

**THE NATIVE SPEAKER TEACHER'S TECHNIQUES
IN IMPROVING STUDENTS' ENGLISH SPEAKING ABILITY
TO THE EIGHTH GRADE STUDENTS OF MTsN PUNUNG
IN ACADEMIC YEAR 2016/2017**

THESIS



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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is the tool used for stating the ideas and thoughts using signs, sounds, gestures, or chosen signs which has the meaning and understandable. Language is important for human life to communicate with others. One of these languages is English.

As we know English is a subject which learned in some schools and colleges in Indonesia because English is an international language. It means that we can communicate well with other people from other countries by using English. It is also used in some aspects of human life, such as economics, education, science and technology.¹ So that, people must good in speaking to construct the good communication.

Speaking is the productive and oral skill for communication. It is also verbal utterances to convey the meaning. Speaking defines as an interactive process that consists of producing, receiving and processing information between speaker and listener.² It means that speaking is the verbal

¹Erviana Garnis Whalesi, "Improving Students' Speaking Proficiency through Paired Storytelling." (Thesis, UNS, Surakarta, 2010), 1.

²Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapore: McGraw-Hill, 2005), 2.

communication by producing sounds to transfer the messages or information to others. Speaking is one of four skills that are necessary for effective communication. It is the most important and complex skill. Speaking does not mean you can speak English but you must pay attention on intelligibility, appropriateness, and accuracy as well. To achieve that, you need someone who is passionate and professional in English and someone as an authentic speaking model with good pronunciation and other aspects that are necessary for communication. Gass and Selinker in Omar Al Nawras refer to three primary sources of input for foreign language learners: (a) teacher, (b) materials, and (c) other learners.³ In this research, the researcher focuses on the native speaker as a teacher.

The English native speaker is someone who was born in the country which uses English as first language, has learned English during childhood, and lives in the English-speaking environment.⁴ It means that the native speaker is someone since he/she was born using English as his/her first language. Naturally, the native speaker is quite good in pronunciation, accuracy, and fluency in speaking English. He is also capable to create the good atmosphere wherever the learning takes place.

³Omar Al-Nawras, "The Effect of Native and Nonnative English Language Teachers on Secondary Students' Achievement in Speaking Skills," *Jordan Journal of Educational Sciences* Vol. 9, No. 2, pp - 243- 254 (December, 2013), 243.

⁴Georgia Andreou & Ioannis Galantamos, "The Native Speaker Ideal in Foreign Language Teaching," *Electronic Journal of Foreign Language Teaching* Vol. 6 No.2, pp. 200-108 (Singapore: 2009), 201-202.

In Indonesia, there are some schools and colleges which use the native speakers' services for improving English ability as a foreign language and target language. The reason for including the native speaker as a teacher is he/she is an authentic speaking model.

The native speaker has many kinds of interactive techniques to improve students' English speaking ability and to support the teaching process. The native speaker teachers applied of some interactive techniques to create the good atmosphere in the classroom based on the students' level, students' characteristics, and students' competences.⁵ Like the native speaker teacher in MTsNPunung, Pacitan, who applied some techniques in improving students' English speaking ability such as cooperative learning, question and answer technique, drilling technique, and using song.

The native speaker teacher has particular points in improving students' English speaking ability because he is an authentic speaking model who is good and accurate in pronunciation, idiom, and contemporary context usage. The native speaker teacher is not only as an English speaking model but also as a motivator who always motivate students to speak English as good as they can. The native speaker teacher works hard to achieve the goal of learning through applying the attractive techniques for increasing students' self-confidence in speaking without worrying about the grammar or

⁵Robyn Moloney, *Teaching and Learning Language with a Native Speaker Assistant* (Sydney: The Association of Independent Schools of New South Wales, 2000), 3.

afraid in mistake because the native speaker teacher guides them patiently how to speak well with the correct pronunciation and expression in speaking English. He has important and valuable roles towards students' success.

According the statement above, researcher conduct the research entitled "**The Native Speaker Teacher's Techniques in Improving Students' English Speaking Ability to the Eighth Grade Students of MTsNPunung in Academic Year 2016/2017.**"

B. Research Focus

The study is focused on describing the native speaker teacher's techniques in improving students' Englishspeaking ability to the eighth grade students of MTsNPunung in academic year 2016/2017.

C. Statements of the Problem

Based on the scope of study, the problems of the study can be stated as follows:

1. What kind of the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in academic year 2016/2017?
2. How are the implementations of the native speaker teacher's techniques in improvingstudents'Englishspeaking ability to the eighth grade students of MTsNPunung in academic year 2016/2017?

D. Objectives of the Study

The objectives of the study in this research are related to statements of the problem. These are the objectives of the study as follows:

1. To describe the native speaker teacher's techniques in improving students' Englishspeaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/ 2017.
2. To know how the native speaker teacher implements the techniques in improving students' Englishspeaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/2017.

E. Significances of the Study

The results of the research are expected to be useful for:

1. Theoretical Significance

The research is expected to give the knowledge related to the native speaker teacher as an authentic speaking model who is passionate and professional in achieving the goal of learning and their guidance for students' success.

2. Practical Significances

a. The Teachers

The research is expected to help the teachers especially the teachers of MTsNPunung in improving their students' Englishspeaking ability through learning how native speaker teacher

guides the students using interactive techniques for teaching English.

b. The Students

The research is expected to help the students of MTsNPunung in improving their Englishspeaking ability and increasing their motivation because of the native speaker teacher creates the good atmosphere in the classroom and applies attractive techniques.

c. The Readers

The research is expected can be useful for readers/ students of IAIN Ponorogo and give the big contribution for education.The readers also can use this research as a reference for the next research.

F. Research Methodology

1. Research Design

Research designs are the plans andprocedures for research that span the decisions from abroad assumptions to detailed methods of data collection and analysis.⁶ It means that research designs are the planning when the researcher collects the data.

⁶John W.Creswell, Third Edition Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (California: SAGE Publications. Inc, 2009), 3.

In this research, the researcher applied a descriptive qualitative approach. Qualitative Research is a form of social inquiry that focuses on the way of people interpret and make sense of their experiences in the world they live.⁷It means that qualitative research is the research which is done in the natural setting and interprets the phenomena occurs around people. It is also as an interpretative approach to social reality.

The qualitative research is the research where the procedures produced descriptive data that contains written text or oral from people and behaviors observed.⁸ Based on Tetnowski& Damico in Alison Mackey and Susan M.Gass, qualitative research aims to study individuals and their natural setting.⁹It means that qualitative research is the research which observes the people behavior, individual characteristics and tendency in their natural setting.

The research employed direct observation towards the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/2017. The researcher also conducted the interview with the native speaker, the students, and the English teachers of MTsNPunung.

⁷Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: SalembaEmpat, 2012), 2.

⁸Lexy J. Moeloeng, *Metodologi Penelitian Kualitatif* (Bandung: PT. RemajaRosdakarya, 2013), 4.

⁹Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design* (USA: Lawrence Erlbaum Associates, Inc, 2005), 163.

The data was gained through direct observation and interview. Then, data will be presented in the form of description.

2. Researcher's Role

Researcher role is as the key instrument that collects the data through examining documents, observing behavior, and interviewing participants. The researcher is the one who actually gathers the information.¹⁰ It means that the role of researcher in the qualitative research is as a primary data and a participant who collects the data from informants. The researcher also records everything that occurs during the research in the research's place.

In this research, the researcher became an observer and participant. The researcher interacted with the English subject's activity in the research location to observe the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/ 2017 while the researcher collected the data and organized it. The collected and organized data will be analyzed, interpreted and reported by the researcher as a result.

¹⁰John W. Creswell, Third Edition Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (California: SAGE Publications, Inc, 2009), 175.

3. Research Location

The research takes place in MTsNPunung, Jl. Punung-Pacitan, DusunKebon, DesaPunung, Kec. Punung, Kab. Pacitan. It is about 20 km from Pacitan city.

This school is located in the strategic place because it is near from main street, Jl. Raya Solo-Pacitan so that it is so easy to be accessed from all places and destinations. Besides that, it is also near from the center of the government in the region of Punung,

The research aims to observe the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students in Academic Year 2016/2017. These are the reasons why the researcher chooses this place for observation, as follows:

- a. There is the native speaker from America in this school named Abraham TeklaiKahasay
- b. The school is near from researcher's house/ reachable
- c. The native speaker uses many kinds of attractive techniques.

4. Data Source

In qualitative research, the data source is homogenous. It means that there is only one kind of the sourceso there is no need the representative using random sampling.¹¹

¹¹Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: IKIP Malang, 2013), 187.

There are two kinds of data sources, as follows:

a. Primary Data

Primary data is the sources who give the data to data collector directly.¹² It means that it is the kind of data which are submitted by the researcher from the first source.

These are primary data, as follows:

- 1) Georgia Andreou and Ioannis Galantomos with the title "The Native Speaker Ideal in Foreign Language Teaching."
- 2) Omar Al-Nawrasy with the title "The Effect of Native and Nonnative English Language Teachers on Secondary Students' Achievement in Speaking Skill."

b. Secondary Data

Secondary data is the data which are not given directly.¹³

These are the secondary data, as follows:

- 1) Douglas Brown, Principles of Language Learning and Teaching: Fourth Edition (New York: Wesley Longman, 2000).
- 2) Yun Ho Shinn, "Teaching Strategies, Their Use and Effectiveness as Perceived by Teachers of Agriculture: A National Study."

¹²Sugiyono, Memahami Penelitian Kualitatif (Bandung: Alfabeta, 2005), 62.

¹³Ibid.

- 3) SitiNurhayati, Teaching Speaking Skill Through Communicative Language Teaching (Jakarta: 2011).
 - 4) Mohammad A. Alseweed, "University Students' Perceptions of the Influence of Native and Non-native Teachers," English Language Teaching; Vol. 5, No. 12; 2012.
 - 5) Lee, J. Joseph, "The Native Speaker: An Achievable Model," Asian EFL Journal Volume 7. Issue 2.
 - 6) Georgia Andreou&IoannisGalantamos, "The Native Speaker Ideal in Foreign Language Teaching," Electronic Journal of Foreign Language Teaching Vol. 6 No.2, pp. 200-108 (Singapore: 2009).
 - 7) IsmetSahin, "The Effect of Native Speaker Teachers of English on the Attitude and Achievement Learners," Journal of Language and Linguistic Studies Vol.1, No.1, April 2005.
 - 8) NuriaVillalabosUlate, "Insight toward Native and Non-native ELT Educators," Bellatera Journal of Teaching and Learning Language & Literature Vol. 4(1) (January-February, 2011).
5. Techniques of Data Collection

In this research, the researcher uses some techniques to collect the data, as follows: observation, interview and documentation.

a. Observation

Observation is the selection and recording behaviors of people in their environment. This method is useful to arrange the descriptions of organizations or events and gather the information for conducting research.¹⁴Based on the explanation above, the researcher concludes that observation is the technique to collect the data through coming to the research field directly and become a participant during the research to observe the events occurs in the field of research.

The research is qualitative when observations are done in an attempt to get a picture of a class situation, and the product of these observations is notes or narratives.¹⁵The researcher aims to provide the description about students' activities. In this step, the researcher becomes a participant in the classroom for several times to observe the students' behaviors continually when the students are studying English.

The researcher conducted the observation in MTsNPunung as a participant observation in the classroom of eighth grade students

¹⁴Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: SalembaEmpat, 2012), 21.

¹⁵ Donald Ary, Lucy Cheser and Jacobs Christine K. Sorensen, *Introduction to Research in Education*; Eighth Edition (USA: 2010), 216.

during English subject who was taught by the native speaker from America named Abraham TeklaiKahasay.

Denzin in Olivers Yard defined participant observation as a field strategy that combines document analysis, interview with respondents, direct participation and observation.

Spradley in Olivers Yard distinguishes three phases of participant observation:

1) Descriptive observation

Provides the researcher with nonspecific descriptions at the beginning then develops that into more concrete research description.

2) Focused observation

Narrows the researcher's perspective and focus on what the most essential in the research

3) Selective observation

The researcher must find out the further evidence in the end of data collection.¹⁶

b. Interview

Esternberg in Sugiyonode defined interview as, "a meeting of two persons to get information each other through questions and

¹⁶Olivers Yard, An Introduction to Qualitative Research Fourth Edition SAGE (London: Ashford Colour Press Ltd., Gosport, Hants, 2009), 226-227.

responses, talk about a particular topic.”¹⁷ It means that interview is the techniques of collecting the data through talking face to face between two persons to give their thoughts and information about the research, so the researcher will get the data.

When the researcher interviews the respondents, the researcher usually asks some identical questions related to the research then compare the answer among different respondents. The researcher develops and adapts her own questions, helping respondents to open up and express themselves in order to make the respondents feel comfort to say everything during interview. The advantage of using this technique during the process of collect the data is the respondents can allow researcher to investigate phenomena that are not directly observable, such as the students' perceptions or attitudes.

To make successful interview, the researcher should:

- 1) Be sensitive with the respondents' characteristics, cultural background, gender and age
- 2) Encourage open-minded discussions.
- 3) Create the good atmosphere so that the respondents are comfort to express their thoughts.¹⁸

¹⁷Sugiyono, Memahami Penelitian Kualitatif (Bandung: ALFABETA, 2005), 72.

¹⁸Ibid., 174.

In this research, the researcher conducted the interview with a native speaker teacher named Abraham TeklaiKahasay, two English teachers named Lukman Hakim and Indah Susanti, and five students of eighth grade named Mila Nufita, RianPratama, YuniaWardani, Indah Widianti, and AriskaTanzilaFatma.

c. Documentation

Documentation is the record of phenomenon in the past including pictures, writing, or monumental creation of someone.¹⁹Based on Wolff in Olivers Yard, Documents are standardized artifacts, the documents is in particular formats such as notes, case reports, contracts, drafts, death certificates, remarks, diaries, statistics, annual reports, certificates, judgments, letters or expert opinions.²⁰It means that, the documentation is the technique in the form of notes or transcripts of interview result, pictures of classroom activity and letters related to the research topic and context.

Scott in Olivers Yard suggests four criteria to set specific document for research:

- 1) Authenticity. Is the evidence genuine?

¹⁹Sugiyono, Memahami Penelitian Kualitatif (Bandung: ALFABETA, 2005), 73.

²⁰Olivers Yard, An Introduction to Qualitative Research Fourth Edition SAGE (London: Ashford Colour Press Ltd., Gosport, Hants, 2009), 255-257.

It means that the document should be authentic and can be proved.

2) Credibility. Is the evidence free from error and mistake?

It means that the document must be true, accurate, and reliable without errors.

3) Representativeness. Is the evidence typical of its kind?

It means that the document must be specific document related to the research.

4) Meaning. Is the evidence clear and comprehensible?²¹

It means that the document must be clear and understandable. These criteria above should be used in the process of data collection so that the researcher will get the data validity.

The research employed documentation including school documentation, school's profile, attendance list of eight grade students of MTsNPunung, vision and mission, and organization structure of MTsNPunung.

6. Data Analysis

Bogdan in Sugiyonostated that, "data analysis is the process of searching and arranging the interview transcripts, field notes, and other materials you accumulate to increase your own understanding of them

²¹Ibid.

and to enable you to present what you have discovered to others.”²²It means that data analysis is an analysis based on the obtaining data then develops to be hypothesis.

Data analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

a. Reduction

There are so many data from research's field so that it is necessary to be checked carefully and detail. As we know, if the researcher does the research from time by time, the researcher will get many data which are very complex and complicated. So that it is necessary to reduce the data.

Reduction data is to resume, choose the main data/ main information, focuses on the important thing, looking for the theme and pattern.²³The focus of the researcher here is what the native speakerteacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/ 2017.

²²Sugiyono, Memahami Penelitian Kualitatif (Bandung: ALFABETA, 2005), 88.

²³Ibid., 92.

b. Data Display

In qualitative research, data display can be done through brief statement, diagram, correlation each theories, flowchart and etc. in this research, the researcher uses narrative text to display the data.

c. Conclusion drawing/ verification

Conclusion is probably answering the research problems or not. It is also the new finding in the research's field that never exists before. The finding including description an object that unclear before observation but now it is clearer.

7. Data Validity

Data validity in the qualitative research is done since centering the research's field, during the research in the research's field, and after finishing research in the research's field. Based on Nasution in Sugiyono stated, "Analysis has been started since compose and explain the problems, before entering the research's field and goes on until write the research's result. Data analysis becomes guidance for the next research if it is possible and grounded theory." In the qualitative research, data analysis more focused on during the process in the field with data collecting.²⁴

Data analysis means gathering data that describe the reality that researcher wants to know. For example, a researcher wants to know

²⁴Sugiyono, Memahami Penelitian Kualitatif (Bandung: ALFABETA, 2005), 89-90.

about outcome of a teacher, the researcher must do the depth interview to that teacher so it will appear the number of teacher's outcome. If the data is close to the truth so it is valid.²⁵

a. Data Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data based on multiple data collection procedures.²⁶ Triangulation used to make the researcher sure about the validity of the data. It can be done continually until the researcher feel satisfied towards the data.

b. Methodological Triangulation

Based on Patton in Lexy J. Moeloeng, in methodological triangulation, there are two strategies, such as: (1) checking of the finding trust levels of the research's result some data collecting techniques and (2) checking the trust's level some data sources with the same method.

c. Theoretical Triangulation

Based on Lincoln and Guba in Lexy J. Moeloeng stated that the specific fact can be checked the trust's level by using one or more theories depend on the response.²⁷

²⁵ Afrizal, Metode Penelitian Kualitatif (Jakarta: PT. Raja Grafindo Persada, 2014), 167.

²⁶ Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: ALFABETA, 2013), 273.

²⁷ Lexy J. Moeleong, Metode Penelitian Kualitatif (Bandung: PT. Remaja Rosdakarya, 2000), 178.

In this research, the type of triangulation is data triangulation, as the process to strengthen the data that was gained from many sources that become the finding evidence. It is the method to check the data validity through checking the gained data. For example: asking about the same questions to different respondents using different technique of data collection so that the data will be reported are accurate and credible.

8. Research Procedure

In this research, there are some procedures, as follows:

a. Planning

In this procedure, the researcher arranges the research plan, choose the research's field, and get the license letter. Then, the researcher does the observation in the research's field. In this place the researcher chooses the informant.

b. Application

In this procedure, the researcher does the observation and become a participant to observe directly. Then, doing interview with the informant then takes the documentation. After doing all of these procedures, the researcher analyzes the data that has been collected.

c. Reporting

The researcher reports the result of the research in the thesis.

G. Organization of The Thesis

This research consists of many parts explaining the research's plan.

The organization of the thesis is formulated into:

Chapter I : INTRODUCTION

This chapter contains the global description of the whole content in the thesis. The purpose of this chapter is to make the readers easy in understanding about the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/2017. This chapter consists of Background of the Study, Research Focus, Statements of the Problem, Objectives of the Study, Significances of the Study, Theoretical Background and Theoretical Framework, Previous of the Study, Research Methodology and Organization of the Thesis.

Chapter II :THEORETICAL BACKGROUND/ LITERATURE STUDY

This chapter contents of theoretical background which study about the developments of theories which are supporting the research. The theories in this research

contents of the definition of teaching, the definition of speaking, oral communication skills in pedagogical research, the indicators of speaking competence, the problems with speaking activities, the goal of teaching speaking, the characteristics of a successful speaking, the definition of the native speaker, the reasons for using native speaker as a teacher, the characteristics of the native speaker, the behaviors of the native speaker as a teacher, the native teachers' strategy for teaching speaking, and the role of the native teacher.

Chapter III : RESEARCH METHODOLOGY

This chapter consists of Research Design, Researcher Role, Research Location, Data Source, Technique of Data Collection, Technique of Data Collection, Data Validity, and Research Problem.

Chapter IV : DATA DESCRIPTION

This chapter explains the findings of research.

Chapter V : DATA ANALYSIS

This chapter is where the researcher discusses about the research's result include findings from the research.

Chapter VI : CLOSING

This chapter is where researcher gives the conclusion of the whole research in the thesis and also the recommendation for the researcher.



CHAPTER II

THEORETICAL BACKGROUND

A. Theoretical Background

1. Teaching Speaking

a. Definition of Teaching

Teaching is an action of the teacher for transferring the knowledge to the students. Douglas Brown said that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in learning something, providing knowledge, and making students understand.²⁸ It means that teaching is teacher's action to help the students in learning everything to make them understand about the new knowledge.

According to Newcomb et al in Yun Ho Shinn, teaching is the action to guide and teach the students about the new knowledge, develop the skills, and learn the good attitudes. It is also to raise the students' enthusiasm in learning something.

Webster's Dictionary International Version in Yun Ho Shinn defines teaching, as follows:

²⁸ Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition* (New York: Wesley Longman, 2000). 7.

- 1) Giving the knowledge or skill and giving the instruction to do something as a part of learning process.
- 2) Providing the knowledge.
- 3) Make the students learn by example of experience.
- 4) To advocate and preach.²⁹

According to the statement above, the researcher gets the conclusion that teaching is the important thing in transferring knowledge and skills from the expert in learning process inside or outside classroom so that the students get many experiences and knowledge. From teaching and learning process, the students will get various kinds of science and technology which are useful for their future.

b. Definition of Speaking

Speaking is the productive and oral skill for communication. It is also verbal utterances to convey the meaning. Speaking defines as an interactive process that consists of producing, receiving and processing information between speaker and listener.³⁰ It means that speaking is the verbal communication by producing sounds to transfer the messages and information to others.

²⁹Yun Ho Shinn, "Teaching Strategies, Their Use and Effectiveness as Perceived by Teachers of Agriculture: A National Study," (Thesis and Dissertations, IOWA State University, 1997), 13-21.

³⁰ Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (Singapore: McGraw-Hill, 2005), 2.

Speaking is defined as the students' ability to express their feeling orally, coherently, fluently, and appropriately using correct pronunciation, grammar, and vocabulary of a language.³¹ It has the meaning that speaking as a students' ability in constructing their meaning and expressing their feeling orally using English language as a foreign language.

c. The Indicators of Speaking Competence

Douglas Brown in Akhyak and Anik Indramawan indicated that someone can be called has the speaking competence if he/she is able to:

- 1) Imitate a word or phrase or possibly a sentence (imitative).
- 2) Produce short stretches of oral language design to demonstrate competence in a narrow grammatical, phrasal, lexical, or phonological relationship such as prosodic elements- intonation, stress, rhythm, juncture, intensive ability (intensive).
- 3) Respond a very short conversation, standard greetings and small talk, simple requests and comments.
- 4) Take two forms of one response language which has the purpose of particular information exchange, or individual

³¹Shiamaa Abd EL Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students," (Thesis, Ain Shams University, 2006), 30.

exchange which has a purpose of maintain the social relationships (interactive).

- 5) Maintain social relationships with the transmission of facts and information (interpersonal).
- 6) Develop (monologue) oral productive as the speaking ability, oral presentation, and tell the story, during where the opportunity for oral interaction. From listeners who one of them, are very limited or arranged equally (largely).³²

d. The Problems with Speaking Activities

1) Inhibition.

The students get a lot of inhibition in speaking like shy to say something in a foreign language in the classroom and worry in making mistakes.

2) Nothing to say

Even it is not inhibited but the students are often saying that they are not able to speak or express what they are feeling. They cannot think of what they should be speaking.

³²Akhyak&AnikIndramawan, "Improving the Students' English Speaking Competence through Storytelling," International Journal of Language and Literature, Vol. 1 No. 2 (December, 2013), 20.

3) Low or uneven participation.

It means that only one or two of the students who are talking much in the classroom. She/ he is more dominant than others.

4) Mother-tongue use

It means that if there are many students who are in the same mother tongue, they tend to use this language. It must be more natural. So it is hard to make them using a target language.³³

e. The Characteristics of the successful speaking

1) Learners talk a lot

The students do not fear about the mistake or shy to speak in a foreign language. They are so confident to speak a lot. They also can express their feeling well through speaking in a foreign language.

2) Participation is even

In the classroom discussion almost all the students can speak a lot. No one is dominant because they are all speaking and become talkative.

³³ Penny Ur, A Course in Language Teaching: Practice and Theory (Australia, Cambridge University Press, 1996), 120.

3) Motivation is high.³⁴

When the motivation is high, it means that the students are motivated to speak a lot in a foreign language. They are interested in the foreign language and try to speak as much as they can.

4) Language is an acceptable level.³⁵

It means that the students talk in the correct utterances and understandable for the listeners. Their speaking is relevant and also acceptable.

2. The Native Speaker

a. Definition of the Native Speaker

Georgia Andreou and Ioannis Galantomos stated that English native speaker is someone who;

- 1) Was born in an English-speaking country.
- 2) Has learned English during childhood in an English-speaking environment.
- 3) Speaking English as a first language.
- 4) Has a native-like command of English.
- 5) Has the intuition to distinguish correct or wrong forms in English.³⁶

³⁴Akhyak&AnikIndramawan, "Improving the Students' English Speaking Competence through Storytelling," International Journal of Language and Literature, Vol. 1 No. 2 (December, 2013), 20.

It means that the native speaker is someone who uses English as his/her first language/mother tongue so the native speaker is quite good in pronunciation, accuracy, and fluency in speaking English.

The native speaker of English changes the pitch and stress of particular parts of utterances, volume, speed, and their feeling (especially in face-to-face interaction).³⁷

b. The Features of Native Speaker

Lee in Mohammad A. Alseweeds suggested six defining features of a native speaker that some authors such as Kubota, Maumand Medgyess support and agree with. These are:

- 1) The native speaker is someone who got and learnt the language in early childhood and keeps using that language.
- 2) The native speaker is someone who has intuitive knowledge of language so that she/ he can speak fluent.
- 3) Spontaneous discourse.
- 4) The native speaker is someone who is competent to communicate well wherever she/ he stays.
- 5) The native speaker can be identified by a language community.

³⁶Georgia Andreou & Ioannis Galantamos, "The Native Speaker Ideal in Foreign Language Teaching," *Electronic Journal of Foreign Language Teaching* Vol. 6 No.2, pp. 200-108 (Singapore: 2009), 201-202.

³⁷Jeremy Harmer, *The practice of English Language Teaching*, Third Edition. www.longman.com. 269.

6) The native speaker is someone who does not have a foreign accent.³⁸

c. The Reasons for using the Native Speaker as a Teacher

Richard C. Bedford in Ismet Sahin stated that the reason for using the native speakers as teachers of English subjects is emphasis from the dominant translation method towards the oral approach. He also added another important reason is the high priority towards the teacher's ability in speaking the language that he/she teaches in the class.³⁹ It means that the native speaker has some particular things which can attract many schools to use the native speakers' service because of his/her ability to speak English correctly and fluently.

The native English teachers are spreading all over the world in great numbers because of their professionalism of the language. The demand of the native speaker as a teacher is getting rise time by time.

After the native speaker teachers of English spread around the world, they became samples of good language teachers in non-English speaking countries because of their fluency and

³⁸Mohammad A. Alseweed, "University Students' Perceptions of the Influence of Native and Non-native Teachers," *English Language Teaching*; Vol. 5, No. 12; 2012, 43.

³⁹Ismet Sahin, "The Effect of Native Speaker Teachers of English on the Attitude and Achievement Learners," *Journal of Language and Linguistic Studies* Vol.1, No.1, April 2005, 30.

accuracy. Having a native speaker as an English teacher in schools has become an interesting thing to attract more students.”⁴⁰

Based on these explanations above, the researcher concludes that the native speaker is very helpful for students in English speaking because the native speaker is good in fluency and accuracy. The native speaker is also professional in teaching and in reaching the goal of learning. Not only for students but native speaker also useful for the schools to attract more students. The students must be interested in the native speaker as an English teacher so that they will enter the school which having a native speaker.

d. The Characteristics of the Native Speaker

The native speaker has the following characteristics:

- 1) Subconscious knowledge of rules.
- 2) Ability to communicate in social place.
- 3) Range of language skills.
- 4) Creativity of language use.
- 5) Identification with a language community.
- 6) Ability to produce fluent discourse.⁴¹

⁴⁰Ibid., 31.

⁴¹Nuria Villalabos Ulate, “Insight toward Native and Non-native ELT Educators,” *Bellatera Journal of Teaching and Learning Language & Literature* Vol. 4(1) (January-February, 2011), 62.

It means that native speaker knows more about structures and the rule of English language. He has language skills that very useful in teaching their students. He is also capable to identify whether their speech is acceptable or not. He is so creative and multi-talented. By the native speaker's skill and ability in many aspects of English, they will very helpful as a teacher.

The native speaker can improvise, maintain continuity in speech and comprehension, and respond immediately to unexpected utterances, make rapid changes of topic and speaker, and so on.⁴²

e. The Behaviors of the Native Speaker Teacher

Medgeys in Nuria Villalobos Ulate stated some behaviors of the native and non-native teacher:

1) Speak better English.

Because of this point, the native teacher will teach the students better especially in speaking skill. It is important point and opportunity for students to improve their speaking ability and they will be influenced or encouraged by the native teacher to be as good as native teacher's speaking.⁴³

⁴² Michael Stubbs, *Discourse Analysis: The Sociolinguistics Analysis of Natural Language*, (Britain: Greater Britain, 1983), 36.

⁴³ Nuria Villalobos Ulate, "Insight toward Native and Non-native ELT Educators," *Bellatera Journal of Teaching and Learning Language & Literature* Vol. 4(1) (January-February, 2011), 63.

2) Use real language.

Because of the native speaker teacher use English, He is included as authentic speaking model so by his authenticity, students will more motivated and remove their awareness in English speaking because the students increase their confidence by following their teacher utterances and guidance.

3) Use English more confidently

The native English teacher uses English confidently. It will influence his students to be confident like the native teacher.

4) More innovative

The native teacher is more innovative because she/ he use the attractive techniques and also can create a good atmosphere inside classroom and the students will not get bored. The students will be more enthusiasm and fun.

5) Less emphatic

Because of the native teacher is less emphatic, students can express their feeling freely.⁴⁴It means that the students can speak with their own word without nervousness of their teacher. The native teacher is also teaches really patient.

⁴⁴Ibid.

f. Definition of Technique

Technique is the specific activities applied in the classroom that was consistent with a method and an approach as well.⁴⁵ Technique is any of a wide variety of exercises, activities, or tasks used in language classroom for realizing lesson objectives.⁴⁶ It means that technique is the particular activities in the classroom applied by the teacher to reach the goal of learning.

A technique for teaching speaking is a replicable learning activity organized by the teacher with the specific goal of learning and according to the principles of communicative-oriented teaching method. This definition shows that a technique always corresponds to one of the objectives of the lesson. In other words, a “technique” is the name of a procedure.⁴⁷

By applying the interactive techniques, the students will easier to understand the material. Attractive techniques also can create the good atmosphere in the classroom so the teacher must choose the appropriate techniques according to students’ characteristic.

⁴⁵H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy: Second Edition*, 14.

⁴⁶*Ibid.*, 16.

⁴⁷Radislav P. Millrood, “Techniques and Technologies of Teaching Speaking: Dealing with Backwash Effect in Russia,” *International Journal of Procedia-Social and Behavioral Sciences* 200 (2015), 48.

g. The Types of Techniques in Teaching English Speaking

These are some techniques which can be applied in Teaching Speaking:

1) Cooperative Learning

Cooperative learning means the learning technique that focuses on the use of small groups of students to work together to maximize the learning conditions for reaching the learning goals, and also the participation of students in small groups make them interact each other. The concept of cooperative learning is the students are not only learning from their teachers but also from their friends or other students.⁴⁸

The implementation of this technique is the students divided into some groups to work the task in a group and practice talking each other to reach the goal of learning in improving English speaking ability.

2) Question and Answer Technique.

Klippel in WinaWindaKurnia defined questions and answer technique is a kind of technique where the teacher can reduce the strain by recognizing the activity in such a way that the students concerned is questioned by the class, avoiding the

⁴⁸NanikMriyaniEffendie, "The Students Wheels Strategy in Teaching Speaking Skill to Cultivate Politeness at Junior High School," American Journal of Educational Research, 2014, Vol. 2, No. 12, 1214.

monologue where the pressure is on one person only. Cotton in WinaWindaKurnia stated that a question is any sentence which has an interrogative form or function.⁴⁹ It aims to check the students' knowledge and increase their knowledge.

3) Drilling Technique

According to Thornburry in AgungGinajarAnjaniputra, drilling is a technique where the students imitate and repeat the words, phrases, and utterances of their teacher to practice the pronunciation.⁵⁰ It means that the students imitates the utterances from their teacher and repeat it many times. In teaching speaking, the teacher will mention the words many times and asks the students to imitate. It aims to makes the students remember the words with the correct pronunciation.

Drilling is also defined as the technique which applied in teaching language to guide students to talk using particular patterns of structures. It is used to teach sentence pronunciation, stress, and intonation.⁵¹ It is similar to listen and

⁴⁹WinaWindaKurnia, "Teaching Speaking Ability Using Question and Answer Technique at the seventh Grade Students of MTsNRancagoong," (Thesis, STKIP Siliwangi, Bandung, 2011), 2-3.

⁵⁰AgungGinajarAnjaniputra, "Teacher Strategies in Teaching Speakingto Students at Secondary Level," Journal of English Education, 2013, 2.

⁵¹Prahlad Chandra Lamsi, " Effective of Oral Drills in Teaching Grammar," (Thesis, TribhuvanUnivesity, Kathmandu, 2011), 12.

imitate used in the Direct Method where students listen to a teacher-provided model and repeat or imitate it.⁵²

4) Using Song.

Saricoban and Metin in Diane Boothe and Jeff West stated that they have found that song can develop the four skill areas of reading, writing, listening, and speaking. Song lyrics will stimulate phonetics, vocabulary, and improve grammar.⁵³

According to Jolly in Nell T. Millington, using song can also give the learner a chance acquiring the target language culture.⁵⁴ By using song as the techniques of teaching, there are many advantages especially for speaking ability. It can increase the vocabulary and The students can practice pronouncing the words which are important for developing speaking skill.

h. The Role of the Native Speaker Teacher

Role	The Native Speaker Teacher
Motivating the students to use English inside the classrooms.	The students tried to speak in English, no matter they were able to speak or not.

⁵²Celce-Murcia, et. al., 1996, Pronunciation Teaching, 22.

⁵³ Diane Boothe and Jeff West, "English Language Learning through Music and Song Lyrics-The Performance of a lifetime," International Conference The Future of Education.

⁵⁴ Neil T. Millington, Using Songs Effectively to Teach English to Young Learners, (Thesis, Ritsumeikan Asia Pacific University, Japan), 136.

<p>Motivating students to use English outside the classrooms.</p>	<p>Clear evidence was obtained during the researcher visits that students spoke (mainly greetings though) to the native speaker in English. Some higher ability students (mainly girls) would take the initiative to talk to the native speaker after school.</p>
<p>Improving students' oral and listening abilities and increasing students' confidence in speaking English.</p>	<p>Some students the researcher has interviewed agreed that their speaking abilities will be improved after being taught by the native speaker.⁵⁵</p>
<p>Acting as a cultural model of the target language.</p>	<p>Nobody could deny that the native speaker can be the model that uses English every day in the social life for expressing feelings, emotions, and desires through their natural ways of acting, speaking and behaving.</p>
<p>Providing cultural knowledge of</p>	<p>Native speaker must be better</p>

⁵⁵Peter Storey, et al., Monitoring and Evaluation of Native-Speaking English Teacher Scheme (MENETS), (Hongkong: 2001), 114-115.

<p>the target language.</p>	<p>to provide the cultural knowledge of the target language. So that students will know more about the native speaker's culture where he/ she lives.</p>
<p>Displaying a high competency in using the target language.</p>	<p>All native speakers were born and raised in an English-speaking country and are qualified teachers of English as a second and foreign language. Their English competences should not be doubted by the students and principals. They all believe that the native speakers speak and write with "more standard" English.</p>
<p>Promoting target language related extracurricular activities.</p>	<p>The native speaker has an important role in organizing extra-curricular activities including English speaking club and English camp.⁵⁶</p>

⁵⁶Ibid.

B. Previous Research Findings

There are previous studies which related to this research. These previous studies started from the research by Georgia Andreou and Ioannis Galantomos with the title “The Native Speaker Ideal in Foreign Language Teaching.” A Journal for University Thessaly, Greece, Singapore 2009. The Journal was to examine the place of the native speaker ideal in foreign language instruction and to discuss the implications for teaching that the arguments have raised above. The finding of this research was that the issue of describing what exactly instructors should expect from their students is still open to debate.

The second previous study is the research by Omar Al-Nawrasly with the title “The Effect of Native and Nonnative English Language Teachers on Secondary Students’ Achievement in Speaking Skill.” A Journal of Institute of Applied Technology, UAE, 2013 by Yarmouk University, Irbid, Jordan. This research was to know about The Effect of Native and Nonnative English Language Teachers on Secondary Students’ Achievement in Speaking Skills. The result of this research was it is widely accepted that native English speaking teachers were better than the nonnative English-speaking teachers in teaching speaking. This study illustrated that the nativeness of teachers did not have a significant impact on students’ performance in speaking. In terms of pronunciation, it was the researcher’s view that students can largely benefit from exposure to all sorts of accents and

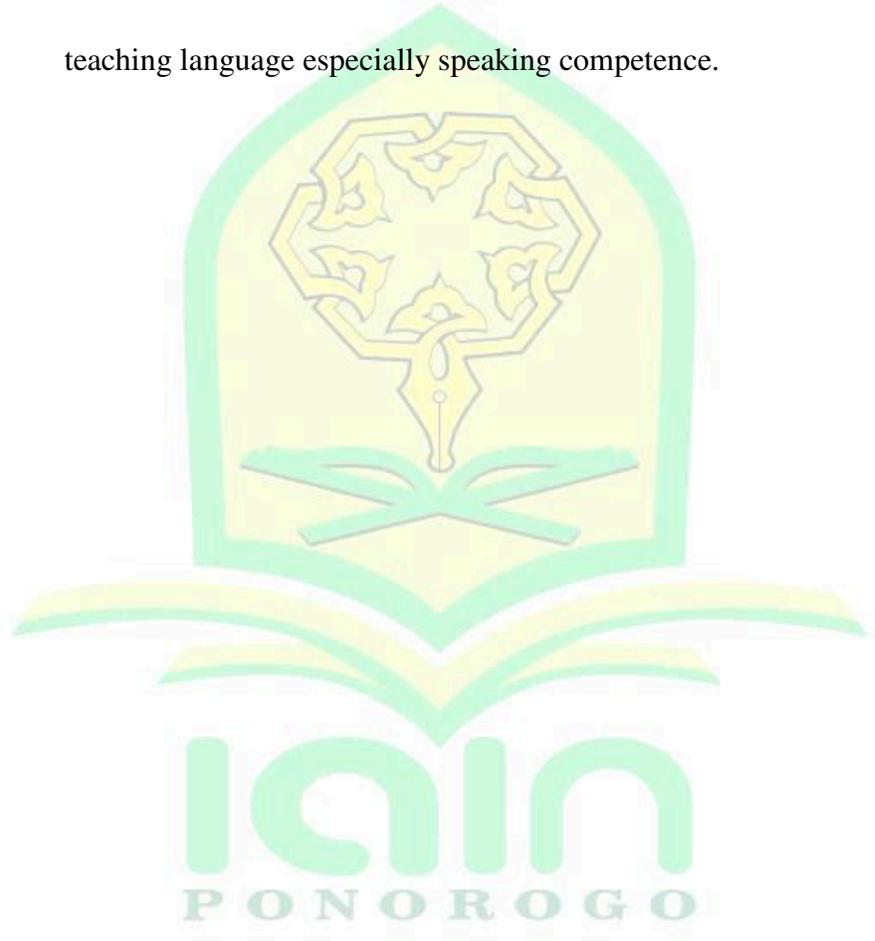
that in the globalized world what matters was the intelligibility of the speech acts rather than the perfect pronunciation. In studying the impact or the differences between the two groups, or asking that makes a better teacher, we assume to an extent that teaching quality depends on whether teachers are native or non-native speakers, as if one group is naturally better able to teach.

The differences between these researches are:

- 1) A Journal by Georgia Andreou and Ioannis Galantomos with the title “The Native Speaker Ideal in Foreign Language Teaching.” A Journal for University Thessaly, Greece, Singapore 2009. The Journal was to examine the place of the native speaker ideal in foreign language instruction and to discuss the implications for teaching that the arguments have raised above. The finding of this research was the issue of describing what exactly instructors should expect from their students is still open to debate.
- 2) The Journal by Omar Al-Nawrasy with the title “The Effect of Native and Nonnative English Language Teachers on Secondary Students’ Achievement in Speaking Skill.” A Journal of Institute of Applied Technology, UAE, 2013 by Yarmouk University, Irbid, Jordan. This research aimed to know about The Effect of Native and Nonnative English Language Teachers on Secondary Students’ Achievement in Speaking Skills. The result of this research was native speaker did not

have a significant impact on students' performance in speaking. This research was quantitative research.

The researcher used those researches because it is related to the research. It also helps the researcher as reference in doing the depth research about the role and contribution of native teacher universally in teaching language especially speaking competence.



CHAPTER III

RESEARCH METHODOLOGY

1. Research Design

Research designs are the plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.⁵⁷ It means that research designs are the planning when the researcher collects the data.

In this research, the researcher applied a descriptive qualitative approach. Qualitative Research is a form of social inquiry that focuses on the way of people interpret and make sense of their experiences in the world they live.⁵⁸ It means that qualitative research is the research which is done in the natural setting and interprets the phenomena occurs around people. It is also as an interpretative approach to social reality.

The qualitative research is the research where the procedures produced descriptive data that contains written text or oral from people and behaviors observed.⁵⁹ Based on Tetnowski & Damico in Alison Mackey and Susan M. Gass, qualitative research aims to study individuals and their natural

⁵⁷John W. Creswell, Third Edition Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (California: SAGE Publications, Inc, 2009), 3.

⁵⁸Sari Wahyuni, Qualitative Research Method: Theory and Practice (Jakarta: Salemba Empat, 2012), 2.

⁵⁹Lexy J. Moeloeng, Metode Penelitian Kualitatif (Bandung: PT. Remaja Rosdakarya, 2013), 4.

setting.⁶⁰ It means that qualitative research is the research which observes the people behavior, individual characteristics and tendency in their natural setting.

In this research, the data are collected through direct observation towards the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/ 2017. The researcher also conducts the interview with the native speaker, the students and the English teachers of MTsNPunung. So, the data was gained through direct observation and interview. Then, data will be presented in the form of description.

2. Researcher Role

Researcher role is as the key instrument that collects the data through examining documents, observing behavior, and interviewing participants. The researcher is the one who actually gathers the information.⁶¹ It means that the role of researcher in the qualitative research is as a primary data and a participant who collects the data from informants. The researcher also records everything that occurs during the research in the research's place.

⁶⁰Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design* (USA: Lawrence Erlbaum Associates, Inc, 2005), 163.

⁶¹John W. Creswell, *Third Edition Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications, Inc, 2009), 175.

In this research, the researcher became an observer and participant. The researcher interacted with the English subject's activity in the research location to observe the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/2017 while the researcher collected the data and organized it. The collected and organized data will be analyzed, interpreted, and reported by the researcher as a result.

3. Research Location

The research takes place in MTsNPunung, Jl. Punung-Pacitan, Dusun Kebon, Desa Punung, Kec. Punung, Kab. Pacitan. It is about 20 km from Pacitan city.

This school is located in the strategic place because it is near from main street, Jl. Raya Solo-Pacitan so that it is so easy to be accessed from all places and destinations. Besides that, it is also near from the center of the government in the region of Punung,

The research aims to observe the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students in Academic Year 2016/2017.

These are the reasons why the researcher chooses this place for observation, as follows:

- a. There is the native speaker from America in this school named Abraham Teklai Kahasay.
- b. The school is near from researcher's house/ reachable.
- c. The native speaker uses many kinds of attractive techniques.

4. Data Source

In qualitative research, the data source is homogenous. It means that there is only one kind of the source, so there is no need the representative using random sampling.⁶²

There are two kinds of Data sources, as follows:

a. Primary Data

Primary data is the data sources who give the data to data collector directly.⁶³ It means that it is the kind of data which are submitted by the researcher from the first source.

These are primary data, as follows:

- 1) Georgia Andreou and Ioannis Galantomos with the title "The Native Speaker Ideal in Foreign Language Teaching."
- 2) Omar Al-Nawrasy with the title "The Effect of Native and Nonnative English Language Teachers on Secondary Students' Achievement in Speaking Skill."

⁶² Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: IKIP Malang, 2013), 187.

⁶³ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2005), 62.

b. Secondary Data

Secondary data is the data which are not given directly.⁶⁴ These are the secondary data, as follows:

- 1) Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition* (New York: Wesley Longman, 2000).
- 2) Yun Ho Shinn, "Teaching Strategies, Their Use and Effectiveness as Perceived by Teachers of Agriculture: A National Study."
- 3) SitiNurhayati, *Teaching Speaking Skill Through Communicative Language Teaching* (Jakarta: 2011).
- 4) Mohammad A. Alseweed, "University Students' Perceptions of the Influence of Native and Non-native Teachers," *English Language Teaching*; Vol. 5, No. 12; 2012.
- 5) Lee, J. Joseph, "The Native Speaker: An Achievable Model," *Asian EFL Journal* Volume 7. Issue 2.
- 6) Georgia Andreou & Ioannis Galantamos, "The Native Speaker Ideal in Foreign Language Teaching," *Electronic Journal of Foreign Language Teaching* Vol. 6 No.2, pp. 200-108 (Singapore: 2009).
- 7) Ismet Sahin, "The Effect of Native Speaker Teachers of English on the Attitude and Achievement Learners," *Journal of Language and Linguistic Studies* Vol.1, No.1, April 2005.

⁶⁴Ibid.

- 8) Nuria Villalabos Ulate, "Insight toward Native and Non-native ELT Educators," *Bellatera Journal of Teaching and Learning Language & Literature* Vol. 4(1) (January-February, 2011).

5. Technique of Data Collection

In this research, the researcher used some techniques to collect the data, as follows: observation, interview and documentation.

a. Observation

Observation is the selection and recording behaviors of people in their environment. This method is useful to arrange the descriptions of organizations or events and gather the information for conducting research.⁶⁵

Based on the explanation above, the researcher concludes that observation is the technique to collect the data through coming to the research field directly and become a participant during the research to observe the events occurs in the field of research.

The research was qualitative research where observations conducted in an attempt to get a picture of a class situation, and the product of these observations is notes or narratives.⁶⁶ The researcher

⁶⁵ Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: Salemba Empat, 2012), 21.

⁶⁶ Donald Ary, Lucy Cheser and Jacobs Christine K. Sorensen, *Introduction to Research in Education*; Eighth Edition (USA: 2010), 216.

aims to provide the description about students' activities. In this step, the researcher became a participant in the classroom for several times to observe the students' behaviors continually when the students were studying English.

The researcher conducted the observation in MTsNPunung as a participant observation in the classroom of eighth grade students during English subject who was taught by the native speaker from America named Abraham TeklaiKahasay.

Denzin in Oliver Yard defined participant observation as a field strategy that combines document analysis, interview with respondents, direct participation and observation.

Spradley in Oliver's Yard distinguishes three phases of participant observation:

1) Descriptive observation.

Provide the researcher with nonspecific descriptions at the beginning then develop that into more concrete research description.

2) Focused observation.

Narrows the researcher's perspective and focuses on what the most essential in the research.

3) Selective observation.

The researcher must find out the further evidence in the end of data collection.⁶⁷

b. Interview

Esternberg in Sugiyono defined interview as, “a meeting of two persons to get information each other through questions and responses, talk about a particular topic.”⁶⁸ It means that interview is the techniques of collecting the data through talking face to face between two persons to give their thoughts and information about the research, so the researcher will get the data.

When the researcher interviewed the respondents, the researcher usually asked some identical questions related to the research then compared the answer among different respondents. The researcher developed and adapted her own questions, helped the respondents to open up and express themselves in order to make the respondents felt comfort to say everything during interview. The advantage of using this technique during the process of collect the data was the respondents can allow researcher to investigate phenomena that were not directly observable such as the students' perceptions or attitudes.

⁶⁷Olivers Yard, *An Introduction to Qualitative Research* Fourth Edition SAGE (London: Ashford Colour Press Ltd., Gosport, Hants, 2009), 226-227.

⁶⁸Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: ALFABETA, 2005), 72.

In this research, the researcher conducted the interview with a native teacher named Abraham Teklai Kahasay, two English teachers named Lukman Hakim and Indah Susanti, and five students of eighth grade named Mila Nufita, Rian Pratama, Yunia Wardani, Indah Widiyanti, and Ariska Tanzila Fatma.

c. Documentation

Based on Wolff in Oliver's Yard, Documents are standardized artifacts, the documents is in particular formats such as notes, case reports, contracts, drafts, death certificates, remarks, diaries, statistics, annual reports, certificates, judgments, letters or expert opinions.⁶⁹ It means that, the documentation is the technique in the form of notes or transcripts of interview result, pictures of classroom activity and letters related to the research topic and context.

Scott in Oliver's Yard suggests four criteria to set specific document for research:

1) Authenticity. Is the evidence genuine?

It means that, the document should be authentic and can be proved.

2) Credibility. Is the evidence free from error and mistake?

⁶⁹Oliver's Yard, An Introduction to Qualitative Research Fourth Edition SAGE (London: Ashford Colour Press Ltd., Gosport, Hants, 2009),255.

It means that, the document must be true, accurate and reliable without errors.

3) Representativeness. Is the evidence typical of its kind?

It means that, the document must be specific document that related to the research.

4) Meaning. Is the evidence clear and comprehensible?⁷⁰

It means that, the document must be clear and understandable. These criteria above should be used in the process of data collection so that the researcher will get the data validity.

In this research, the data were gained from documentation such as school documentation, school's profile, attendance list of eight grade students of MTsNPunung, vision and mission, and organization structure of MTsNPunung.

6. Technique of Data Analysis

Bogdan in Sugiyono stated that, "Data analysis is the process of searching and arranging the interview transcripts, field notes, and other materials you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others."⁷¹It means

⁷⁰Ibid.,257.

⁷¹Sugiyono, Memahami Penelitian Kualitatif (Bandung: ALFABETA, 2005), 88.

that data analysis is an analysis based on the obtaining data then develops to be hypothesis.

Data analysis consists of three concurrent flows of activity: data reduction, data display and conclusion drawing/verification.

a. Reduction

There are so many data from research's field, so that it is necessary to be checked carefully and detail. As we know, if the researcher does the research from time by time, the researcher will get many data which are very complex and complicated. So that it is necessary to reduce the data.

Reduction data is to resume, choose the main data/ main information, focuses on the important thing, looking for the theme and pattern.⁷²The focus of the researcher here is what the native speaker teacher's techniques in improving students' English speaking ability to the eighth grade students of MTsNPunung in Academic Year 2016/2017.

b. Data Display

In qualitative research, datadisplay can be done through brief statement, diagram, correlation each theories, flowchart and etc. in this research, the researcher uses narrative text to display the data.

⁷²Ibid.,92.

c. Conclusion drawing/ verification

Conclusion is probably answering the research problems or not. It is also the new finding in the research's field that never exists before. The finding including description an object that unclear before observation but now it is clearer.

7. Data Validity

Data validity in the qualitative research is done since centering the research's field, during the research in the research's field, and after finishing research in the research's field. Based on Nasution in Sugiyono stated "analysis has been started since compose and explain the problems, before entering the research's field and goes on until write the research's result. Data analysis becomes guidance for the next research if it is possible and grounded theory." In the qualitative research, data analysis more focused on during the process in the field with data collecting.⁷³

Data validity means the data which was gathered can describe the reality that wants to be revealed by researcher. For example, a researcher wants to know about outcome of a teacher, the researcher must do the depth interview to that teacher so it will appear the number of teacher's outcome. If the data is valid, so the information was gained from teacher is true or close with the real outcome.⁷⁴

⁷³Sugiyono, Memahami Penelitian Kualitatif (Bandung: ALFABETA, 2005), 89-90.

⁷⁴Afrizal, Metode Penelitian Kualitatif (Jakarta: PT. Raja Grafindo Persada, 2014), 167.

a. Data Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data based on multiple data collection procedures.⁷⁵ Triangulation used to make the researcher sure about the validity of the data. It can be done continually until the researcher feel satisfied towards the data.

b. Methodological Triangulation

Based on Patton, in methodological triangulation, there are two strategies, such as: (1) Checking of the finding trust levels of the research's result some data collecting techniques and (2) Checking the trust's level some data sources with the same method.

c. Theoretical Triangulation

Based on Lincoln and Guba, depend on the response that the specific fact can be checked the trust's level by using one or more theories.⁷⁶

In this research, the type of triangulation is data triangulation, as the process to strengthen the data that was gained from many sources that become the finding evidence. It is the method to check the data validity through checking the gained data. For example: asking about the same questions to different respondents using different technique

⁷⁵Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: ALFABETA, 2013), 273.

⁷⁶Lexy J. Moeleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2000), 178.

of data collection. So that, the data will be reported are accurate and credible.

8. Research Procedure

In this research, there are some procedures, as follows:

a. Planning

In this procedure, the researcher arranges the research plan, choose the research's field, and get the license letter. Then, the researcher does the observation in the research's field. In this place the researcher chooses the informant.

b. Application

In this procedure, the researcher does the observation and become a participant to observe directly. Then, doing interview with the informant then takes the documentation. After doing all of these procedures, the researcher analyzes the data that has been collected.

c. Reporting

The researcher reports the result of the research in the thesis

CHAPTER IV

DATA DESCRIPTION

A. General Data

1. Geographical Data of Research's Place

Madrasah Tsanawiyah Negeri Punung (MTsN Punung) is located in the strategic place close to main street called Jl. Raya Solo-Pacitanso that it is so easy to be accessed from all places and destinations. Besides, it is also near from the center of the government in the region of Punung.

The location of this school is not exactly in the edge of the big street. It is about 50 meters from big street.

According to the data from the land certificate, the large of the land of MTsNPunungis about 1.717 m². The certificate belongs to BPN RI before belonging to MTsN Punung. It used as a sport field with full of building around. After several time, finally that land belongs to MTsN Punung.⁷⁷

2. Vision, Mission and the School's Purpose

a. Vision

MTsNPunung as an education centerbased on society try to reach the hopes of students, parents and society based on the

⁷⁷ Look at The Transcript of Documentation number 01/D/18-IV/2017

school's vision of MTsNPunung. It is expected can respond the developments and challenges of the science and technology in the future because the information era and globalization are being developing very fast. MTsNPunung has a big expectation to reach the hopes and goals.⁷⁸

Here is the motto of MTsNPunung;

**Terwujudnya MTs Negeri Punung yang : Unggul dalam mutu,
Santun dalam perilaku, Berwawasan luas, agamissertaTuntas
belajar
(USWATUN)**

These are the indicators of MTsN Punung's vision, as follows;

- 1) Creating the high quality of students who are best in achievement both academic and non academics as a basic for continuing to higher education.
- 2) Creating the students with good morals and attitude based on islamical doctrine and able to do the real islamical doctrine exactly in the real life.

c. Mission

- 1) Increasing the learning and teaching process effectively and efficiently.
- 2) Increasing the learning's facilities of school optimally.

⁷⁸ Look at The Transcript of Documentation number 03/D/19-IV/2017

- 3) Increasing the school's competitive through supporting the students' achievement both academic and non academic.
- 4) Increasing the activity of extra-curricular.
- 5) Increasing the students' particular skills based on their talent and interest.
- 6) Increasing the educator's professionalism.⁷⁹

d. Purposes

These are the purposes of MTsN Punung, as follows:

- 1) Creating the best quality of students who get the best score on examination with average's score more than 6,0 in academic year 2015/2016 and has been increasing 0,5 in the next year .
- 2) Reaching the target of SKBM for all subjects minimal 6,5 in academic year 2016/2017.
- 3) The students usually communicate with the polite words, good attitude as a moslem and be active in doing the religion's activities such as recite the holy Al-Qur'an, Sholat Dhuha and Sholat Dhuhur.
- 4) The students are success on the competition both academic and non academic.
- 5) The students are able to operate the computer like windows program and excel up to 75%.

⁷⁹*ibid.*

- 6) The students are able to read the holy Qur'an correctly up to 85% .⁸⁰

3. School's Profile

Madrasah AliyahNegeriPunung or MTsNPunung is the school based

Islam religion located in Punung, Pacitan which has many students.

Here is the table which are describing the school identity

SCHOOL'S IDENTITY	
School	MTsNPunung
NSM/NISN (NPSN)	121135010002/ 20511214
Province	East Java
Status	State
Year of Established	25 November 1995
Date of Accreditation	10December 2009
NPWP	00539951364 7000
Land Certificate	Wakaf
Address	Jl. Raya Punung
Village	Punung
Sub district	Punung
Regency/ City	Pacitan
Postcode	63553

⁸⁰Look at The Transcript of Documentation number 03/D/19-IV/2017

Phone	0357 511131
Email	Mtsn_punung@yahoo.co.id
Website	https://www.madrasahpunung.blogs.pot.com ⁸¹

4. The Facilities of MTsNPunung

There are some facilities in MTsNPunung such as school building, classrooms, mosque, whiteboards, board markers, erasers, rulers, tables, chairs, library, book sheets, shoes' racks, computers, LCD, UKS, toilets, and canteen.⁸²

5. Organization's Structure of MTsNPunung

There is an organization's structure of MTsNPunung that consists of the chief of committee, the headmaster, the teachers, chief of TU, and operators.⁸³

6. The Number of Teachers of MTsNPunung

There are 30 teachers of MTsNPunung including a native speaker in academic year 2016/ 2017.

⁸¹ Look at The Transcript of Documentation number 02/D/18-IV/2017

⁸² Look at The Transcript of Documentation number 04/D/19-IV/2017

⁸³ Look at The Transcript of Documentation number 08/D/19-IV/2017

List of Teachers' name	Position
1. PiputHendrawan, S.Pd	Headmaster and Teacher
2. Saparni, S.Ag	Chief of Committee
3. SetioRini, S.Pd	Chief of Curriculum andTeacher
4. WahidahCholis, S.Ag	Teacher of IXC and Extracurricular's teacher
5. Miswanto, S.Ag	Teacher and Extracurricular's teacher
6. Sujari, S.Ag	Teacher of VIIIA andExtracurricular's teacher
7. Indah Susanti, S.Pd	Chief of Language Laboratory and Teacher of VIIB
8. Suparno, S.Pd	Teacher
9. Nurdiati, S.Pd	Teacher of VIIC and Chief of Religion Laboratory
10. ArfianMukarommah, S.Ag	Teacher and Chief of Library
11. BambangSumarno, S.Pd	Teacher of IXA
12. EnyRahayu W, S.Pd	Teacher of VIIB
13. NanangKurniawan,S.Pd	Teacher of VIID
14. Lukman Hakim, S.Pd	Teacher of IXD and Chief of Computer Laboratory
15. Agus Hartono, SS	Teacher of VIIA

16. AgungNgibadurrahman, S.Pd	Teacher of IXB
17. Yogi Dhispiansyah, S.Pd.I	Teacher and TU Staff
18. UmiNgaisah, S.Pd.I	Teacher of VIIC
19. Yuliani, S.Pd. Si	Teacher and Extracurricular;s teacher
20. WindaKurniawan, S.Pd	Teacher of VIID
21. DoniRomansyah, S.Pd	Teacher and Extracurricular;s teacher
22. Johan Adiyatma	Teacher and Extracurricular;s teacher
23. AnikSetyarini, S.Pd	Teacher and Extracurricular;s teacher
24. Sutikno, S.Pd, SD	TU Staff and Teacher
25. TyasEka Sari, S.Pd	Teacher and Extracurricular;s teacher
26. EningDwiHarini, S.Pd	Teacher and Extracurricular;s teacher
27. Ahmad ZaenunArif, S.Pd.I	Teacher and Extracurricular;s teacher
28. Harwoto, S.Pd	Teacher and Extracurricular;s teacher.
29. Ali Rosidi, S.Ag	Teacher and Chief of Law and Society
30. Jarwo, S.Pd	Teacher and Extracurricular;s teacher.
31. Abraham TeklaiKahasay	Teacher. ⁸⁴

7. The Number Students of MTsNPunung

⁸⁴ Look at The Transcript of Documentation number 05/D/19-IV/2017

There are 356 students of MTsNPunung including VII, VIII, and IX grade. The observation was done in eighth grade which has 30 students in academic year 2016/ 2017.

Documentation	No	Class	Sex		Total
			Male	Female	
Overall	1.	VII	54	51	105
	2.	VIII	60	59	119
	3.	IX	67	65	132
	JUMLAH				356
Reflection	From the document above, it can conclude that the number of students of MTsNPunung is 356. ⁸⁵				

B. Specific Data

1. The Native Speaker Teacher's Techniques in Improving Students' English Speaking Ability to the Eighth Grade Students of MTsNPunung in Academic Year 2016/ 2017.

Technique is any of a wide variety of exercises, activities, or tasks used in language classroom for realizing lesson objectives.⁸⁶ It means that technique is the particular activities in the classroom applied by the

⁸⁵ Look at The Transcript of Documentation number 06/D/19-IV/2017

⁸⁶ *ibid*, 16.

teacher to reach the goal of learning so that the teacher must apply the appropriate techniques based on students' level, characteristics, and competency.

MTsNPunung has a native speaker teacher named Abraham Teklai Kahasay. He teaches the students of seventh and eighth grade.

Mr. Abraham said, "I used basic techniques because I know they sit a lot. Sometimes once a week, we have the activity like we get up and move and after that like interview each other. It just practices as much as possible."⁸⁷

He also applied the various kinds of techniques for improving students' English speaking ability:

a) Cooperative Learning.

Cooperative learning means the learning approach that focuses on the use of small groups of students to work together to maximize the learning conditions for reaching the learning goals, and also the participation of students in small groups make them interact each other. The concept of cooperative learning is the students are not

⁸⁷ Look at The Transcript of Interview number 02/I/28-2/2017

only learning from their teachers but also from their friends or other students.⁸⁸

Mr. Abraham said, “I think it is better than ask them to talk in front of the class. It is easier for them.”⁸⁹

The native speaker teacher applied this technique because the students were usually shy to come forward and talked in the foreign language so the native speaker teacher tried making them enjoy in expressing their feeling or discussed the material with friends. It was considered as a good technique to make the students getting brave to speak a lot and more confident.

This technique made the students’ English speaking ability improved a lot because they often practice with friends in a group and encouraged each other.

b) Question and Answer Techniques.

Klippel in WinaWindaKurnia defined Questions and Answer Technique is a kind of technique where the teacher can reduce the strain by recognizing the activity in such a way that the students concerned is questioned by the class, avoiding the monologue where the pressure is on one person only. Cotton in

⁸⁸NanikMriyaniEffendie, “The Students Wheels Strategy in Teaching Speaking Skill to Cultivate Politeness at Junior High School,” *American Journal of Educational Research*, 2014, Vol. 2, No. 12, 1214.

⁸⁹ Ibid.

WinaWindaKurnia stated that a question is any sentence which has an interrogative form or function.⁹⁰

The native speaker teacher applied this techniques by asking the questions to the students and he would wait the students to answer without interrupting them. He didn't force the students to answer but just tried increasing the students' self-confidence to answer and giving the motivation and spirit.

Kissock and Iyortsuun in Awatef Ali Sheir stated that questions can be used to:

- 1) Develop processes of thinking and guide inquiry and making the decision.
- 2) Acquire and clarify information, answer concerns, and develop skills.
- 3) Provide motivation by encouraging active participation in learning.
- 4) Leading the students to produce the ideas and using those ideas.⁹¹

Mr. Abraham said, "I want them to try speaking English as much as possible when in the class. When I hear directly, i can help the correction later. The reason whyI don't want to interrupt them

⁹⁰WinaWindaKurnia, "Teaching Speaking Ability Using Question and Answer Technique at the seventh Grade Students of MTsNRancagoong," (Thesis, STKIP Siliwangi, Bandung, 2011), 2-3.

⁹¹*ibid*, 11.

because want them like go it the flow. I let them slow practicing. After that I start correcting the pronunciation or switching the words. I just listen first and correct later. It will make them confident to speak.”⁹²

The result of the implementation of this technique was, the students were motivated to be brave in English speaking without worrying in mistake or wrong words. They can express their feeling freely in front of the teacher. They usually used their own words. Besides, teacher always respected and appreciated the students' answers so that it created a good relationship between the teacher and the students.

c) Drilling Technique.

According to Thornburry in AgungGinjarAnjaniputra, drilling is a technique where the students imitate and repeat the words, phrases, and utterances of their teacher to practice the pronunciation.⁹³ It means that the students imitates the utterances from their teacher and repeat it many times. In teaching speaking, the teacher will mention the words many times and asks the students to imitate. It aims to makes the students remember the words with the correct pronunciation.

⁹² Look at The Transcript of Interview number 02/I/28-2/2017

⁹³ AgungGinjarAnjaniputra, "Teacher Strategies in Teaching Speaking to Students at Secondary Level," Journal of English Education, 2013, 2.

Drilling is also defined as the technique which applied in teaching language to guide students to talk using particular patterns of structures. It is used to teach sentence pronunciation, stress, and intonation.⁹⁴ It is similar to listen and imitate used in the Direct Method where students listen to a teacher-provided model and repeat or imitate it.⁹⁵

Sometimes the students spoke in error pronunciation so the native speaker would give the example of correct pronunciation. Besides, they also studied new words and difficult words too.

The researcher thinks that by imitating native speaker pronunciation and repeating it many times, students will easy to remember the words with correct pronunciation.

d) Using song

Saricoban and Metin in Diane Bothe and Jeff West, stated that they have found that song can develop the four skill areas of reading, writing, listening, and speaking. Song lyrics will stimulate phonetics, vocabulary and improve grammar.⁹⁶

⁹⁴Prahlad Chandra Lamsi, “ Effective of Oral Drills in Teaching Grammar,” (Thesis, TribhuvanUnivesity, Kathmandu, 2011), 12.

⁹⁵Celce-Murcia, et. al., 1996, Pronunciation Teaching, 22.

⁹⁶Diane Boothe and Jeff West, “English Language Learning through Music and Song Lyrics-The Performance of a lifetime,” International Conference The Future of Education.

According to Jolly in Nell T. Millington stated that using song can also give the the learner a chance acquiring the target language culture.⁹⁷

Mr. Abraham said, “I actually give them speaking activity using song to help them practice producing.I use MC Donald song to define animals’ sound and make sure they practice the words.”⁹⁸

It means that by using this technique will makes the students improvethair speaking a lot. They also practice to produce the new words by defining the various kinds of animals’ sound.

The researcher found that the students talked to the native speaker using their own words. They tried their best using English when communicate with the native speaker although using simple words but they looked so confident.

2. The Implementation of the Native Speaker Teacher’s Techniques in Improving Students’ English Speaking Ability to the Eighth Grade Students of MTsNPunung in Academic Year 2016/ 2017

Here are the implementations of the techniques:

- a) Cooperative Learning.

⁹⁷ Neil T. Millington, “Using Songs Effectively to Teach English to Young Learners,” (Thesis, Ritsumeikan Asia Pacific University, Japan), 136.

⁹⁸ Look at The Transcript of Interview number 01/I/4-11/2016

The native speaker teacher wrote the topic in the whiteboard. The topic was “invitation”. Then he explained about that and gave the example. After that, he would divide the students into some groups then asked them to make the invitation in groups. After finishing the task, the students would be asked to practice inviting the member of their group. So they practiced talking to each other. After that, the native speaker teacher would correct the pronunciation by writing the wrong words or pronunciation on the whiteboard.

b) Question and Answer Technique.

The native speaker teacher usually asked the questions to the students about the material before explaining to check the students’ knowledge about the topic. The topic was “recount text”. He asked the students about what the recount text is, recount text uses present or past tense, and what the recount text characteristics are. Those questions were given to the students. He would let them answer with their opinion without interrupting them. After that, the native speaker would explain clearly.

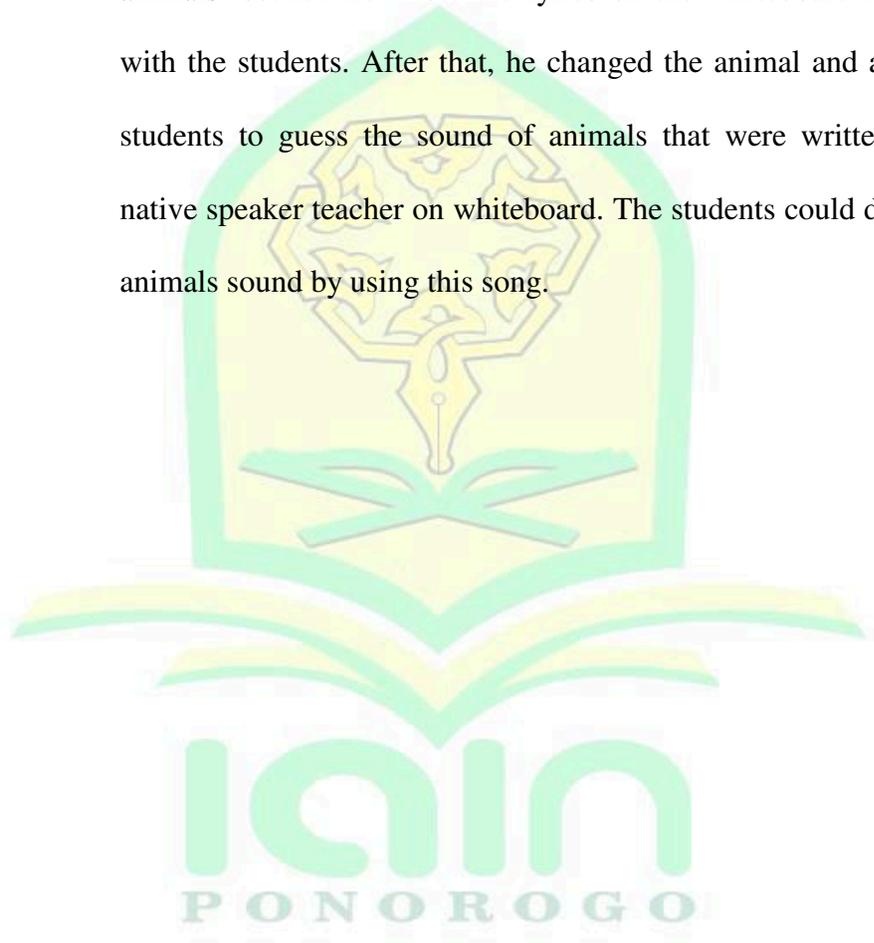
c) Drilling Technique.

The native speaker teacher mentioned some words and wrote on the whiteboard. Then he would read, and asked the students to follow him. He repeated many times to make the students memorize

the pronunciation. By repeating many times, the students could remember the true pronunciation.

d) Using song

The native speakerteacher usedMC Donald song to define animals' sound. He wrote the lyrics on the whiteboard then sang with the students. After that, he changed the animal and asked the students to guess the sound of animals that were written by the native speaker teacher on whiteboard. The students could define the animals sound by using this song.



CHAPTER V

DATA ANALYSIS

In this chapter, the researcher will discuss about the result of the observation which is gained through observation, interview, and documentation to the eighth grade students of MTsNPunung in Academic Year 2016/ 2017.

These results based on the statements of the problems.

1. The Native Speaker Teacher's Techniques in Improving Students' English Speaking Ability to the Eighth Grade Students of MTsNPunung in Academic Year 2016/ 2017

The technique is the specific actions that used by the teachers to transfer the knowledge to the students. It is the way to make the lessons become easier, understandable and more enjoyable for students so those techniques used for reaching the goals of learning.

The native speaker teacher of MTsNPunung applied some techniques like cooperative learning which divided the students into two or more groups so that they will cooperate and practice English speaking together. Based on the observation, the researcher found that this technique was effective for students because the students get easier to understand the lessons through practicing from their friends. It was the good way to cooperate in group so that they could learn

English together and explained each other about the material which sometimes they did not understand with the teacher's explanation.

Then, native speaker also applied question and answer technique in which the native speaker teacher asked some questions to the students and he would wait them to answer, did not interrupt when they were answering. In native speaker's opinion this technique was good for building the students' self-confidence because if the teacher interrupted the students when they were answering the questions, they will get confuse and nervous.

Based on the observation, the researcher found that some students were brave to answer the questions although they did not sure it was true. They just tried to answer. After answering, the native speaker's gave applause and said "Good" to the students, then clarify the answer. The word like "Good" was very helpful in gaining the students' confidence.

Next technique was drilling in which the native speaker teacher mentioned some words first with correct pronunciation then students imitate him. Based on the observation, the native speaker wrote some words on the whiteboard, he pronounced those words then the students imitated him. The researcher found that the students easy to remember and memorize the pronunciation. The native speaker was helpful in some aspects for improving students' English speaking ability.

Next is the technique using the song like Mc Donald song to introduce the students about various kinds of animals' sound. Through this song the students not

only studied about the animals' sounds but also studied about animals' characteristics. They also practice to produce the new words through this strategy.

These techniques made the students more active, confidence and enjoyable in the classroom.

The result of the research was, by applying four appropriate techniques the native speaker teacher can improve the students' English speaking ability to the eighth grade students of MTsNPunung in academic year 2016/2017.

2. The Implementation of the Native Speaker Teacher's Techniques in Improving Students' English Speaking Ability to the Eighth Grade Students of MTsNPunung in Academic Year 2016/ 2017

The native speaker teacher of MTsNPunung applied some techniques in improving the students' English speaking ability through applying and implementing the techniques to make the students easy in speaking English as a foreign language.

These are some techniques which are implemented by the native speaker teacher.

a) Cooperative Learning.

The implementation of this technique was the native speaker teacher divided the students into some groups first, and then he gave the material to each group and asked them to do in group.

The result of applying this technique was, the students were easier to do the task in group because they could cooperate well with the members of group. They could finish the task faster than they did individually. They also could practice speaking more comfortable with their members in the group. Their English speaking ability was also improved a lot by practicing in groups.

b) Question and Answer Technique.

Its implementation was the native speaker teacher asked some questions to the students related to the material to check the students' knowledge. The students tried to answer while the native speaker teacher was listening to their answer. After that the native speaker teacher would check and clarify the answer. He never interrupted the students when they were answering.

The result of the implementation of this technique was, the teacher knew how far the students were able to answer those questions. The students did not nervous or lost of confidence in answering the questions because they could express well their feeling using their own words.

c) Drilling Technique.

The implementation of this technique was, the native speaker teacher tried to improve the students' pronunciation by mentioning some words and wrote on the whiteboard. Then he would pronounce those words, and the

students follow him. By repeating many times, the students could remember the pronunciation well.

The result of the implementation of this technique was, the students were easy to remember the pronunciation. They could pronounce well. Their English speaking ability improved a lot.

d) Using Song.

The implementation of this technique was, the native speaker teacher used MC Donald song which defined the animals' sound. He wrote the lyrics on the whiteboard then sang with the students. After that, he changed the animal and asked the students to guess the sound of those animals.

The advantage of this technique was, the students knew various kinds of the animals' sound. It was good in practicing the pronunciation and increasing their vocabulary for improving their English speaking ability.

The result of the implementation of this technique was, the students were more active and more enjoy the class. It made their English speaking ability improved a lot.

CHAPTER VI

CLOSING

A. Conclusion

1. The Native Speaker Teacher's Techniques in Improving Students' English Speaking Ability to the Eighth Grade Students of MTsNPunung in Academic Year 2016/ 2017

These are the techniques of the native speaker:

- a) Cooperative Learning.
- b) Question and Answer Technique.
- c) Drilling Technique.
- d) Using song

The result of the implementation of those technique was, the students were faster to understand the material and easy to produce the words when speaking in English. These techniques were alsomaking the students more active, confidence and enjoyable in the classroom. Their speaking also improved a lot.

2. The Implementation of the Native Speaker Teacher's Techniques in Improving Students' English Speaking Ability to the Eighth Grade Students of MTsNPunung in Academic Year 2016/ 2017.

The implementations of the techniques applied by the native speaker teacher:

a) Cooperative Learning.

The native speaker teacher implemented this technique by dividing the students into some groups first, and then he gave the material to each group and asked them to do in group.

The result of applying this technique was, the students practice speaking more comfortable with their members in the group. Their English speaking ability was also improved a lot by practicing in groups.

b) Question and Answer Technique.

Its implementation was the native speaker teacher asked some questions to the students related to the material to check the students' knowledge without interrupting the students' answer.

The result of the implementation of this technique was, the teacher knew how far the students were able to answer those questions. The students did not nervous or lost of confidence in answering the questions because they could express well their feeling using their own words.

c) Drilling Technique.

The implementation of this technique was, the native speaker teacher tried to improve the students' pronunciation by mentioning some words and wrote on the whiteboard. Then he would pronounce those words, and the students follow him. By repeating many times, the students could remember the pronunciation well.

The result of the implementation of this technique was, the students were easy to remember the pronunciation. They could pronounce well. Their English speaking ability improved a lot.

d) Using Song.

The implementation of this technique was, the native speaker teacher used MC Donald song which defined the animals' sound. He wrote the lyrics on the whiteboard then sang with the students. After that, he changed the animal and asked the students to guess the sound of those animals.

The result of the implementation of this technique was, the students were more active and more enjoy the class. It made their English speaking ability improved a lot.

B. Recommendations

1. The Teachers

The research is expected to help the teachers especially the teachers of MTsNPunung in improving their students' English speaking ability through learning how native speaker teacher guides the students using interactive techniques for teaching English.

2. The Students

The research is expected to help the students of MTsNPunung in improving their English speaking ability and increasing their motivation because of the native speaker teacher creates the good atmosphere in the classroom and applies attractive techniques.

3. The Readers

The research is expected can be useful for readers/ students of IAIN Ponorogo and give the big contribution for education. The readers also can use this research as a reference for the next research.

4. The Writer

This research is expected give the new knowledge about the appropriate techniques for the students as native speaker teacher's implementation.

5. The School

The research is expected to be helpful for the school MTsNPunung to guide the native speaker to be professional one as an English Teacher.

6. Other Researcher

The researcher wishes that other researcher can conduct the research related to this research from different aspect like the native speaker teacher's strategies in increasing students' achievement in English subject.



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