

CHAPTER I

INTRODUCTION

A. Background of Study

According to Larsen (2011) language is an instrument used for communication. Language is the human capacity for acquiring and using complex systems of communication in order to express an idea, opinion, mind and feeling. Language itself is mentioned as a system of communication that consists of sounds, words and grammar, or the system of communication used by the people of a particular country or profession. When we communicate, we use the language to accomplish some function such as arguing, persuading thing or promoting some brands. Without using language, it's hard to imagine how people can cooperate to one another. Therefore, language is one of the most important and useful way for communication that is used by people in the entire world.

There are many languages those are used by people in the entire of the world. Then English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, politics, and education etc.

For Indonesia, English is a foreign language and now increasingly used as an important means of international and intercultural communication around the world. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading, and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skills people have much better chance of understanding and being understood and getting what other people's want and need from these around us. We can get the four English language skills not only from informal education but also formal education like school, extracurricular tutorial lesson, university, etc.

Focusing on the English education program in the school actually students will be able to have a teacher as a guider to reach the good conception of that foreign language. As a teacher many aspects in the language classroom activity such as teacher's roles in teaching at the class or teacher's competence in creating the good atmosphere in the class, teacher's pedagogy, teacher's teaching technique, the teacher's teaching method, students' characters, and students' acquiring knowledge capacity, all of them will come to enrich teacher's capability in the form of teaching English skills.

Teacher's role is one of the most important aspects to be considered in the form of teaching learning process. Jeremy Harmer (1996) in his book "Essential Teacher's Knowledge" told that there are 13 roles of teacher, they are: resource, organizer, controller/instructor, facilitator, participant, prompter, editor, transmission

teaching, comprehensible input provider, assessor, observer, motivator and tutor. Because there are so many roles that have to be acted by the teacher in the class room, the teacher does not have to choose one of them or use all of them. Usually, teacher combines some different roles based on the teacher and students' need. For example, sometimes teacher will act as a prompter, resource, and feedback provider while working with just one pair of students, or sometimes teacher will act as a controller when the teacher gives explanation or telling the students what to do in front of the class.

In mastering English language, students should need a teacher generally as resource, prompter, tutor and facilitator. In the Holy Qur'an verse 43rd verse of Surah An-Nahl, Allah told about one of roles of teacher that is resource.

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوْحِيْ اِلَيْهِمْ فَسْأَلُوْا اَهْلَ الذِّكْرِ اِنْ كُنْتُمْ لَا تَعْلَمُوْنَ

“43. And We did not send before you, except the men whom We revealed to them; Then ask the person who has knowledge if you do not know”,(JS Badudu,dkk.,1996)

This verse describes about the role of a teacher as a resource. When the students have something in mind that they have not understood, the students may ask to the teacher to make it clear and if the teacher knows the answer or resolution of the

problem that is faced by the students, the teacher should help the students. In in other situation, when the teacher teaches the students, the teacher performed as a resource that transfers the knowledge to the students.

Based on the hadith of the Prophet Muhammad SAW about a teacher will always convey his knowledge to be absorbed by the students so that eventually students' knowledge will be develop and that knowledge are expected to be conveyed to the other.

بَلِّغُوا عَنِّي وَلَوْ آيَةً

Convey from me even if only a single paragraph (HR. Muslim)

It means that the teacher should explain to the students as clear or as much as possible, even if the teacher only has a limitation of knowledge about something, including the limitation of knowledge of English language which is owned by the ESL speaker teacher. Not every teacher knows everything, but every teacher has special knowledge that is mastered and whatever it is teachers must convey it to the students.

In the teaching the language for the EFL students, English teachers are divided into native speaker and non-native speaker English teacher which has different advantages and disadvantages of both.

Actually in the form of ELT (English Learning Teaching) for EFL countries, native speaker teacher is a capable model to give the correct evaluation or English judgement to the EFL students. Although the native speaker usually does not know

about the specific curriculum of English that is stated for EFL students, the native speaker teacher will provide the better command of English material toward EFL students in the respect of the students' instructional material since they are native for their language. The native speaker teachers will not be having biased for the students cause they will behave as themselves in treating the students. Most of native speaker teachers have they themselves way of teaching to create the good atmosphere of language class by showing the appropriate roles as a teacher in the EFL classroom based on the students' level, students' characteristics, students' competences, classroom environment, the learning goals and the instructional material stated in English syllabus of Indonesia.

Kindsvatter (1996:123), in the case of teaching and learning, it should emphasize on the pedagogical competence as the discipline of education which engages some aspects like the quality of teaching, teaching as a complex behavior, instructions that must be based on the most effective strategies, techniques and methods, and the roles of teacher in teaching to create a social setting in which learning occurs is the major factor affecting on teaching. In other hand, effective English teachers should be know what kind of roles that should be performed in the classroom activity in order to make the teaching learning process goes smoothly. Both the native speaker or non-native speaker is a teacher, and both have the same roles as a teacher in teaching the EFL students. But, there are certain roles are more owned by native and non-native speaker teacher. For example native speakers performs more as a resource than a non-native speaker teacher because he is the one

that more know about English rather than the non-native speaker teacher, or other situation non-native speaker teacher performs more as comprehensible input provider rather than the native speaker teacher because non-native speaker teacher speaks Indonesian language and also usually non-native speaker teacher explains the materials using Indonesian language.

Eventhough, the native speaker teacher seems like have used more interesting and wide-ranging roles in teaching English and prepare more attractive materials based on its appropriateness in the nation English syllabus and textbook. The native speaker teacher also have the high competence to teach by constructivist teaching English in the form of global study of multicultural and international English education. Native speaker teacher can explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding, considering that they know much about the intricacy of English. In the other side, the majority of non-native English teachers are still employing more traditional in teaching English which students sometimes find boring. It is also notable that most of students think that native speaker teacher's way of teaching is greater variety of activities in the English lesson. The language that is used by the native speaker teacher in teaching English also assumed as the form of learning for the students in the form of improving students' ability in listening and understanding the native speaker speech. Sometimes, we will find the native speaker teacher performed some simple roles such as instructor in the form of giving the students instruction about the tasks or games in order to control the students in their classroom

activity. That activity of instructing or controlling the students is included in the part of the roles of teacher in teaching English.

In the ELT profession, it is commonly believed that the native speakers are capable language teachers. According to Braine (1999), native speakers are believed to possess a superior command of fluent, idiomatically correct language forms and giving the impressing of teaching motivations. They are considered more knowledgeable about the cultural connotations of their mother tongue and as the arbiters of the acceptability of any instances of the language. Although the native speaker teacher does not really know the education and social background of the EFL students, they are also ideal one of teachers in giving the support, motivation for the students' success, they can adapt the learning activities based on the materials, students' characteristics and the students' level, they enable to give the opportunities for the students' success through effective feedback, corrections and guide the students' practices in tasks, they are able to monitor students' progress by checking the students' understanding and encourage self-positive competition as well in learning English.. Actually the native speaker teacher is also possible to build the expectations for the students' success in English by means encouraging them to understand that the success can be reached through their own effort.

According to the Eric A. Anchimbe (2005:7), the use of native speaker has a long history in all sub disciplines of linguistics. From methodologies to theories of language study the native speaker occupies a basic position as a springboard for the judgement of language production and evaluation. The major conviction behind the

native speaker is that she/he can at anytime give valid and stable judgements on his or her language. The native speaker is capable of identifying ill-formed grammatical expressions in her or his own language even though she/he may not be able to explain why they are ill-formed (Chomsky, 1965). Some linguists have used the native speaker as pacesetter of standards even for the variety of language she/he is not familiar with.

Teaching English as a Foreign Language (TEFL) refers to teach English to students whose first language is not English. TEFL usually occurs in the student's or privately, e.g., in an after-hours language school or with a tutor. TEFL teacher may be native or Non-native speaker. But, this thesis will focus and investigate about the roles of native speaker as an English Teacher for the second Language Learners at the School.

One of the most useful way of learning other language is by going to school or taking a course. Many schools or courses taught more than one language in their school, such as English, Arabic, Chinese, etc. In this case, the writer only focus in teaching and learning of English for Indonesian school.

There are some methods that is used by the school to improve students' ability in learning English, such as using the language laboratory, using English in the teaching-learning process, using the most interesting media to get students' interest in learning English, asking the native speaker to teach English subject, etc. And writer

assumes that asking the native speaker to teach English subject is the most great method.

The teaching learning process is never can be separated from need of the teacher. As a teacher, the native speaker teachers have an important role to teach in language education. In this case, the writer want to study or investigate about the role of native speaker in teaching English. There are some roles of teacher/native speaker that is explained in the Jeremy Harmer's book of "The Practice of English Language Teaching", there are *controller*, *prompter*, *participant*, and *tutor*. When teachers act as *controller*, they are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, organise drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. *Prompter*: sometimes, when they are involved in a role-play activity for example, students lose the thread of what is going on, or they are 'lost of words' (i.e. they may still have the thread but be unable to proceed productively for lack of vocabulary). *Participant*: the traditional picture of teachers during students discussion, role-plays or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistakes. And *tutor*: when students are working on longer projects, such as process writing or preparation for a talk or a debate, we can work with individuals or small groups, pointing them in directions they have not

thought of taking. In such situation, we are combining the roles of prompter and resource-in other words, acting as a tutor”(Jeremy Harmer,2011).

In many EFL countries, the quest of native speaker or native-like proficiency is still high. It is less so in ESL countries where education is thearometer for proficiency in the language. This is basically because English in his contexts is introduced in the school and it is used generally in formalituations and in education related jobs. But in the EFL contexts, English is anadditional language whose importance is dictated by its economic and international necessity. This section deals with adverts of vacancies for teachers of English in both educational institutions and individual private needs.

Thus considering how teacher’s teaching roles which is conducted by native speaker teacher holds on the critical component in the foreign language learning and teaching activities, the researcher decides to conduct the study about the teacher roles in teaching English especially which is done by Native speaker teacher. Here the researcher describes about the Roles of Native Speaker Teacher in Teaching English for the First Grade of English as Foreign Language Students on SMAN 7 Banjarmasin in Academic year 2014/2015. The reason of why did the researcher take place of research on SMAN 7 Banjarmasin because that school has a native speaker teacher as an auxiliary English teacher that is helped the primary English teacher in teaching English and because the researcher wants to know what kind of roles that is

performed by the native speaker teacher and how does the native speaker performed the roles.

B. Statemen of Probles

Based on the background above, the writer has investigated the following questions :

1. What are the roles of native speaker in teaching English for the first grade of EFL students on SMAN 7 Banjarmasin ?
2. How does the native speaker teacher performed the Roles ?

C. Objectives of Study

Based on the reason above, the purpose of research are:

1. To know the the roles of native speaker in teaching English for EFL students of the first grade of SMAN 7 Banjarmasin.
2. To find out howthe native speaker teacher performs the roles.

D. Significance of Study

There some significance of this research are :

1. Teacher (Native Speaker)

The result of this rasearch will give the teacher (the native speaker teacher of EFL students) a description about his/her roles in teaching English at

the classroom. It is hoped that this research contribute some ideas, concept or information to the teacher.

2. Writer

The result of this reserch will help the writer to get experience in doing a research and trying to help in solving problems. It enriches the writer's knowledge in this specipic research.

3. Reader

The reserch benifits to readers who want o research about "The Role of native Speaker for Teaching English". It can give informaion about how to anlyse "The Role of native Speaker for Teaching English". It can be used for as a reference for their research later.

4. English Department Faculty of Tarbiyah and Teaching Learning

The result of this research can be used as information and aditional reference to English Department Faculty of Tarbiyan and Teaching Learning Liblary's literature.

E. Definition of Key Terms

To give clear clarification and to loss misunderstanding or interpretation between the researcher and the reader, the researcher clarifies the terms are used in this study as follows:

1. Roles

Roles here mean that the roles of teacher (Native Speaker Teacher) in teaching English. A teacher's roles involved more than a simply standing in front of the classroom and lecturing, those involved using multiple hats to ensure that the school day runs smoothly and all students receive a quality education.

2. Native Speaker is a person who grows up with a particular language as his/her mother tongue. In this case, native speaker is an English teacher that have the American as the mother tongue.
3. Teaching is one of teaching-learning process that is done by the teacher at school. in ther word, teaching is the way of transferring knowladge to the students.
4. Improve is the process of making (something) better or increasing the value of productivity (of something). Improve here is the progress of students' ability in mastering English.