THE VALUE OF NATIVE SPEAKER TEACHER IN RELATION TO LEARNERS’ PERCEPTION AND MOTIVATION TO LEARN : A CASE STUDY AT THE INTERNATIONAL LANGUAGE PROGRAM

Gusti Adinda Nirmala Noor

Universitas Bina Nusantara, Puri Bintaro PB 9 no 29 Bintaro 9 Tangerang, 085282729268, adinda.nirmala@yahoo.com

Almodad Biduk Asmani, S.S.MED
Abstract

This research was conducted to know the value of a native speaker teacher in the students’ motivation in learning English. As well as, to know the students’ feelings and the atmosphere when the native teacher is teaching. To complete this research, the writer used a qualitative method. The writer has done four observations. She also has written two questionnaires and has done an interview with the native teacher. There was a contradiction between the result of the observation and the result of the questionnaire. The observation was done to know the atmosphere in the classroom and the questionnaire was written to know the students’ feelings when a native speaker teacher is teaching. The result of the observation was that the atmosphere is more quiet and tense when the native teacher was teaching. Meanwhile, when the local teacher was teaching, the atmosphere was more fun and relax. The result of the questionnaire was that the students felt more motivated when they were being taught by the native because it’s a chance for them to improve their speaking.

What can be concluded from this research is that a native speaker teacher gives less value to the students’ motivation than that of the local teacher. The local teacher have some better teaching methods that can increase the students’ motivation than the native. However, a native speaker is still a great addition for the students’ motivation in learning English.

Keywords: Motivation, Native, English, Impact, Teacher
Introduction

The reason that the writer would like to know the impact that the native gives to the students’ motivation as her research, is because when the writer was having a talk with the native about the classes that he taught, the native said that the students in the classes are quiet, when usually they are very noisy. So the writer wants to know what is the reason behind this very different behavior in the students when they are being taught by the native and when they are being taught by their local teacher. The writer would also like to know about the value of a native speaker in understanding the English language in an English course. The writer would like to know how the native affects the students' motivation in learning English. The writer would like to do this research at The International Language Program (ILP) at Bintaro because it is one of the most successful and the most well-known English course.

Research Method

For this research, the writer used the qualitative method. There are four steps that the writer has done in completing this research. The first step that the writer did was observing the native speaker at ILP Bintaro when he or she was teaching the Advanced level students. The second step that the writer did was observing the Advanced level students at ILP Bintaro when they are being taught by their local teacher. The third step that the writer did was comparing the atmosphere in the classroom when the native is teaching and when the local teacher is teaching. The fourth step that the writer did was writing and delivering some questionnaires for the students to fill out in order to compare the students' feelings when they are being taught by the native speaker and when they are being taught by the local teacher.

After delivering the questionnaires, the writer also did some research on the internet for some more information that are related to the writer’s research.

Discussion

The observation in several classrooms, data from the questionnaires, and the interview with the native has gathered some answers that the writer needs to complete this research. The writer also discovered some connection between a native speaker and the students’ motivation in learning the English language. The followings are the analysis of the research results.

The results of some observations that the writer did in two advanced level classes at ILP Bintaro is that the atmosphere is more fun and relax when their local teacher is teaching. However, the students are more active and more talkative when their local teacher is
teaching. This behavior is caused by the comfort that the students feel with their local teacher. The students feel they have a sense of belonging in the classroom, and they also feel that they can relate to the teacher. The teacher also makes the student felt more comfortable because the teacher tried to make the lesson more ‘real’ by relating it to the students’ interest. By doing this continually, it can increase the students’ motivation because as mentioned in chapter two, motivation is the forces that account for the arousal, selection, direction, and continuation of behavior.

Meanwhile, when a native speaker is teaching, the atmosphere is more quiet and more tense than when their local teacher is teaching. Also based on the observations, when a native is teaching, the students tend to be more quiet and more steady than when a native is teaching. In this situation, the atmosphere is more tense and more quiet because the students were paying more attention to the native. They need a more quiet atmosphere to listen more to the native and to understand the native’s lesson. The atmosphere was more tense because the native was passive and didn’t involve the students’ interest in the lesson. Because of this, the students didn’t feel the sense of belonging, which is one of the important feeling that the teacher – any teacher – should give to the students, in order to increase their motivation. Because the native didn’t make the students feel ‘belong’, the atmosphere in the class was more tense.

Based on the writer’s observations, when the native was teaching, the students were feeling challenged by the way he talked. They felt challenged because they are not used to be taught by someone who has a different accent than their local teacher. Therefore, the students were feeling challenged to listen and pay more attention in order to understand what the native was talking about and to understand the lesson. This is also the reason why the students are more quiet when the native was teaching. Because they feel challenged to listen more and pay more attention, they need a quiet atmosphere, that is why the atmosphere is more quiet when the native was teaching. Also, when the native was teaching, he didn’t try to relate the lesson to the topic that relevant to the students’ lives. He also didn’t use any technology, except for the InFocus that are provided by ILP. In short, when the native was teaching, he didn’t try to make it real.

There are several difference in the students’ behavior, when their local teacher is teaching and when the native is speaking. When their local teacher is teaching, there are some students who are quiet and there are some students who are still talkative and not paying attention to the local teacher. Based on the writer’s observations, there are more students who are quiet and listens to the native rather than when their local teacher is teaching.

Besides a more quiet atmosphere, the writer also realized that, the atmosphere is also more tense. It isn’t as relax as when the local teacher is teaching. This result is caused by the native’s teaching strategies. As mentioned in chapter two, there are some strategies to increase the students’ motivation in class, and one of which is to relate the learning activity to the students’ environment. When the writer observed the native when he was teaching, he didn’t relate the lesson to the recent events or local examples. He also didn’t use any other technology devices, other than the InFocus and laptop, which are provided by ILP.
Another factor that makes the atmosphere more quiet and more tense is because the native wasn’t completely prepared for the class. Therefore, the students did not feel a sense of belonging in the class. Research showed that the teacher who prepares for the class makes the students feel a sense of belonging in the class. But when the writer observed the native teacher’s class, he was not fully prepared because when the lesson was already finished, and there were still a lot of time left, he did not know what to do and he asked the writer what should he do next. So he didn’t have any back-up plan, and this is why the students didn’t feel the sense of belonging in the classroom, hence the more tense atmosphere.

Also based on the writer’s observations, when the native was teaching, the students were feeling challenged by the native’s accent. Because they have never been taught by someone other than their local teacher, they felt challenged when the native was teaching because the native has a different accent than their local teacher. Therefore, the students were challenged to listen and pay more attention in order to understand what the native was talking about and to understand the lesson. This is also the reason why the students are more quiet when the native was teaching. Because they feel challenged to listen more and pay more attention, they need a quiet atmosphere, that is why the atmosphere is more quiet when the native was teaching.

In relation to the motivation strategies theory, making the students feel challenged is one of the strategies to enhance the students’ motivation in the classroom. Based on a research by Margolis and McCabe in 2006, when the level of difficulty is slightly above their current ability level, the students will perform better than usual. This is shown in the students behavior when the native is teaching. The students were more quiet and they were paying more attention to the native. Because the native has different accent than what they usually hear, they felt that their difficulty level has increase because they had to enhance their listening skill more than they can.

Meanwhile, when the writer observed the class that was taught by their local teacher, the atmosphere in the classroom was more fun and more relax than when the native is was teaching. Based on the writer’s observation, the local teacher’s teaching method were good enough to increase the students’ motivation. When the teacher came in the classroom, the teacher talked about recent events that were on the news earlier, or the latest movies that were very good or very bad. The teacher let the students tell stories about their weekend or any other stuff that they wanted to share to the teacher and their friends in the classroom. By doing this, the students can feel the sense of belonging in the classrooms. They need to feel this more because research showed that students who have higher sense of belonging have higher chance to be more motivated in learning English.

Meanwhile, when the local teacher was teaching, based on the writer’s observation, the strategies were good enough to increase the students’ motivation. When the local teacher enters the classroom, he or she asked the students about their opinion about the latest movie that had just come out in the cinemas or the teacher asked them about the recent events that were on the news, etc. The teacher would asked the students to share stories to the teacher or even to the whole class. This strategy helps the students to increase their sense of belonging in the classroom. The teacher also uses some other elements to teach the lesson, such as YouTube videos, Ipods, or mp3 to play games or as an example to increase the students’ interests in the lesson, therefore increase the students’ motivation in learning.
Meanwhile, when the writer was observing the class that was taught by the local teacher, the atmosphere is more fun and relax and the students’ are not tense and shy. This is caused by the teacher’s way of involving the students in the classroom participation. For example, when the teacher came into the classroom, he or she asked about the students’ holiday or the movie that they last seen, or any other things that can be related to the students’ lives. The teacher also encourage them to share stories to the teacher and their friends in the classroom. By doing this, it can decrease boredom in the classroom. However, the students became more noisy than when the native was teaching. Some of the students were not paying attention to the teacher when he or she was explaining the lesson. This behavior is caused by the level of difficulty that the local teacher gives to the students. In comparison to the native, the students felt challenged because he has different accent. When the local teacher was teaching, the students felt that whatever the level of difficulty might be, they can just ask the teacher in Bahasa, because they know that the teacher would understand, and it would be no problem. The level of difficulty between the time when the native was teaching and when the local teacher was teaching is also different. With the native, the level of difficulty increased because the students had to enhance their listening skill, however, with the local teacher, the students don’t have to enhance their listening skill because they are used to the teacher’s accent. They also didn’t feel challenge because the lesson were not slightly above their difficulty level, therefore they tend to feel bored and it caused a noisier atmosphere. This is also what caused some students to play with their phones or their Ipods or other technologies to get rid of their boredom.

Based on the questionnaires, there are more students who feel more motivated when a native speaker is teaching than when their local teacher is teaching. Most of them feel more motivated because it’s a chance for them to improve their English skills. This shows the connection between the native and the students’ motivation. The students realize that a native is someone who can speak English fluently and correctly, so they feel that it is an opportunity for them to be as fluent as the native. They feel that they have to pay more attention when the native is teaching.

Some of the students feel scared. They feel scared because they afraid to make mistakes. They’re afraid that if they try to talk to the native, they might end up saying something wrong or saying something that the native would not understand or the native would say something that the students would not understand and or doesn’t know how to answer. Therefore, it is easier for them to just stay quiet and not talk to the native at all. In this case, the native brings a negative impact to the students because the students prefer to be quiet and not saying anything rather than talking to the native. Therefore, these students are not improving their English skills. This are some of the examples that a native speaker can be a negative impact for the students.

However, when asked about the atmosphere in the classroom, most students think that the atmosphere would be more quiet because the students are more afraid to talk in English. This result strengthen the writer’s observation. Based on the writer’s observation, there atmosphere in the classroom when the native is teaching is more quiet than when their local teacher is teaching. So is the results that based on the questionnaires that the writer gave to the students. Based on these two results, it shows that a native speaker have both negative and positive impact to the students. This result is one of the negative impact that the native
bring to the students. In the classroom, the students are more quiet because they know that the native is someone who can speak English very fluently, therefore they choose to not say anything and just listen to the native. This is why the atmosphere in the class is more quiet when the native is teaching.

In relation to the result of the second questionnaire, and the local teachers’ way of teaching, based on the writer’s analysis, it shows that they have good strategies, approaches, and techniques in teaching the English language.

However, when asked about who they prefer to be taught with, most of them choose their local teacher as the one that they wanted to teach them. Most of them prefer to be taught by heir local teacher because for them, it is more relax and more fun. However, there are also several students that prefer the native to teach them because they feel that it is a chance for them to improve their English skills. This results shows that students prefer to be taught in a fun and relax atmosphere with the teacher that they are comfortable with rather than to be taught by a native, who speaks English as their language, because the students feel that when the native is teaching, they are not as free as when their local teacher is teaching, therefore it creates a more tense and quiet atmosphere, hence the discomfort that the students’ feel in the classroom when the native is teaching.

In relation to the result of the second questionnaire, and the local teachers’ way of teaching, based on the writer’s analysis, it shows that they have good enough strategies, approaches, and techniques in teaching the English language. It is not great yet because there are still more students who answered agree than strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher presents language points in clear and interesting ways</td>
<td>14</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>The teacher gives a variety of techniques to teach new vocabulary and grammatical forms</td>
<td>11</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>The teacher tries to relate language forms, functions and vocabulary to contexts related to students’ interests</td>
<td>8</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>Description</td>
<td>Mean</td>
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<tr>
<td>The teacher sets up interactive pair/group activities appropriately</td>
<td>14</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>The teacher gives a variety of activities for developing speaking/listening/reading/writing skills</td>
<td>9</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>The teacher encourages students to ask questions</td>
<td>13</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>The teacher uses / develops appropriate quizzes and tests to evaluate students’ progress and increase motivation</td>
<td>12</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>The teacher gives students some say in the selection of classroom activities</td>
<td>7</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>The teacher is patient, polite, and enjoys helping students acquire new skills / knowledge</td>
<td>15</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>The teacher has a good classroom presence and personality</td>
<td>16</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>The teacher recognise students achievement and develops students’ interest in learning</td>
<td>7</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>The teacher’s lessons have enough variety and change of pace to maintain students interests</td>
<td>9</td>
<td>30</td>
<td>1</td>
</tr>
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Tabel 1. Teacher’s Questionnaire
As mentioned in chapter 2 page 3, one of the category in teaching approaches is the Achievement Motivation theory. A previous research showed that the higher the achievement motivation, the higher the performance in doing exercises in the learning process. This creates a positive relation with the students’ interest after they did a task and decreases boredom after they did a task (Appleton-Century-Crofts, INC., 1955: 453). Meanwhile, in the teacher’s questionnaire result, most students (98%) feel that the teachers are doing the learning process in some interesting ways because there are very few students (2%) who think that the teacher’s teaching techniques are not increasing their interests.

Another approaches is the cognitive view, which is the theory that emphasizes intrinsic motivation. This theory encourages the students to solve a new problem by themselves, and this would increase their motivation in learning. In relation to the teacher’s questionnaire, they are not using the cognitive view as often as they need. Because if the teachers have been doing the cognitive view, the students would feel more motivated because they would value learning for its own sake. Also, if the teacher had been using the cognitive approach, there would be more students who answered strongly agree than agree.

In relation to the humanistic view, there are five needs that the teacher need to fulfill in order to increase the students’ motivation. Based on the questionnaires’ result, there are some students who feel that their five needs are not fulfill yet, therefore there are still some of the students who answered strongly disagree on some of the statement. If the teacher has fulfilled their five needs, which are the physiological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs, there would be no students who answered strongly disagree.

In comparison to the teacher’s strategies and the native strategies, there are some strategies that the native did not do and vice versa. For example, the strategy to let the students choose their own lab partners, or choose an alternate assignment. These strategies were not done by either the native or the local teacher. They both decided the students’ group or partner and didn’t let the students picked their own partners. This caused a decrease in the students’ motivation because they did not feel their self-determination. This can also cause boredom and can lower the students’ interest in learning further information about the English language.

Based on the writer’s analysis, the native attempt to give the students a sense of belonging, is less than the local teachers’ attempt. Because based on the writer’s observation and analysis, there are more students who feel afraid to ask or to talk when the native is teaching rather than when the local teacher is teaching, which means they feel more sense of belonging when they are being taught by their local teacher than when they are being taught by the native teacher.

As for the supportive style strategy, based on the writer’s analysis, the local teachers are more supportive than the native because the native is more passive than the local teachers. Passive in this context means that the native didn’t make the students feel involved as the local teacher does. The native didn’t encourage them to ask questions or to talk and tell stories, but the local teachers did. That’s why there are more students who would rather be taught by their local teacher rather than the native. The teachers also used recent events or
local examples and other technologies for teaching to increase the students’ interests on the lesson.

Meanwhile, the native did not do that. The native just used what are prepared by ILP for teaching, and did not improvise and use other stuff that can be used to teach, in order to increase the students’ motivation. This is what caused the more quiet atmosphere in the classroom when the native is teaching, and this is also what cause most students who answered strongly agree on some statements about the teacher’s techniques to keep and or increase the students’ interests on the lesson. Another strategy is to make the students feel challenged. This happened when the native was teaching. The students feel that because they have to listen to a different accent, they feel more challenged and it can perceive thoughts that the local teacher believes in them and they can do something that is slightly above their usual difficulty level.

However, the students did not feel as challenged as they are when the native was teaching. Because the students already feel comfortable with their local teacher, therefore, when they have some difficulty, they can just ask the teacher in Bahasa and they would have no problem. The local teacher usually gives tasks that are taken from the book that are provided by ILP, they did not make a more difficult tasks to enhance the students’ motivation. The difficulty of a task can also increase the students motivation in learning. Previous research by Atkinson, who is a Professor in the University of Michigan, the effect of strength of motivation on efficiency of performance depends on the nature and requirements of the task (Litton Educational Publishing, Inc., 1978 :149).

In relation to the types of students based on the Dweck’s theory and the analysis of the questionnaire, it is shown that there are more of the Untapped Potential students than the Fixed IQ students. Because based on the native’s questionnaire, there are more students who feel more motivated than the students who feel that they have to try harder in order to achieve success. It is shown in the teacher’s questionnaire, that the Untapped Potential students are the ones who answered agree on every statement because they only feel 50% motivated, therefore they need to feel more motivated, so when the native was teaching, their motivation increased because they had to listen harder to enhance their listening skills. The students who are the Fixed IQ students are the ones who answered strongly disagree on the statements of the teacher’s questionnaire. Because fixed IQ students are the students who feel that their abilities are fixed and there is, if anything, very little that they can do about it. For example, if they think that they are not good in English, they would think that this is fixed since they were born. They would not do anything about it. These are also the types of students that are more scared to talk when they are being taught by the native. Because they think that their English is not good, they would rather be quiet and maybe play with their phone or copying their friends’ work, or asking their friend about what the native was talking about, rather than trying to listen harder to the native.

However, when asked about who they prefer to be taught with, 19 students choose their local teacher as the one that they wanted to teach them. They prefer their local teacher because for them, it is more relax and more fun. However, there are nine students that prefer the native to teach them because they feel that it is a chance for them to improve their English skills. This results shows that students prefer to be taught in a fun and relax atmosphere with the teacher that they are comfortable with rather than to be taught by a
native, who speaks English as their language, because the students feel that when the native is teaching, they are not as free as when their local teacher is teaching, therefore it creates a more tense and quiet atmosphere, hence the discomfort that the students’ feel in the classroom when the native is teaching.

Based on the results above, the native teacher can be both an extrinsic and intrinsic factor. Based on the writer’s analysis and also based on the writer’s observation, the native teacher can be an extrinsic factor for the Untapped Potential Students because they are the ones who feel that they have to be more and more motivated and try harder and harder in order to be successful. The native teacher can be an intrinsic factor for the Fixed IQ Theorists students because the native can be someone that can finally make them think that their English skills can be improved.

**Conclusion**

Based on the results of the research, it can be concluded that the native speaker gives less value to the students’ motivation than that of the local teacher. There are some reasons why the writer concluded this.

The first reason is that based on the writer’s observations of the atmosphere and the students’ behavior in the classroom when the native was teaching, the students were more quiet so the atmosphere was also more quiet and more tense. This happened because the students needed a more quiet atmosphere to pay more attention and listen more to the native. It also happened because the native’s teaching method was not good enough so the students did not feel a sense of belonging and didn’t feel connected with the native as they are with their local teacher. Meanwhile, when the local teacher was teaching, the atmosphere was more fun and relax, yet the students were noisier than when they were taught by the native. This happened because the teacher involved the students in the learning process and also encourage students to talk or share stories. This made the students’ sense of belonging increase, therefore increasing their motivation to learn. This also what made the atmosphere in the classroom warm and fun. However, the students became noisier in the local teacher’s classroom because they didn’t feel challenged by the lesson. Because of that, they feel bored, so they played with their phones or PSP or talking to their friends or any other things that they can do to get rid of their boredom.

The second reason is that based on the writer’s research questionnaires’ result, most students feel more motivated when the native was teaching because most of them feel that it is a chance for them to improve their speaking. They feel more motivated to talk like the native.

The students feel more motivated when the native was teaching, yet the atmosphere was more quiet. This contradiction happened because the observation was done to know the atmosphere in the class, while the questionnaire was written to know the students’ feelings. In other words, the atmosphere was more quiet, but the students’ feelings were more motivated. The students needed a more quiet atmosphere to listen and pay more attention to the native, so that they can also improve their speaking by listening more to the native’s pronunciation.
Based on the result of the writer’s questionnaire, most students still preferred to be taught by their local teacher rather than the native speaker. Most of them feel that by being taught by their local teacher, they feel more fun and relax. This result shows that the students preferred to be in a fun and relax atmosphere with their local teacher, rather than in a more quiet atmosphere, with the native who could make them improve their English skills.

To conclude, a native gives less value than a native because the students still preferred to be taught by their local teacher than by a native teacher. Because the students feel that the local teacher can create more fun and friendly atmosphere in the classroom, which can increase the students’ motivation. So the local teacher still acts as the most important part for the students’ motivation in learning English.

References


