
2.	Do you find any difficulty when you teach your students in teaching-speaking class?
3.	How do you cope with your difficulties in teaching-speaking class?
4.	What is your strategy for helping the students' problem and also supporting their speaking improvement?

b. Documentation.

This was intended to collect and analyze the data. The examples of written document were daily notes, life histories, biography book, magazines, articles, journals, and documents are relevant to the study. But on this study, the researcher would use the video recording in the class as a tool for obtaining the data and answering question number 2, 3, and 4 which it consisted of the native speaker recording in teaching learning process. This kind of data collection method would be used as a secondary source for supporting the main data. This collecting data method could be used by the researcher for seeing the classroom that had been recorded to make easier and helped the researcher in finding and identifying barriers that were faced by the students and the native speaker during the class (to answer question number 2,3, and 4). Bellow were some aspects which would be identified by the researcher from

the video recording for obtaining the data and answering question number 2, 3, and 4.

Table 3.3 Documentation Study Guide

No.	Aspects
1.	Learning Method
2.	Class Organization
3.	Student-Teacher Cooperation

D. Method of Analyzing Data

In the process of arranging and looking for the result of the study, the researcher would use descriptive-qualitative technique to analyze and to describe the data. The data research in qualitative study could be obtained from interview, questionnaire, audio, video, book, magazines, etc. In this research, the researcher would obtain the data from the interview as the main data and used the documentation also some previous researches as supporting data. So it would be easily understood by the researcher and the others.

An analysis used in this research was an analysis according to Miles and Huberman in Sugiyono. Activities in data analysis were data reduction, data display, and conclusion drawing.⁵ Data analysis could be defined as a process to look for and arranged the data systems that had been taken from interview, field report, recording, and other supporting material. This aimed to give description of the

⁵ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, . 76.

research subject based on the data.⁶ As the result, it could be understandable for the researcher and others in understanding the findings. Bellows were breakdown of the steps in analyzing data:

1. Data Reduction

Data reduction meant summarizing, selecting, focusing on important data. When the data had been obtained from the interview and others, the data would be identified and classified. After that, the data would be analyzed in order to get the important information of the students' voice on the role of the native speaker as their teacher in supporting their speaking performance.

2. Data Display

After the data needed had been collected and identified, then the data would be displayed in a form of description about the students' voice on the role of the native speaker as their teacher in supporting their speaking performance.

3. Conclusion Drawing

The result of the analyzing process would yield a conclusion as the finding of the research. In this research, the conclusion would be in the form of a description of the students' voice on the role of a native speaker as an EFL teacher in supporting their speaking performance, barriers that were faced by the students in learning speaking with the native speaker, barriers that were faced by the native speaker in supporting their students' speaking performance,

⁶ Saifuddin Azwar, *Metode Penelitian*. (Yogyakarta : Pustaka Belajar). Hal. 126.

and how the students and the native speaker coped their barriers in teaching learning activities.

CHAPTER IV

RESEARCH FINDINGS

This chapter covers research findings and discussion which include result of interview by the researcher with the students toward the students' voice on the role of the native speaker in supporting their speaking performance. The result will be divided into three sub chapter. Those are:

A. Findings

1. Students' Voice on the Role of a Native Speaker in Supporting Their Speaking Performance

The data of this research were obtained from interview related to the students' voice in the role of native speaker in supporting their speaking performance. The students' voice covered some facts that the existence of the native speaker in the school had some significant roles for helping the students in learning English, especially for improving the students' speaking performance. Based on the King Harry's Nomogram, the participant should be minimally 35 students but in the field, the researcher found that data had become saturated when the researcher interviewed 15 students. So, by the reason the researcher only used 15 students as the participant for the research.

Based on the interview from the 15 students, the researcher found the students' voice toward the native speaker's role and the students' barriers in the class during the

lesson. The data showed that all the students (15 students) placed the native speaker as their teacher. Besides, the students also stated that they placed the native speaker as motivator (9 students), partner (6 students), and role model (4 students). Moreover the data also showed that the students experienced difficulties during the lesson with the native speaker. The data showed that the students had problem toward the native speaker's teaching method (3 students from 15 students). In addition, the average problem appeared toward the students' motivation, abilities, anxiety, and the native speaker's accent (see appendix iii for interview result from the students).

Based on the interviews and the students' responses, the students positioned the native speaker as their teacher, motivator, partner, and role model. These perceptions would be explained more detail as follows:

a. Native Speaker as a Teacher

Based on the Government Regulation of Republic Indonesia number 74 /2008 about Teacher 1 (1) stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood through formal education, elementary school, and high school.¹ It could be concluded that native speaker could be called as a teacher

¹ Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008, *Guru*, Pasal 1, ayat (1).

though he or she didn't have a certification as a professional teacher. In this case, native speaker was positioned as a teacher because the native speaker helped the students in educating, teaching, guiding, training, assessing, and evaluating their learning language especially in speaking. It could be seen from the following answer from the students' interview:

Interviewee 1: "Peran Mrs. Sabrina sebagai seorang pengajar yang friendly, asik dan sebagai partner belajar." (Arumah Syarifatus Saniyah, Whatsapp Interview, November 15th, 2020)

b. Native Speaker as a Motivator

It was not a new case anymore that the existence of the native speaker interested the students to be close and learn with him or her. Based on the interviews above, it could be said that the students had interest and were motivated due to the existence of the native speaker. It was in line with Gardner & Lambert that motivation can be defined as a genuine interest and personal towards community and culture which are represented by the other community². In addition, Rubrecht defined that learning motivation because of the existence of the native speaker is

² Feisal Aziez, "Persepsi Mahasiswa Terhadap Native English Teachers (NET) dalam Mata Kuliah Speaking 1 dan Writing 1", *Jurnal Tarbawi* (Vol. 12, No. 2, tahun 2015), hlm. 124.

a desire from the language learner to enter the language and interact with the native speaker.³ The existence of the native speaker gave new atmosphere in class for learning the language. The students could be more interested to learn because they could feel the feeling to communicate and interact with the native speaker. In addition, they taught that it was a rare opportunity for them to talk with the native so it affected the students in having desire to interact with the native speaker. Moreover, Falk stated that the most successful students in learning language are the students who love the native speaker, its culture, and have a desire to get along with people where the language is used.⁴ It was in line with the interview that the students were feeling alright towards the native speaker's culture and instead.

The other reason why the students were motivated by the native speaker was that they were proud to speak English. They had a belief that if we could speak English so we were cool. By this reason, the students were motivated to interact with native speaker intensively. Moreover, the students also stated that they learnt English because they

³ Feisal Aziez, "Persepsi Mahasiswa Terhadap Native English Teachers (NET) dalam Mata Kuliah Speaking 1 dan Writing 1", *Jurnal Tarbawi* (Vol. 12, No. 2, tahun 2015), hlm. 124.

⁴ Feisal Aziez, "Persepsi Mahasiswa Terhadap Native English Teachers (NET) dalam Mata Kuliah Speaking 1 dan Writing 1", *Jurnal Tarbawi* (Vol. 12, No. 2, tahun 2015), hlm. 124.

wanted to be up to date. As we know that English was an international language so they believe that learning English could be necessary for gaining scholarship (study abroad) and gaining a good job. It can be shown by the research data from the interview that the students said:

“Menurut saya keberadaan Mrs. Sabrina cukup membantu sebagai motivator karena seperti yang saya katakana diawal tadi saya ingin kuliah di luar negeri. Dan menurut saya juga syarat utama untuk bisa kuliah di luar negeri itu harus menguasai bahasa internasional, bahasa Inggris. Keberadaan beliau bisa menjadi suntikan semangat untuk belajar bahasa Inggris lebih mendalam lagi.” (Evi Catur Nuzul, Whatsapp Interview, November 15th, 2020)

Another reason, the students wanted to join volunteering activity so that they had to be able speaking English. Besides, the students just enjoyed the learning activity with the native speaker because they found new method in learning English especially in speaking. So it could be referred that the existence of the native speaker could support and motivate the students in learning the language.

c. Native Speaker as a Partner

The existence of the native speaker could help the students in facilitating them to improve their speaking performance. Although at the first time the students felt nervous to talk with the native speaker but by the time they were placed the native speaker as a partner so that they could be more relax and enjoy to communicate and interact with the native speaker. In addition, the native speaker knew that the students had a basic skill of English so that the native speaker paid more attention when she was talking with the students. It would make the students feeling better to interact and they would be brave to speak. So, for instance the students was more prefer the native speaker as a partner to a teacher because they would be more relax and enjoy the interaction. It can be seen by this following interview:

“Menurut saya dengan adanya Mrs. Sabrina bisa membuat saya dan teman-teman lebih termotivasilagi untuk belajar bahasa Inggris dan berlatih berbicara dengan bahasa Inggris.” (Arumah Syarifatus Saniyah, November 15th, 2020)

d. Native Speaker as a Role Model

The language abilities and the origin of the native speaker who come from privilege country could be the

reason for the students in learning language. They were placed to be a model because the language abilities of the native speaker and the activity that the native speaker taken as a volunteer teacher in teaching program. Study abroad was the reason why the students placed the native speaker as standard to be mastered in English. They wanted to have pronunciation and fluency like the native speaker. Moreover, they also wanted to be a master in speaking so that they could communicate to the other people from another country effectively. In addition, the students also wanted to be a volunteer like the native speaker because they wanted to share their experience by the people from overseas. Those results can be obtained and identified by seeing this interview from the students:

“Mrs. Sabrina memfasilitasi extra English Club sebagai pengajar. Dan Mrs. Sabrina role model saya karena kemampuan pronunciationnya sangat luar biasa.”
(Hidayatun Nisa, November 15th, 2020)

2. Students’ Barriers in Learning Speaking with a Native Speaker

There were many problems found in teaching learning activity with the native speaker. The problem could be classified as the method which was used by the native speaker, the native speaker’s problem toward the students’ motivation,

language abilities, etc. The problems would be explained as mentioned below:

a. Teaching Method

Teaching method could be a strategy to reach the goal of teaching-learning activity. In speaking, teaching method was really important because it would make the students to learn components of speaking such as comprehension, grammar, vocabulary, pronunciation, and fluency. Hence, this could be a crucial thing for the students in accepting the material at school if he or she wanted to get a successful teaching-learning activity in the class.

As what mentioned before on the result of the interview, many problems and difficulties were found by the students during the teaching-learning due to the method which was used by the native speaker as an EFL teacher in the class. The students tell the researcher during the interview section that the native speaker usually used game, discussion, conversation, and diction. For the teaching-learning activity, the native speaker mostly used the method to teach the students in the class, for some of the students the method could be a problem for those who didn't really like playing game during the lesson. According to the interview, there were 3 students from 15 students as the sample of the research who didn't like to enjoy the method. They felt that the game was annoying and made them

couldn't be focus to learn the material. This problem appeared because the students had their own ways to learn. There were several types of learner in learning. Some experts divide the type to be auditory, visual, and kinesthetic.⁵ Auditory learners would be easier to understand the material of the lesson when the teacher provided the material orally. The auditory learners used their ear as the main tool for gaining the information from what the teacher said. The visual learners would be easier to catch the lesson through their eye. Usually, the visual learners would be easier to understand by using scratch, line, stripe, or pen drawing. In contrast, the kinesthetic learners would be easier to understand the lesson by doing directly in the class. By the game, the students couldn't be focus on the material because the situation destroyed their concentration.

b. Students' Motivation and Anxiety

Motivation could be the biggest factor for the students to get successful result of learning in the class. As we know that there was more interest from the students towards the native speaker as their EFL teacher who could support their language improvement especially in speaking. The native

⁵ Maulidia T. A. N. Hardiana, & Pujiati Suyata, "The Effectiveness of VAK (Visual, Auditory, Kinesthetic) Model in Learning of Summary Writing". *International Journal of Research and Review* (Vol. 5, No. 8, tahun 2018), hlm. 44.

speaker will be more valuable and motivate the students when they are a teacher in the school or the other institution.⁶ We had to highlight that the matter was on the students, not the native teacher. Based on the interview, the students sometimes seemed lack of self-motivation. This issue appeared because the students felt inferior, wary, and frightened. This feeling could affect the students' motivation in learning English especially speaking with the native speaker.

c. Accent and Speaking Speed

According to Cook stated that accent is combination of three components, those are intonation, liaison, and pronunciation.⁷ There are many accents in English, two of them are American English (North American English) and British English. The native speaker who taught English in State Islamic Senior High School of Demak is from USA, so she uses American English Accent.

d. Students' Abilities

Mostly of the students couldn't understand about what the native speaker says during the lesson. Based on the interview, this issue appeared because of the students were

⁶ M. Lieb. *Japanese Students' Perceptions of Native Speakers: Does it and Should it Matter?*, (Meiji University, 2008), hlm. 43.

⁷ Feisal Aziez, "Persepsi Mahasiswa Terhadap Native English Teachers (NET) dalam Mata Kuliah Speaking 1 dan Writing 1", *Jurnal Tarbawi* (Vol. 12, No. 2, tahun 2015), hlm. 131.

lack of abilities. Some of the students were lack of vocabulary to arrange a sentence. Moreover it was getting worst because they sometimes arrange ungrammatically sentence. In addition, the students sometimes pronounced some words incorrectly. It made the interaction between the students and the native speaker not effective. The situation became more serious because sometimes the native speaker spoke too fast and using the native speaker's accent.

3. Students' Strategies to Cope with the Problems

a. Teaching Method

The solution toward the students' problem on the teaching method that was used by the native speaker was usually the students just joining and enjoying the game without understanding the material. Besides, the native speaker as an EFL teacher would ask and offer the students for choosing the method that they liked for the next meeting. This could help some of the students that had problems toward the native speaker's method (game).

b. Students' Motivation and Anxiety

The only solution to reduce the feeling was by convincing themselves by keep talking and believed that the native speaker would understand about what they said. This belief could make the students keep trying to learn and be brave to speak. Moreover, some of the students were placed the native speaker as their role model and motivator, so that

the students could be enthusiast when the native speaker taught them.

c. Accent and Speaking Speed

As what mentioned before, if the students found difficulties such the native speaker's accent and speaking speed, actually the students would ask for repetition and asked the native speaker to speak slowly. But, when they didn't really understand, the teacher as the translator would help them to understand about what the native speaker says.

d. Students' Abilities

When the students found problems toward their language ability, they would ask for repetition to the native speaker, asked their desk mate, found the meaning of the word in dictionary, or if they really didn't know the meaning, the teacher from the school who was the translator would help the students to catch the meaning. For the grammar and the fluency problem, the students could only learn it by themselves or sometimes they just tried to pay more attention to the native speaker in order to improve their grammar usage and language fluency.

4. Native Speaker's Barriers in Supporting Students' Speaking Performance

In order to make the research clearly covered the finding, the researcher conducted an interview with the native

speaker who did the volunteering project as an EFL teacher in the class. Based on the interview, the researcher analyzed that the native speaker focused on the method and technique which was used to teach the students in the class. Besides, the native speaker also stated that she had some problems and barriers during teaching-learning activity. Well this chapter would cover the method, techniques, problems, and barriers also the way the native speaker coped and her strategy to help the students problem and her own problem (see appendix iv for interview transcription with the native speaker). Those results will be explained as mentioned below:

a. Teaching Method

Teaching method was the most important thing for the teacher as a preparation for reaching successful teaching-learning activity. Although the native speaker didn't have educational background in teacher training, but the native speaker tried to conduct the method properly using some techniques which the native speaker had done when she was a student. According to the interview, the native speaker used not only one method but also combined some methods such as interactive game, forum group discussion, and assignment (writing, reading, speaking, and making video).

Those methods appeared issues not only for the students but also for the native speaker as an EFL teacher at school. She declared that she was little bit hard to find the best method and techniques effectively.

b. Students' Need, Students' English Level, and Students' Behavior

As a volunteer teacher, the native speaker was not a real teacher. Besides the problem of the method, the students also could be a problem during the lesson and teaching-learning activity. Moreover, it would be harder because the situation at the class was really different in the country where the native speaker came from. The amount of the students in each class could be different and it could be said that the class was really big. The native speaker felt difficult to handle the big class so that the native speaker used group discussion and divided the students into small groups. In addition, some of the problems from the students mostly appeared toward their different needs, English level, and behavior. Due to the students' different needs, the native speaker tried to identify and understand the students so that the native speaker could be adaptive and the native speaker could easily found the solution. In addition, the students' English level also could be the problem for the native speaker. Based on the interview the native speaker

sometimes felt hard to communicate and interact with the students effectively.

5. Native Speaker's Strategies to Cope with the Problems

a. Teaching Method

Dealing with the teaching method problem, she found solution that she had to use and combined several methods at the same time. She stated also that for the method, she had to be adaptive, flexible and spontaneous depending on the students and the situation of the class. In addition, the native speaker sometimes offered the students to choose next topic and asked the students opinion in democratic ways.

b. Students' Needs, Students' English Level, and Students' Behavior

According to the previous findings, it was about the students' barriers, the native speaker also did the same solution in facing the students' English level problem. The native speaker would speak slowly and adjust her voice volume so that the students could easily understand about what are the native speaker's words. The last but not least, the students had different behavior. The native speaker explained that sometimes the students could be noisy and it made the whole class could not be conducive. As the result, the native speaker arranged the students' seat differently when they were talking too much in the class.

B. Discussion

The role of the native speaker as an EFL teacher at school could be clearly seen as an important thing that should be noticed.

1. Students' Voice on the Role of a Native Speaker in Supporting Their Speaking Performance.

The students argued the native speaker helped the students to improve and support their speaking abilities. Students' voice, as mentioned in the previous chapter, it meant that the students actively participated in making significance, life-shaping decision⁸. Thus, based on the interview with the native speaker, she always involved the students by using democratic ways so that the students could participate in teaching-learning activity. This statement could be seen by seeing the interview section with the native speaker (see appendix IV). Moreover, this way could help the students to state their views and express their feeling in the class⁹. Hence, the students' voice had significant role in the school by stating their beliefs, ideas, and influence decisions¹⁰. Considering the importance of the students' voice, based on the interview the

⁸ Mitra, & Gross, Increasing Student Voice in High School Reform: Building Partnerships, Improving Outcomes, *Educational Management Administration & Leadership*, 37 (4), 2009, pp. 523.

⁹ O'Brien, Should a Student in School be Seen and Not Heard? An Examination of Student Participation in U.S Schools. *Law, Social Justice & Global Development*, 2(2), 2010.

¹⁰ Thomson, *Coming to Terms with "Voice" in G. Zcerniawski & W. Kidd (Eds), The Student Voice Handbook: Bridging the Academic/Practitioner Divide*, (Emerald Group Publishing Limited: Bingley, 2011), pp. 20.

students' showed their belief and opinion toward the native speaker. The students' declared that the approach, method, and technique could be accepted by some of the students (12 students) and for the others, it could be accepted (3 students). This could be happened because the native speaker as an EFL teacher explores three teaching behaviors such as the use of English, general teaching approach, and specific language teaching approach¹¹. The students also stated the native speaker not only their teacher but also had roles to be their partner in teaching-learning activity, motivator, and their role model because the native speaker had ability in oral proficiency¹².

2. Students' Barriers in Learning Speaking with a Native Speaker

The native speaker's teaching-learning method and ability in language proficiency could be the problem for the students in teaching-learning activity. Based on the interview, not all the components could be covered and learned by the students in teaching-learning activity. It was just only several components which could be covered and learned in teaching-learning activity such as comprehension, vocabulary, and pronunciation. Besides, the methods which were used by the native speaker, for some

¹¹ Medgyes, *When the Teacher is a Non-Native Speaker*. In M Celce-Murcia (Ed), *Teaching English as a Second of Foreign Language* (3rd Edition), (Boston: Heinle&Heinle, 2001), pp. 417.

¹² Liaw, Examining Student Perspective on the Differences between Native and Non-Native Language Teachers, *The Journal of Asia TEFL*, 9(3), 2012, pp. 31.

students it could be easily accepted. The native speaker chose different method based on the students need and difficulties. According the interview, it could be seen that the students' problems were teaching method (for some students), language abilities, their motivation and anxiety.

3. Students' Strategies to Cope with the Problems

In facing the problem toward the method, the native speaker helped the students to be involved and chosen the best method for them in teaching-learning activity by using democratic ways. For the language abilities, such as comprehension, grammar, vocabulary, pronunciation, and fluency, the students tried to learn and work harder in order to improve their ability to be fluent in English. While the students' problem toward their motivation and anxiety, the students tried to find the reason (such as study abroad, wanted to be volunteer, and for job) for raising and motivating themselves to be fluent and speak English

4. Native Speaker's Barriers in Supporting the Students' Speaking Performance

The problem also appeared toward the native speaker. The native speaker stated that she found difficulties in arranging the method and approach for teaching-learning activity. In addition, the problem also appeared because the native speaker could not effectively communicate and interact with the students due to her accent and language ability of the native speaker's itself.

Moreover, the native speaker's problems were the students' different needs, English level, and behavior.

5. Native Speaker's Strategies to Cope with Them.

For those problems the native speaker had some solutions to fix the issues. *First*, the native speaker used different method and combined all the method toward the situation in the class and the students' needs. According the use of English, the native speaker introduced the use of English commonly for communication and interaction. The native speaker also presented the students about the use of English as a tool for gaining their future such as study abroad, joining volunteering action, and looking for job for raising the students' motivation in learning English. *Second*, for the general and specific teaching approach the native speaker used difference approaches so that the native speaker can prepare herself in any situation and condition that suddenly appear in the class according to the students' activity. There were some approaches that were usually used by the native speaker. Those were teacher-centered, learner-centered, interactive, constructivist, and collaborative. So, it could be stated that indirectly the native speaker used some approaches and implemented them in different situation in order to make the students enjoyed the teaching-learning activity, learned the material, and improved their speaking performance effectively. Thus, based on the explanation above, the native

speaker placed herself as the students' teacher, partner, motivator, and role model.

From those facts, the existence of the native speaker gave new atmosphere, solution and new teaching-learning style in the class. It could be helpful for the students for learning the material easily. The researcher also linked the facts from the data observation and interview using Harris's theory about five components of speaking skill to cover the native speaker's role in supporting the students' speaking performance. *First*, focused on comprehension component, the observation and the interview data showed that the students could easily understand about what the native speaker said and the contrary. The students and the native speaker could understand each other by adding some gestures to make their interaction clearly accepted. In some case, when the students could not clearly understand of the words, they would directly find the meaning by asking repetition, find the words in dictionary, and also ask their friends or teacher. From the data, it could be said that the native speaker could help the students improving their speaking skill. *Second*, focusing on grammar, mostly the students said that the native speaker just a few times to teach the students about the grammar because the goal of the teaching-learning activity just only focused on collecting vocabulary and pronunciation. In addition, the native speaker also gave a chance for the students just to be brave to speak up without caring of the grammar first, as long as they understand each other,

they were fine with that. *Third*, vocabulary, it could be a crucial thing for the students if they wanted to speak. Lack of vocabulary could obstruct their interaction with the native speaker. In case, the existence of the native speaker could help the students to collect new vocabulary during the class. *Fourth*, focusing on pronunciation, the native speaker also facilitated and gave an example to pronounce some words to the students correctly. As the result, mostly of the students admitted that their pronunciation skill had improved during their interaction with the native speaker. Moreover, the students sometimes imitated the native speaker in pronouncing some words. *Five*, the last component of speaking aspects by Harris is fluency. It could be the big problem since the class with the native speaker begun. The students stated that they were still far away from “fluent” predicate because they were still lack of speaking abilities. They admitted and needed more time to be more fluent in English.

Overall, the native speaker had a significant role to support the students in improving their speaking performance. However, the researcher found negative response towards the native speaker. *First*, some of the students said that the method sometimes didn’t fit to be implemented in the class. *Second*, the students needed more time to interact with the native speaker so that they could be usual to talk, communicate and interact with the native speaker. This study implicated to be references for those both teachers and students that wanted to conduct teaching-learning activity

involving native speaker as an EFL teacher. Moreover, this study also could be useful for the native speaker for preventing the problems and preparing better teaching-learning activity especially for English as a second language in the classroom with the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions, and suggestions of what have been discussed on the previous chapter.

A. Conclusion

The conclusion was taken based on the data which had been analyzed on the previous chapter. From the data, the students' voice on the role of the native speaker in supporting their speaking performance could be concluded in sentences.

First, from the identified theories, the native speaker had a significant role as a teacher, motivator, role model, and to be their partner for the students to help and facilitate the students in improving their speaking performance.

Second, the students had problems during teaching-learning activity with the native speaker such as the teaching method that was used by the native speaker in the class, problems toward their motivation and anxiety, problems toward their abilities, and difficulties in understanding the native speaker's accent and speaking speed.

Third, the native speaker could identify their problems in teaching-learning speaking class. The native speaker had problems such as teaching method, and understanding the students' different needs, English level, and behavior.

Fourth, the students did solutions toward their problems such as asking for repetition, asking their desk mate, using dictionary, and asking their non-native English teacher in the class. Moreover, the native speaker could be compromised and cope with the barriers during the class and also implemented the solution during the class effectively. The native speaker would ask the translator or speak more slowly to make the students understand and made an effective interaction to help the students.

B. Suggestion

Although, this research was held in small number of participants and in a short period of time, the researcher tried to provide useful information about the students' voice on the role of the native speaker in supporting their speaking performance. In case, here some suggestions of this research:

1. For the researcher

As the first research that is conducted by the researcher. It is still many deficiencies because the research was conducted when corona epidemic appeared. In addition, the interview was conducted by online via whatsapp so it made some problems because not all the students had smartphone, internet access, and available. Hopefully this research can motivate the next researcher to conduct a research with longer range of research time, so that the researcher can provide different topic and better quality of research in the future.

2. For the students

This research provides information for the students about the problems of speaking and also how to cope the problem. In addition, the researcher suggests the students in sharing the information to other students from other school, so that the research findings will be useful for the other school instead of only one school.

3. For the teacher

This research provides teaching-method in speaking by the native speaker. In this case, the researcher suggests the teacher can adapt and apply the teaching-learning speaking activity in the class.

4. For the institution

The researcher suggests that the findings of this research will be recommended and considered to be applied in some school due to the benefit.

5. For the next researcher

Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher also suggests for the next researcher to conduct the research in longer time so that the information can be covered deeply.

C. Closing Statement

Sincerely, this thesis is the first academic creation of the researcher which is a kind of researcher's contribution toward academic field of UIN Walisongo Semarang. Finally, by saying

hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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Appendix I

Interview Guideline (For Students)

No.	Question
1.	What are the method and technique that used by the native speaker at school? Do you think that the method and technique are effective to be used?
2.	Do the existences of the native speaker motivate you to learn more about English especially in speaking?
3.	Do you often to talk with the native speaker? What do you feel when you are talking with the native speaker?
4.	Do you understand clearly about what the native speaker said?
5.	Do you feel that your English speaking skill has improved because of the native speaker (comprehension, vocabulary, grammar, pronunciation, and fluency)?
6.	Do you find some difficulties during your interaction with the native speaker?
7.	How you cope your problems?
8.	What do you think towards the role of the native speaker at school and explain the reason!

Appendix II

Interview Guideline (For Native Speaker)

No.	Questions
1.	What kind of technique and methods that you used in the teaching speaking class?
2.	Do you find any difficulty when you teach your students in teaching-speaking class?
3.	How you cope your difficulties in teaching-speaking class?
4.	What is your strategy for helping the students problem and also supporting their speaking improvement?

Appendix III

Interview Transcription (From the Students)

Interview 1

Name : Ahmad Alfito Gymnastiar

Date : November 15, 2020

- A : Perkenalkan saya Agung, saya akan mewawancari anda yang berkaitan dengan native speaker. Bisakah memperkenalkan diri?
- B : Nama saya Ahmad Alfito Gymnastiar
- A : Baik, masuk ke pertanyaan pertama. Apaksajakah metode dan teknik pembelajaran yang dilakukan oleh native speaker?
- B : Kalau dikatakan efektif sih iya, tapi metodenya ya sama saja seperti KBM, diberi vocabularies, lalu praktek listening, speaking, dll,
- A : Biasanya metode apa saja yang digunakan oleh native spekaer saat mengajar?
- B : Untuk metodenya sih tidak berbeda jauh dengan KBM biasa, hafalan, lalu praktek. Dan biasanya juga diselingi dengan mini games juga.
- A : Nah, apakah menurutmu metode dan pendekatan sperti itu nyatan atau tidak? Berikan alasanya.
- B : Menurut saya ya nyaman-nyaman saja, lagi pula kalau diselingi sama mini games juga bisa meminimalisir rasa bosan dan malas juga saat KBM, jadinya materi gampang masuk.

Yang penting gak ada paksaan sama peraturan yang ketat banget saja.

A : Apakah kamu masih ingat materi apa saja yang diberikan oleh native speaker?

B : Ya inget-inget lupa lah ya, paling juga yang diinget tenses, vocabulariesnya saja, tidak banyak yang saya ingat.

A : Menurutmu, pendekatan yang dilakukan dikelas lebih seperti ke ceramah, diskusi, game, atau bagaimana?

B : Pendekatanya lebih condong ke mengajar seperti teman. Karena mungkin cara seperti itu yang bagus si, jadi siswa gak minder, takut, atau malu speak in english.

A : Apakah keberadaan native speaker memotivasimu untuk belajar bahasa Inggris?

B : Ya sedikit sih, mungkin karena ada rasa bangga sama sedikit rasa gengsi karena diajar langsung sama orang Amerika. Jarang-jarang dapat kesempatan kaya gitu.

A : Jadi bisa dikatakan meningkatkan motivasi belajar kamu ya?

B : Iya

A : Saat disekolah apakah kamu sering menyapa dan berinteraksi baik formal/tidak formal dengan native speaker?

B : Ya kalau bicara tidak formalnya jarang sih, mungkin menyapa saja kalau ketemu, kalau formal, saat KBM misalnya kalau gak paham akan materi ya tanya, mungkin sekitar 3-5 menit.

A : Selama pembelajaran bersama native speaker apakah kamu merasakan peningkatan dalam keterampilan berbicaramu?

- B : Iya sih mungkin jadi lebih pede speak in english, walau jarang.
Gak malu kalau salah karena ya masih belajar.
- A : Saat berbicara dengan native speaker, apakah kamu merasa gugup atau yang lainnya? Mengapa?
- B : Sedikit gugup sih, diataranya kurang lancar bicaranya, takutnya native speakernya gak paham.
- A : Bagaimana solusi kamu untuk mengatasi permasalahan tersebut?
- B : Mungkin ngatur nafasnya biar gugupnya kurang sama bicaranya pelan aja gak perlu terlalu cepat.
- A : Saat dikelas apakah cara native speaker dapat dengan mudah dipahami?
- B : Ya seperti biasa, gampang –gampang susah jadi tetap butuh waktu buat paham. Bisa sih kalau cuman memahami. Ya kaya nonton film di bioskop atau TV tapi tanpa subtitle.
- A : Bisa kamu jelaskan kenapa kamu susah memahaminya?
- B : Ya mungkin native spekaer yang bicaranya gak selalu pelan yan kadang cepet atau cepet banget jadi native speakernya harus ngulang bicaranya dan siswanya juga harus memperhatikan lagi apa yang dia bicarakan.
- A : Lalu bagaimana solusi kamu untuk mengatasi permasalahan tersebut?
- B : Mungkin discuss dengan teman sebangku atau barisan yang sudah paham, terkadang ya buka kamus juga.

- A : Apakah kamu merasa keberadaan native speaker meningkatkan pemahaman kamu mengenai komponen speaking?
- B : Ya mungkin sedikit sih, karena beban siswa gak Cuma dibahasa inggris saja. Dan karena mungkin grammar bukan materi yang mudah juga.
- A : Menurut kamu, peran apa sajakah yang dijalankan native speaker saat di kelas?
- B : Teman sama motivator sih menurut saya.
- A : Adakah hambatan-hambatan lain saat berinteraksi dengan native speaker?
- B : Gak ada sih, paling yan seperti diatas tadi, agak sulit memahami bicaranya yang terlalu cepat.
- A : Baik, terima kasih.
- B : Sama-sama.

Interview 2

Name : Evi Catur Nuzul

Date : November 15, 2020

- A : Perkenalkan saya Agung, saya akan mewawancari anda yang berkaitan dengan native speaker. Bisakah memperkenalkan diri?
- B : Halo perkenalkan nama saya Evi Caur Nuzul.
- A : Apa sajakah metode dan teknik pembelajaran yang dilakukan oleh native speaker disekolah dan menurutmu apakah teknik tersebut efektif?
- B : Native speaker memanfaatkan game-game sederhana dalam pembelajaran. Untuk efektif atau tidaknya tergantung siswa-siswanya, karena mungkin menurut siswa a metode tersebut efektif, namun bisa saja menurut siswa b tidak. Dari saya pribadi itu cukup efektif.
- A : Bisa dijelaskan lebih rinci mengenai game-game tersebut?
- B : Mohon maaf, untuk spesifik game-game nya saya sedikit lupa, tapi yang pasti game-nya itu sederhana seperti permainan anak-anak waktu kecil.
- A : Apakah keberadaan native speaker mampu meningkatkan motivasi belajar bahasa inggris? Jelaskan!
- B : Iya, karena jujur saya ingin kuliah diluar negeri.
- A : Apakah waktu mengobrol kamu dan native speaker saat disekolah mampu untuk membantumu meningkatkan keahlian berbicaramu?

- B : Belum, karena interaksi kami hanya sebatas formalitas dikelas.
- A : Saat bercakap dikelas, adakah rasa takut, gugup, atau yang lain saat berinteraksi dengan native speaker?
- B : Kalau gugup, pasti. Karena belum terbiasa aja.
- A : Selain itu adakah alasan lain?
- B : Kalau gugup terkadang otak rasanya kayak ngeblank, tiba-tiba lupa semua kosa kata.
- A : Lalu apakah materi dan saat kamu ngobrol bersama native speaker dapat dengan mudah dipahami?
- B : Nggak semua, tapi ada yang bisa dipahami.
- A : Saat ada beberapa kata yang tidak kamu pahami, bagaimana kamu menemukan solusi dan mengatasinya?
- B : Tanya teman, atau kalau tidak tanya guru pendamping yang menerjemahkan.
- A : Apakah keberadaan native speaker mampu meningkatkan kemampuan berbicara kamu?
- B : Waktu itu iya, tapi saat ini mungkin sudah sedikit lupa.
- A : Apakah native speaker membantumu meningkatkan pengetahuan mengenai komponen-komponen dalam berbicara?
- B : Seingatku hanya menghafal vocabulary.
- A : Adakah hambatan-hambatan yang kamu temukan saat pembelajaran berlangsung?
- B : Sepertinya tidak ada.

- A : Apakah pendapatmu mengenai peran native speaker dalam mendukungmu melatih berbicara dan seberapa pentingkah keberadaanya?
- B : Menurut saya keberadaan native speaker waktu itu cukup membantu saya sebagai motivator karena seperti yang saya katakan diawal tadi saya ingin kuliah diluar negeri. Dan menurut saya juga syarat utama untuk kuliah di LN harus menguasai bahasa internasional bahasa Inggris. Keberadaan beliau bisa menjadi suntikan semangat untuk belajar bahasa Inggris lebih mendalam lagi.
- A : Baik terima kasih atas jawabanya.
- B : Sama-sama.

Interview 3

Name : Ni'matul Jannah

Date : November 15, 2020

A : Perkenalkan saya Agung, saya akan mewawancari anda yang berkaitan dengan native speaker. Bisakah memperkenalkan diri?

B : Nama saya Ni'matul Jannah.

A : Apa sajakah metode dan teknik pembelajaran yang digunakan native speaker saat dikelas dan menurutmu apakah teknik tersebut efektif?

B : Bermain game, itu bagus metode seperti itu. Tapi untuk anak SMA metode seperti itu menurut saya kurang efektif.

A : Selain bermain game. Adakah metode lain?

B : Ada kak tapi lupa, seingetku mengucapkan dan membaca kosa kata bahasa Inggris bersama dengan benar.

A : Apakah keberadaan native speaker disekolah mampu membantumu meningkatkan motivasi belajar bahasa Inggris? Jelaskan!

B : Tidak kak, karena saya tidak begitu suka dengan metode pembelajaran native speaker berupa game.

A : Saat dikelas, apakah kamu dapat dengan mudah memahami materi dan ucapan native speaker?

B : Belum bisa kak. Katanya Pak Jamsari dulu juga ngucapnya disini dan disana berbeda.

A : Lalu bagaimana solusi kamu untuk mengatasinya?

- B : Ya mencoba memahami walaupun sulit.
- A : Apakah keberadaan native speaker disekolah mampu meningkatkan keahlian berbicaramu?
- B : Sedikit bisa meningkat kak, pronunciation dan vocabulary.
- A : Adakah hambatan-hambatan lain yang kamu temui dikelas?
- B : Suasana kelas makin ramai karena metodenya kan game.
- A : Apakah pendapatmu mengani keberadaan native speaker disekolah?
- B : Menurutku sangat penting karena adanya native speaker, kita bisa banyak belajar bahasa Inggris dan adanya native speaker kita tahu bergunanya bahasa Inggris untuk jenjang kedepanya.
- A : Baik terima kasih atas jawabanya.
- B : Sama-sama.

Appendix IV

Interview Transcription (From the NEST)

A : What kind of technique and method that you used in the teaching-learning class?

B : I think that it is important to teach using not only one method but also difference one, I think the most important is interaction between the students and also the teacher so it should be a lot of group work, assignment to talk and it includes different skill as writing, reading, speaking, and so on. I think also a good way to teach is short way to teach such as interactive game and make a video in different language, because it is creative of teaching to learn different language or make a little play in learning language and it is more fun for the students also. For instance, like a game such pantomime and act it out or using song in Indonesia and translate it in English.

A : Do you find any difficulty when you teach your students in teaching-learning class?

B : Well, as a teacher it is really difficult to make things works for everyone especially if the class is big like a class in Indonesia. To be honest it is really difficult to find solution for myself and for the students because of students' different needs, students' English level, and students' behavior.

A : How do you cope your difficulties in teaching-learning class?

B : When I have some difficulties in teaching method so I think time management is the issue, adapt and find different method and something else to do so I have to be adaptive, spontaneous, and flexible as a teacher when I see something which doesn't work the you wanted it to because it depends the students' needs, level and want. So think I have to be very open and flexible, in addition I have to overcome the issue with the other method and different ways of teaching. Generally, I have to prepare for different approaches.

So about the other barriers, the class is very big in Indonesia so it is really difficult to be focus on them in the same time. Another barrier of course that the students don't behave very well sometimes they are just very noisy and cheeky.

A : What is your strategy for helping the students' problem and also supporting their speaking improvement?

B : How to cope, It is really hard to find the solution because as what I said that it is because of the differences on the students' needs, level, and want. But, I think the important thing to see is, finding the difficulty of the students and why the students don't have fun. I don't think that fun is the most important factor of an exercise, so if someone doesn't feel fun that is okay because school is always not fun. But, it is important to make the exercise or game to be effective. If I see someone struggling or don't really have fun, so I will make it easier. In addition, I make them majority decide on what to do

like “who would rather do this and the students can raise their hand” so I apply democratic decision in the class.

Appendix V

Documentation Study Guide

No.	Aspects
1.	Learning Method
2.	Class Organization
3.	Student-Teacher Cooperation

Appendix VI

Documentation

a. Teaching learning activity with the native speaker.



The native speaker taught the students during the class.

b. Interaction between the students and the native speaker.



The native speaker interacted and communicated with the students in the class.

c. The method that was used by the native speaker.



The students played role play in the class with the native speaker.

d. The native speaker and the students cooperation.



The native speaker interacted with the students by walking and asking the students in the class.

Appendix VII

School's Information

School Profile

State Islamic Senior High School of Demak (MAN Demak) is a public senior high school located on Jl. Diponegoro No. 27 Jogoloyo, Wonoslam, Demak (59571). State Islamic Senior High School of Demak (MAN Demak) is a public school under the auspices of The Misnistry of Religion. It was an Islamic school namely State Islamic Senior High School of Islamic Center that established in 1987 and it had status “DIAKUI” based on the decision letter of *Dirjen Binbaga* Islamic Center Jakarta, number 76/E.IV/PP.03.2? KEP/VIII/93 date August 21st, 1993.

In 1993, on 22nd November according to The Demands of The Community and Letter of the Head of the Region of the Department of Religion Central Java Province, no. Wk/5.a/PP.03.2/2736/1993, Sultan Fattah Islamic Centre Educational Foundation proposed a letter to make the school to become a public school.

School Facilities

State Islamic Senior High School of Demak (MAN Demak) stood on a land with area 9.456 m² that has several rooms. Those are:

No.	Types	Quantity
1.	Classrooms	35
2.	Library	1
3.	Biology Laboratory	1
4.	Physic Laboratory	1
5.	Chemistry Laboratory	1
6.	Computer Laboratory	2
7.	Language Laboratory	2

No.	Types	Quantity
8.	Head Office Room	1
9.	Teacher Room	1
10.	Administration Office	1
11.	Mosque	1
12.	Counseling Room	1
13.	School's Health Clinic	1
14.	Students Association Room	1
15.	Toilet	42
16.	Storeroom	1
17.	Circulation Room	1
18.	Playground	1
19.	Canteen	3
20.	Parking Area	3
21.	Electrical Room	1
22.	Cooperation	1
23.	Auditorium	1
24.	Boarding House	1
25.	Committee	1

CURRICULUM VITAE

Personal Data

Name : Agung Setiawan
Place of Birth : Semarang
Date of Birth : August, 22nd 1998
Religion : Islam
Gender : Male
Civic : Indonesia
Address : Medayu RT 14/04, Suruh, Kab. Semarang

Formal Education

1. SDN Medayu 01
2. SMPN 3 Suruh
3. SMK Saraswati Salatiga
4. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

Sincerely,

Agung Setiawan