

The Role of Native English-Speaking Teachers in Improving Students' Speaking Skills

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ABSTRACT

This study was conducted to determine whether (1) native English-speaking teachers can increase students' learning motivation in speaking skills, (2) English-speaking teachers can improve students' achievement in spoken English, (3) there is a significant difference in learning achievement between students who are taught by English-speaking teachers and those who are taught by non-native-speaking teachers. This study used a mix of quantitative and qualitative research techniques. Quantitative data was obtained from speaking skill tests with predetermined criteria, while qualitative data was obtained from a questionnaire that is adopted from [1]. A total of 80 students from class XI of a public high school in Sukabumi Regency Indonesia participated in this study. The results show that native English-speaking teachers can increase students' learning motivation in speaking skills. They can also improve the students' achievement in spoken English, and there is a significant difference in learning achievement between students who are taught by English-speaking teachers and those who are taught by non-native-speaking teachers. This implies that English-speaking teachers play a very important role in improving students' motivation and in developing students' achievement.

Keywords: Native Speaker; English Teacher; Students' achievement; Speaking Skills.

INTRODUCTION

In this era of globalization, the ability to speak English is no longer something luxurious and extraordinary. However, Indonesian people's English skills are still unsatisfactory. In a recent study on the English proficiency index conducted by Education First (EF), Indonesia was ranked 61st based on the 9th edition of the 2019 EF English Proficiency Index (EF EPI) research report that measures adults' English proficiency levels from 100 countries and regions in the world. Indonesia was ranked 61st with a decrease in score from 51.58 in 2018 to 50.06 in 2019 (referensi?).

According to the findings of EF's survey, adults in Indonesia have relatively unsatisfactory English language proficiency. According to Minh N. Tran, Senior Director, Research & Academic Partnership of EF Education First, in [2], regarding the ranking, nations with sufficient English proficiency will be able to compete in a larger world, while countries with low levels of English proficiency demonstrate the ability to the country is still in the consumption stage and has not been able to negotiate, mediate, or lobby, and even compete with other countries in English.

Many factors cause Indonesians to have very low English skills. After conducting simple observations and interviews with several people between the ages of 15-25 years, it is known that the main factor causing the lack of speaking skills in English at that age is the lack of motivation to learn, so there is no strong impulse that triggers them to hone their language skills, especially speaking skills. In addition, teachers who are less competent in the field of language are also a factor that causes the process of learning English to be less meaningful.

The correlation between students' motivation and success in learning foreign languages has been the subject of several research. A considerable correlation between motivation and success in target language acquisition was discovered by [1], [3], [4], [5], [6], [7], and [8].

[9] assessed more than 400 students in grade ten from Eleven schools in Hong Kong for different research. Eight of these institutions offer education in English, while the remaining three offer instruction in Mandarin for all subjects other than English. The results of a step-by-step multiple regression analysis revealed that six of the eleven variables affected students' proficiency in the English language. The six factors were found as freedom of language choice, a desire to learn English, a lack of competency in using English, consent to use English, and discomfort with Mandarin speakers using English and English as a form of identity in educational contexts.

The association between learner motivation and attitude and English language proficiency was examined in the longitudinal study conducted by [10] on Japanese college freshmen. The study's results indicate that success and enthusiasm to "learn English" increased significantly in high school seniors before waning when students reached college.

When examining the links between attitudes toward English and the development of English competence while adjusting for demographic factors, [11] discovered that attitudes were substantially associated with English proficiency. Their study focused on 528 freshmen from thirteen academic departments at Chulalongkorn University in Bangkok, Thailand.

[12] investigated if attitudes among students and their competency in the English language in a Malaysian setting were possibly related. The results show that attitudes and competence are not significantly correlated with educational attainment.

And last, several studies have revealed a strong connection between student performance and perspectives about learning a foreign language ([13], [14], [15], [16]).

We may infer from the studies mentioned above that one of the factors influencing success in learning a foreign language is motivation. Numerous schools in Indonesia use native English speakers to teach English, but there hasn't been much research on how this affects students' motivation and success in learning the language, particularly in speaking. Therefore, it is important to understand how native speakers affect students' motivation and academic success, particularly in speaking abilities.

The specific purpose of this research is to improve the quality and speaking skills of students, so that they are quite ready to continue their education to a higher level, and are able to

compete and adapt to the new environment in education, where speaking skills, especially English, are one of the most important aspects of education.

LITERATURE REVIEW

Native Speaker

According to [17] and [18], native speakers are:

1. people who learn a language at a young age and continue to speak it,
2. those who are fluent in a language intuitively,
3. people who are capable of speaking clearly and spontaneously,
4. individuals who are adept at communicating in a variety of social settings are said to be communicatively competent,
5. people who belong to or identify with the linguistic community, and
6. those who do not speak with a foreign accent.

According to [17], native speakers are capable of writing creatively in the language they speak. The accuracy of this feature is not perfect. If we suppose that all native speakers are extremely skilled and creative writers in their language for many years in formal education and that most of them are talented in expressing themselves in written language, then we may consider this quality to be factual.

The most indisputably crucial characteristic of native speakers among the six characteristics outlined above is that they were exposed to the language as a kid and actively participated in its usage. [19] asserts that until someone learns a language as a kid, they are not native speakers of that language. Furthermore, someone who does not learn the language in childhood is likely to continue to speak with a distinguishable foreign accent. Due to the difficulties with competence and individual performance, there are other significant elements in addition to those that have already been highlighted (that is, how well the individual uses his language).

The knowledge of native speakers, according to [18], has been organized based on the discoveries and research of academics in the domains of Applied Linguistics, Second Language Acquisition, and English Language Teaching. The information that has been assimilated by native speakers is about:

1. use of appropriate idioms,
2. the accuracy of language usage,
3. authentic pronunciation,
4. cultural background includes swearing, interjections, and "the sobbing reaction",
5. larger-than-average vocabulary, collocations, and other expressive elements,
6. metaphor,
7. frozen syntax; supervalnomial or bi-verbal, and
8. nonverbal cultural characteristics.

[20] state that the pragmatic and strategic competency of a language is also possessed by native speakers. Depending on various sociocultural situations, they might participate in pragmatic language conventions, fulfilling the objective of communication while concurrently focusing on interpersonal interactions with other interlocutors. They have the internalized strategic competency to fill up conversational gaps using a variety of verbal and nonverbal communication. According to [17], native speakers resist falling to production or

understanding, or avoidance. However, [17] states that avoidance is a typical communication tactic used by non-native speakers. Native speakers might understand and accomplish:

1. a flowing and natural conversation,
2. governing,
3. doubt,
4. anticipating what the other person will say, and
5. clarifying messages by repeating them in different ways.

SPEAKING SKILLS

Speaking is a method of verbally expressing, communicating, or demonstrating ideas, according to [21], and it also conveys information about what the speaker wants. Therefore, speaking can be defined as a person's capacity for interpersonal communication.

Speaking, according to [22], appears to be the most crucial aspect. To be able to communicate in the target language is the goal of learning a foreign or second language.

Many people prioritize mastering their English-speaking abilities, especially those learning a second language or a foreign language ([23]). As a result, students frequently gauge their progress in language acquisition by how much they believe their speaking abilities are growing.

[23] claims that he employs the three-part speaking function to create materials that are appropriate for kids, drawing on the Brown and Yule framework. Speaking might take the shape of an exchange, a transaction, or a performance. Each of these activities has a unique shape and purpose, necessitating a unique method of instruction.

1. Using speech to interact

The dialogue we are accustomed to is referred to as talking in an interaction. It speaks about a conversation that primarily has social purposes. The speaker is the center of attention, and they are free to show themselves whatever they like.

2. Speaking in transactional terms

When the emphasis is on the message, what is said, or what is done, it is considered to be speaking as a transaction. The emphasis is on communicating in a way that is clear and truthful, as well as on how one interacts with others socially.

3. Speaking for effect

The third sort of conversation is speech as a performance, which is defined as informational public speaking. Speeches, announcements made in public, and class presentations are a few examples of this sort of speaking.

According to the purposes and goals of the learning process, the teacher must teach speaking to students in a way that is appropriate for the speaking function. After then, indicators are required to gauge the kids' growth.

METHODS

This study was conducted to determine whether native English speakers could increase students' learning motivation in speaking skills, whether they could improve student learning

achievement in spoken English, and whether there were significant differences in learning outcomes between students who learned to speak English with native speakers and students who learned to speak English with teachers who were not native speakers.

The method for collecting data from this study is a mixed quantitative and qualitative method. Quantitative data were obtained from speaking skills tests with predetermined criteria, while qualitative data were obtained from a questionnaire adopted from [1].

A total of 80 class XI students of State Senior High School in Sukabumi Regency Indonesia participated in this study. The students who have been prepared are divided into two groups, namely the experimental class and the control class. The experimental class got English speaking skills lessons with a native-speaking teacher, while the control class get the same lessons from a non-native speaker teacher, as many as 24 meetings over three months, which is two meetings per week.

RESULTS AND DISCUSSION

The number of students involved in the study was 80 people, consisting of 36 male students and 44 female students who were randomly selected. All students come from the same level, namely class XI, and from the same school, which is one of the public high schools in Sukabumi regency, Indonesia. All students at the school have never had any English learning from a native speaker. As it was mentioned above, this study was conducted to determine whether native English speakers were able to increase students' learning motivation in speaking skills, whether they could improve student learning achievement in spoken English, and whether there were significant differences in learning outcomes between students who learned to speak English with native speakers and students who learned to speak English with teachers who were not native speakers.

Student Learning Motivation

Data from filling out questionnaires by students show that 100% of students felt enthusiastic about learning with a native speaker. 95% of students agreed that learning with a native speaker is a lot of fun. In terms of convenience, 95% of students felt comfortable studying with a native speaker. 88% of students agreed that time seems to go faster than usual when they were studying with a native speaker. This indicates that students really enjoy learning activities with a native speaker. 90% of students agreed that learning to speak with a native speaker teacher feels easier and 95% of students agreed that when learning to speak with a native speaker, they rarely opened a dictionary because what was taught was easy to understand. 85% of students agreed that they still remember most of the expressions taught by the native speaker, and 95% of students felt more confident in communicating using spoken English. 90% of students felt that they are now more communicative in the classroom at the time learning English, and 85% of students felt that they always wanted to practice frequently using phrases taught by native-speaking teachers outside the classroom.

The aforementioned information leads to the conclusion that native English speakers can boost students' enthusiasm to develop speaking skills. Furthermore, it is a notable accomplishment that they were able to retain part of the vocabulary that was given to them by native speakers. This supports the findings of studies by [1], [3], [4], [5], [6], [7], and [8] that found a significant correlation between motivation and success in learning a target language.

Improvement of Students' Speaking Skills

To find out whether there was a significant increase in student learning achievement in speaking English or not, researchers provided two types of speaking tests, namely pre-test, and post-test. Pre-tests were conducted to compare students' ability to speak English before proceeding with treatment. The pre-test results are depicted in table 1.

Table 1. Pre-test Results						
	$\sum x$	$\bar{x}$	$\sum x^2$	$(\sum x)^2$	t_0	t_t
EXPERIMENTAL CLASS	242.5	6.06	1500.75	58806.25	-0.130	1.665
CONTROL CLASS	243.5	6.09	1531.25	59292.25		

The results of the pre-test showed that t_0 is smaller than t_{table} . This means that there is no significant difference in ability between the experimental class and the control class. So, the researcher could continue the implementation of the research to the next stage.

After receiving treatment, students carried out a post-test to measure whether there is a significant difference between the achievement of student learning outcomes in the experimental class and the control class. The post-test results are depicted in table 2.

Table 2. Post-test Results						
	$\sum x$	$\bar{x}$	$\sum x^2$	$(\sum x)^2$	t_0	t_t
EXPERIMENTAL CLASS	355.5	8.89	3175.15	126380.5	16.94	1.304
CONTROL CLASS	233.8	5.84	1400.42	54662.44		

The post-test results show that t_0 is greater than t_{table} . From these results, it can be concluded that there is a significant difference in student learning achievement between students who learn with native-speaker teachers and students who learn with teachers who are not native speakers. The difference in t_0 and t_{table} grades also proves that there is a significant improvement in the English-speaking ability of students who study with native-speaking teachers. This is consistent with studies by [1], [3], [4], [5], [6], [7], and [8] which discovered a significant relationship between motivation and success in learning a target language.

CONCLUSION

This study was conducted to determine whether native English speakers could increase students' learning motivation in speaking skills, whether they could improve student learning achievement in spoken English, and whether there were significant differences in learning outcomes between students who learned to speak English with native speakers and students who learned to speak English with teachers who were not native speakers.

The results of this study show that native English speakers could increase students' learning motivation in speaking skills, and they also could improve student learning achievement in

spoken English. In addition, there are significant differences in learning outcomes between students who learned to speak English with native speakers and students who learned to speak English with teachers who were not native speakers.

SUGGESTION

This study was carried out by taking a few students from the same school as the participants, and the treatment was given for a short period of time. It is hoped that future studies will be carried out by considering a wider range of participants with more treatment duration, not only on speaking skills but on other language skills.

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