

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Findings

These findings of this research were arranged and presented in such way in which the research problems became the basis of reference of the arrangement and presentation.

1. The Roles of Native Speaker in Teaching English

In this research, the researcher found thirteen dominant roles which were performed by the native speaker teacher in teaching EFL classroom. They were *resource, organizer, controller/instructor, facilitator, participant, prompter, editor, transmission teaching, comprehensible input provider, assessor, observer, motivator and tutor*. But, there are seven dominant roles of native speaker teacher which were performed by him in teaching English for EFL students of SMAN 7 Banjarmasin. That seven dominant roles are *resource, facilitator, transmissions teaching, prompter, editor, observer and motivator*.

2. The implementation of the Roles of Native Speaker in Teaching English

a. Resource

In the EFL classroom, the native speaker teacher performed his roles as a resource in order to be a good teacher in teaching English that should more know English rather than other. In performing his role as a resource, the native speaker teacher give a chance to anyone who need any informations about English or anyone who need his help as long as it related to the subject and it should be in the school are. It is in the line of Harmer (146), students can ask the teacher questions about things that they do not understand when they involved in individual or group work activities, the teacher should be available to help them and answering their questions.

In his other book Harmer (2001:57-65), having the teacher take part, or try to control them, or even turn up to prompt them might be entirely unwelcome. However the students may still have need of their teacher as a resource. It means that teachers should not get too deep or even interfere in the problem that is faced by students, or teachers too authoritarian to the students which finally will increase students' motivation in learning English. As in the result of the observation, the native speaker teacher did not scolding the students when they did a

mistake in the teaching learning process, he just leaded them to the true or explained for them in order to make students understand the materials as when he asked the students to interpret the meaning of the idioms in the interpretation activity.

b. Organizer

Harmer (146), to control his EFL students, the native speaker teacher organized many things before he come to the class, such as: he organized the brainstorming, materials, task, instruction of the tasks/games, and feedback for the students. When teacher are acting as organizer in order to set up and start an activity, teacher should : 1) Engaged students in the task, 2) give the instruction clearly, 3) start the activity, and 4) organize feedback. Based on the observation, the native speaker teacher organized the brainstorming, materials, tasks, instruction of the tasks/games, and the feedback for the students.

The native speaker organized the time of classroom activity, from the beginning until the last activity like has explained before. Harmer (2001), one of the most important roles of that the teacher has to perform is that of organizing the students to do various activities.

c. Controller/instructor

Harmer (146) the teacher needs to be controller when explaining thing, taking the class register to telling the students what to do. This often involves standing at the front of the class and being very clear. As the result of the research, the native speaker teacher gave instruction to the students in order to control them in the form of standing in front of the class or in the middle of the students to give them instruction about the moving chair game, give them instruction to ask the students to introduce their selves after him in the introduction activity, give them instruction to ask the students to repeat the words after him, give them instruction to do the idiom task and give them instruction in the retelling story activity.

d. Facilitator

The native speaker teacher facilitated the students in the form of speaking Engling in the teaching learning process, giving them vocabulary of the day and prepared the list of idiom, come in the moving chair game and the story of *the Crow and the Fox* for the retelling story activity. This activity, as in Harmer's book (146) ... the teacher must always do everything teacher can to make learning happen smoothly and appropriately for the learners – making learning possible, but without making it to easy. In the retelling story activity,

the native speaker teacher telling the story orally because he wanted the students to understand the story based on the native speaker's speech. Therefore he looked for the simple story on the internet than was use the active vocabulary and easy to tell in order to make the students easier to understand the story and the advice of the story. Besides, the native speaker teacher did not want to make the students too easy to understand the story by giving them the text of the story.

Based on Lucy(18), facilitating involves creating situations where students can use English. As in the activity above, the native speaker teacher tried to make the students use their ability in understanding of the native speaker speech in by listening to the story and he also tried to make the students practice and improve their ability in speaking by asking them to retell the story orally.

e. Participant

Based on the result of the research, the native speaker teacher performed his role as a participant in the moving chair game. At first the native speaker gave the students the instruction about the game, then to make the students easier to understand the instruction and to make the game more fun he came in to the game with the students. His performance in this activity

appropriate with the theory of Harmer (2001) which stated that there also times when teacher might want to join in an activity not as a teacher, but also as a participant.

f. Prompter

The native speaker teacher performed his role as a prompter when he tried to help the students in the introduction and retelling story activity. He helped the students not by giving them the right meaning or the right answer, he gave the students some questions to lead them in to the right meaning or answer. For example in the retelling story activity, there is a student that forgot the continuity of the story when he retold the story to the native speaker teacher, he did not tell the continuity of the story directly to the student. But, he gave him question like “did the crow believe of what fox say?”, “and then, what next?”, or “what did the crow do?”. It is in line with the Harmer’s theory which said that (...) pushing students to make new sentences and encouraging them to speak when they are reluctant. Teacher can offer word or phrases to help them to say what they want to say. However, teacher must be careful not to intervene too much if they are trying to learn how to communicate on their own.

g. Editor

The connectivity between prompter and editor is to repair students' mistake to the right one in the form of prompting them. In editing students' mistakes the teacher may not scolding them, but the teacher should tell them in the good way. For example, when the native speaker teacher asked the students about the meaning of the idioms before he explained the real meaning, most of the students gave him the wrong oral answers. On that activity, he did not scold on the students' mistakes, but he leaded them to he right one. As in Harmer (146) ... teacher should try not to insist of what they should do, but instead try to make them think more carefully about what they want to achieve.

h. Transmission teaching

Harmer (146), transmission teaching (when the teacher is giving the students information or explanation) is only way for students to learn things. Teacher must make sure that that teacher also plays many other roles in the classroom. It means that the native speaker should perform other role except the transmission teaching because the transmission teaching is must have performed in every teaching activity of the teacher. Because of that, that is

why the researcher included transmission teaching becomes one of seven most roles that is performed by the native speaker teacher.

i. Comprehensible input provider

In transferring the knowledge to the students, the native speaker always tried to provide them the comprehensible input to make the teaching learning processed smoothly and the materials easy to be understood by the students. For example in the activity of retelling story, the native speaker teacher used the active vocabulary in explaining and instructing the story. as in Harmer's book (146), he stated that teacher should remember too, that one of teacher's most important job is comprehensible input provider to the students, speaking to the in the ways that will help their language acquisitions. It means that whatever method and strategy that is used by the teacher, the target will not be achieved if he did not perform his role as a comprehensible input provider.

j. Assessor

Harmer (2001), One of the things that the students expect from their teachers is an indication of whatever or not they are getting their English right. This is where the teacher has to act as an assessor, offering feedback,

grading students in various ways. The native speaker teacher always offered feedback to the students, but for grading the students he graded them together with the primary English teacher. He graded students' ability of the activity on the class first, and then he gave the students' grade to the primary English teacher after the class.

k. Observer

Harmer (2001), Teacher will want to observe what students do (especially in oral communicative activities) so that teacher can give them useful group and an individual feedback. When observing students, teacher should be careful not to be too intrusive by hanging on their own word, by getting too close to them, or by officiously writing things down all the time. Based on the result of the research, the native speaker teacher performed his role as an observer, he observed whether students' ability in English increase or not. He observed in the classroom activity and after the class. he observed in the class by giving them tasks and he observe students ability after the class by discussing it with the primary English teacher.

l. Motivator

As a teacher, the native speaker teacher should always motivate her students in learning and practicing English. Based on the result of observation, the researcher found that the native speaker teacher always said

“keep learning and practicing English yaa..” to the students before ending the class to improve students motivation in learning and practicing English. To keep students’ motivation in learning English, the native speaker teacher also never scold the students if they did a mistakes. He just leads them to the right meaning in the furious way, such as in the introduction activity he did not scold or even frown to the students in order to make keep the students’ spirit in learning and practicing English. It is related to Harmer’s theory that stated a teacher need to keep his/her students motivated and engaged in the work being done.

m. Tutor

Based on the result of interview to the native speaker teacher and the primary English teacher for the first grade students of SMAN 7 Banjarmasin, the native speaker teacher gave more class for the chosen high level student in the afternoon every Monday and Thursday for the first grade of SMAN 7 Banjarmasin. It is in a line with Harmer’s theory which said that the teacher can act as a tutor, working in the individual or small group, pointing them in the direction they have not yet through of taking. In this case, the native speaker teacher worked in the small group of the high level students to give them what they have not studied before.

B. Discussions

This part presents about the discussion toward the result of the research. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problems and the existing body of knowledge or theories. It covers about the roles of Native speaker in teaching English for EFL students and the implementation of it in the EFL classroom activities.

According to the result of observation and interview those were done to the native speaker teacher and the students in the EFL classroom activity about the roles of native speaker teacher in teaching English and the implementation of those roles. It can be known that the native speaker teacher ever performed thirteen roles of teacher in teaching EFL students, but there are seven dominant roles of native speaker teacher which were performed by him in teaching English for EFL students of SMAN 7 Banjarmasin. As a teacher, he implemented a combination of the roles in his teaching learning activity of the EFL students based on the students' need and ability. It is purposed to make the native speaker teacher to be a good teacher and improve students' motivation in learning and practicing English. Below are the discussions of it.

1. The Roles of Native Speaker Teacher in Teaching English

Based on the result of observation and interview those were concluded by the researcher to the subject of this research who were native speaker teacher and the students of SMAN 7 Banjarmasin, the researcher found many roles of teacher that is took by the native speaker teacher in the teaching learning process such as: *resource, organizer, facilitator, participant, transmission teaching, comprehensible input provider, controller/instructor, prompter, editor, observer, assessor, tutor* and *motivator*. But, there are seven dominant roles those are most often performed by the native speaker teacher in teaching English for EFL of the first grade students of SMAN 7 Banjarmasin. Those seven dominant roles of teacher were *resource, facilitator, transmission teaching, prompter, editor, observer, and motivator*. In this stage, the researcher presented the findings in the form of classroom activities phases those were done by the native speaker teacher of SMAN 7 Banjarmasin.

a) Classroom activities Phases in Teaching and Learning Process

In teaching and learning process, the classroom activities phases were the crucial point that gives an effect on the student's achievement of the certain subject. Conducting the appropriate roles of teacher those have to take by native speaker teacher in classroom activities would make the students to be easier in learning and understanding the materials.

According to the observation and interview conducted to the subject of this research those were native speaker teacher and students of the class, the researcher found the information related to roles of native speaker teacher in teaching English. Here, the researcher already did the observation about the roles of native speaker teacher in teaching English for three meetings of the class on Wednesday, November 5th 2014, Wednesday, November 12th 2014 until Wednesday November 19th 2014. Then the following classroom activities phases were the findings of the observation from those there meetings that was supported with the result of interview section.

(1) Pre Classroom Activities

Based on the researcher's observation on the meetings from Wednesday, October 29th 2014 until Monday, December 29th 2014 in the class of native speaker teacher, the researcher got the information about the roles of native speaker teacher in teaching English in the pre-activity of his class. As a teacher, before coming to the class the native speaker teacher prepared himself for his teaching materials and teaching media to make him know what kind of roles of teacher that have to be took by him in the classroom activity of that day. Because, as a teacher, the native speaker teacher have to had his roles from the beginning until the end of the class. The native speaker teacher started the lesson by greeting and checking students' attendance list. In the other hand, to make the students were more active in speaking, the native speaker teacher asking the whole students to introduce their selves in front of the

class one by one based on the list of students' attendance in the first meeting started from introducing himself. Then here the native speaker teacher took the his role of teacher as a *resource* than can *facilitating*, *prompting* and *editing* in his *transmissionteachingprocess* to *provide a comprehensible* input to the students while *observing* and *motivating* the students in his way.

The native speaker teacher continued his pre-activities by letting the students to know the learning objectives and the learning agenda at the day by explaining and writing the important things on the whiteboard. In this case the native speaker took role as a *resource* that *organizing* the materials and the students in his *transmission teaching* process to *provide a comprehensible input* of knowledge. The teacher should be the one who known more the materials rather than the students, and the duty of the teacher is to transfer the knowledge to the students. This statement also validated by interview quotation to the native speaker teacher:

“...I speak English, I come from abroad (USA), I know the culture, tradition and the behavior of the people in my country, I know how do they (Americans) act and speech, I know the season, and I'm different from them (students) in the form of physic like my the color of my skin, my eye, my hair . All those things are hoped can motivate the students in learning English because of students' anxiety of knowing all those different and also hoped can improve students' ability in English”.

Then native speaker teacher continued his pre-activities. In every his classroom pre-activity, he engaged the brainstorming activity in the form of word of

the day to enrich the students' vocabulary acquisition or writing some phrases/idiom related to the subjects/materials of the day then brainstorm it to make students easier to learn and understand the object of the teaching learning process of the day. Word of the day which was provided by the native speaker teacher was in phrases or idiom. According to the observation on Wednesday, November 5th 2014 the native speaker teacher provided word of the day was *hit the books* that had meaning was *study hard*. In this activity, he directly asked to the students about the meaning of word of the day. He wanted to know the students' knowledge about the certain phrases or idiom. It was conducted to make the students to come to the materials. Besides, he also conveyed the example by showing the sentence that was inserted by word of the day, e.g: *I have a test tomorrow. So I must hit the books* which had meaning was *I have a test tomorrow. So I must study hard*. Then in order to make the students were having well pronunciation, the students were, the students were asked to pronounce both the example of word of the day and the sentences for five times loudly, after he showed the expressions and the example how to pronounce it. Then in the last of the activity the native speaker teacher give a chance to the students to ask if they have any question or there still something have not been understood about the materials before and after the whole students are looked have understood the materials before, then he let the students to copy in their book.

In this activity, when teacher giving the brainstorming in the form of word of the day or writing some phrases/idiom related to the subjects/materials of the day, the native speaker teacher took roles as a *resource* and *facilitator in transmission teaching* to *provide a comprehensible input* while *editing* if he found a mistake of the students at the same time. The native speaker teacher, as a resource of knowledge of the students, he did not give the materials of the day directly. But, he transferred the knowledge in the form of giving the students brainstorming before the major subjects were explained. Doing that activity purposed to analyze whether the students ready to start the lesson of the day or not in the various ways.

In another day of research (Wednesday, November 12th 2014), the researcher found that the native speaker teacher give the brainstorming in the form of writing some phrases/idiom related to the weather to start the lesson of the day such as: *weather, expressions of weather, idiom, It's raining cats and dog, a fair-weather friend, stealing my thunder, as right as rain, sail close to the wind, have a face like a thunder, rainy day, on cloud nine, and autumn years*. Then he brainstormed it to the students and continued to the next activity by giving explanation of the materials of the day.

For the third meeting of researcher's observation, the researcher found that the native speaker brainstorm the students by asking the students what did they know about narrative, storytelling, legend, myth, traditional story or fairy tale. In such

questions like: “What do you know about narrative? Have you ever hear about story telling? What traditional story comes from your country? Which one do you like ? Listening or telling a story? Etc.” By giving that question, he leaded the students to the major subject of the day. The he explain the materials as clear as possible.

All those brainstorming activity makes the native speaker teacher took roles as a *resource* and *facilitator* in *transmission teaching* to *provide a comprehensible input* while *editing* if he found a mistake of the students at the same time.

(2) Whilst Classroom Activity

After brain storming was done and the students knew about the learning objectives and the agenda of the instructional material that would be able to deliver to them at that day. The native speaker teacher begun to introduce the materials by first reviewing the last materials for a while then giving the students simple questions related to the material that would be presented by him. For example, the native speaker teacher asked, “OK. Have you ever introduced yourself? Would you like to introduce yourself in front of the class?Because this is the first meeting with the native speaker teacher, then he asked to the students to introduce their selves in front of the class based on the students’ attendance starting from him. After the introduction activity, the native speaker teacher continued the lesson in furious materials, methods, approach and roles. As a teacher, the native speaker always took

more than one role in his classroom activity. The roles that is ever took by the native speaker in the classroom activity while researcher doing the research are: *resource, organizer, facilitator, participant, transmission teaching, comprehensible input provider, controller/instructor, prompter, editor, observer, assessor, tutor and motivator*. But, there are seven kinds of native speaker teacher roles which were took by him in teaching English for EFL students of SMAN 7 Banjarmasin. Those six dominant roles of teacher were *resource, Transmission teaching, prompter, facilitator, editor, observer, and motivator*.

a. Resource

It can be conducted that the native speaker teacher immediately has role as a resource because he is the one who speak English, come from abroad (USA), and he is the one who know English rather than the students or even the non-native speaker teacher. This statement also validated by interview quotation to the native speaker teacher of SMAN 7 Banjarmasin and the primary English teacher of the first grade of SMAN 7 Banjarmasin:

“...I speak English, I come from abroad (USA), I know the culture, tradition and the behavior of the people in my country, I know how do they (Americans) act and speech, I know the season, and I’m different from them (students) in the form of physic like my the color of my skin, my eye, my hair . All those things are hoped can motivate the students in learning English because of students’ anxiety of knowing all those different and also hoped can improve students’ ability in English”.

“... the native speaker teacher is very helpful to improve students motivation in learning English, and it is hoped can improve students’ ability in English, the native speaker has a very important role in teaching English because his pronunciation and knowledge about English is cannot be worry anymore”.

b. Organizer

It can be assumed that the native speaker teacher organize the brainstorming, task, instruction, activity, and feedback very well by the result of the observation on the classroom activity and validated by the interview to the primary English teacher. In the interview he said that ”..... the native speaker usually design the task related to the materials based on the curriculum of the schoolhimself”.

1. Native speaker teacher prepared the brainstorming for the beginning until the last meeting like the writer had mentioned before on the pre activity classroom about brainstorming.
2. In taking role as an organizer, the native speaker teacher organize the material, step of transferring the materials before the class. This statement can be validated by result of researcher’s interview with him. He told that “...I usually prepared the materials based on the curriculum of the school and the instruction from the major English teacher before the class...”.

3. The native speaker also made the students' task and never forgot to input or gave the explanation/instruction of the task or activity before the activity was started. On the next explanation of the roles of native speaker teacher as a controller/instructor and facilitator, there more explanation about the application of the students task, the step of teaching, the instruction of the task/game and the step of the activity that had been organized before the class by the native speaker.

c. Controller/Instructor

It can be seen that the native speaker teacher has his role as controller/instructor in the form of application the task/game, the step of teaching, the instruction of the task and the step of the activity that had been organized before the class by the native speaker.

1. In the first meeting of observation in the classroom activity on Wednesday, November 5th 2014, the native speaker teacher asked played the *moving chair* game with the students. Before playing the game, the native speaker teacher gave the instruction to the students by telling them: "In this meeting we are gonna play a game named *moving chair*, have you ever play it? The roles of the game are : 1) you have to arrange your chair to a big circle in the middle of the class, 2) there must be one person that have no chair standing in the middle of

the circle, and I will be that one, 3) in this game we have to use the present continuous tense to ask your friends about something. For example, *who is wearing black bag?* So, the person who wears the black bag should stand and change the chair. While the users of black bag standing and searching the chair, the one who stand in the middle of the circle should find the empty chair to sit. 4) So, there will be another one that does not get the chair and standing in the middle of the circle and he/she have to over another question using present continuous tense, and 5) the game will be continued like that. Do you understand? Ok. Now let us start the game”.

2. When the native speaker teacher asked the students to introduce themselves in the introduction activity on the meeting of Wednesday, November 5th 2014. In that activity, can be seen that the native speaker teacher gave a good instruction to the students in the form of giving the instruction of the introduction activity by saying : “ Ok. Now is your turn to introduce yourself in front of the class, the introduction must be consist of your name, your nick name, and your address. But, you may improve your hobby, favorite color or any other information of you in you turn of introduction. Are you ready? Ok. Let us began.”
3. In the activity of giving vocabulary of the day on the meeting on Wednesday, November 5th 2014, the native speaker teacher also gave a good instruction to the students to repeat the word after him and to do

the task by saying: “Let us practice to pronounce the words and repeat after me”, “Have you understand about the meaning of the *hit the books?*” “Ok. Now your turn to make a sentence using the word *hint the books* and next I will ask your sentence and please speak up loudly”.

4. At the second meeting of the observation on Wednesday, November 12th 2014, the researcher found that the native speaker teacher gave a good instruction of the task after he explained about the idioms related to the weather. He said that “Now make a 5 sentences by choosing 5 from the 9 idioms that I have given to you. When you ready, collect it to me and I will check it directly because I want to check your grammar and writing ability and we will repair if there a mistake on it”.
5. Native speaker teacher asked the students to do a storytelling about the story that has been explained before by the native speaker teacher using their own word on the third meeting of observation on Wednesday, November 5th 2014 by saying that : “After I explained the story clearly, I will ask each of you to tell the story using your own word, therefore you have to pay attention on me and you may write a notes of some important objects from my story such as the character, place, or any other important thing to help you easier in understanding,

arranging and telling the story. This activity purposed to improve your writing, grammar and speaking ability. Now listen to me carefully”.

d. Facilitator

It can be seen that the native speaker teacher had his role as facilitator based on the result of the researcher’s observation in the classroom activity of the English native speaker teacher.

1. When the native speaker teacher spoke English in all teaching learning process.
2. When the native speaker teacher asked the students to introduce their selves in the introduction activity on the meeting of Wednesday, November 5th 2014. In that activity, can be seen that the native speaker teacher gave a good instruction to the students and then at the end of his instruction he gave an example of self introduction by introducing himself in front of the class. The form in giving example of introducing activity by introducing himself in front of the class is a part of facilitating the students.
3. Giving the vocabulary of the day on the meeting of Wednesday, November 5th 2014 and Wednesday, November 12th 2014 is the way of native speaker teacher in facilitating the students.

4. Preparing the list of idiom related to the weather on the meeting of Wednesday, November 5th 2014 or telling a story of *The Fox and The Crow* on the meeting of Wednesday, November 19th 2014 are part of the native speaker's role as a facilitator.

e. Participant

At the first meeting of the observation on Wednesday, November 5th 2014, the researcher found that the native speaker teacher participated/come in to the *moving chair* game. That activity proofed that the native speaker teacher performed as a participant. This statement was validated by the result of interview to the native speaker.

“I participate on the *moving chair* game because I think that it will make the students easier to understand the instruction of the game rather than just explain it and just standing in front of the class watching them. And will be much more fun if I play the game with them.”

f. Prompter

Based on the result of observation to classroom activity of the native speaker teacher of SMAN 7 Banjarmasin, there some native speaker teacher's activity that can show that the native speaker teacher taking role as a prompter.

1. When the native speaker teacher asked the students to introduce their selves in the introduction activity on the meeting of Wednesday, November 5th 2014. There some students that is looked confuse in introducing their selves. Here the native speaker teacher took role as p prompter, the native speaker teacher told the students what have to tell next about their selves.
2. On the third meeting of the observation on Wednesday, November 19th 2014, the native speaker teacher asked the students to retell a story using their own word about the story of *The Fox and The Crow* to observe students' ability in grammar and speaking. In the retelling story activity, there some students that still looked confused or forget about what have to tell next. Here the native speaker teacher helped the students in the form of prompting them by giving them a question or some words like : what did fox saw? What did fox said to the crow? Where did fox saw the crow? And then? So? What next? What did the fox say to the crow? How then crow answered?, etc.

g. Editor

Based on the observation to classroom activity of the native speaker teacher of SMAN 7 Banjarmasin, can be seen that the native speaker teacher did the role as an editor in his classroom activities. As a teacher, the native speaker teacher always tried to fix students' problem or mistakes in English.

1. When the native speaker teacher asked the students to introduce themselves in the introduction activity on the meeting of Wednesday, November 5th 2014. In that activity, there some students that did mistake on their introduction activity. The native speaker teacher fixed the mistakes in the form of repairing students' mistake on pronunciation, grammar and students' confident.
2. In the *moving chair* game on Wednesday, November 5th 2014, there was a student that forgot to add the suffix *-ing* after the verb on the use of present continuous tense. On that time, the student said that "who is wearrrr glasses?", the native speaker teacher fixed or edited it and tell the true.

In that activity on that day too, there a student that mean to said a *watch* became a *clock* and when there was a student that wanted to say a bracelet but she did not know how to say it in English in order to had her right hand held the left one in the arm pretended she wear a ring, then the native speaker edited it and tell the true.
3. On the observation of Wednesday, November 12th 2014, the researcher found that the native speaker edited students' mistake on defining the idiom of weather. At first, the native speaker teacher told the idioms and asked the students to guess the meaning in orally. Then, he fixed or edited students understanding in the meaning of the idioms in the form of leading the students to the real meaning and explained it orally

while writing the right mean after the idioms on the white board after he explained the real mean of the idiom orally.

After the students was looked understood the meaning of each idiom that he gave, he asked the students make 5 sentences by choosing 5 selected idiom in their book. Then he asked them to collect the task right after they did it. The native speaker teacher valued and repaired students' ability in making a sentence using the idioms immediately one by one after the students collected the task.

4. On the observation of Wednesday, November 19th 2014, the native speaker teacher asked the students to retell a story about the *Fox and the Crow*. In retelling the story, there some students that did a mistake(s) in pronunciation, the use of grammar and in the story arrangement.

- a) Some students' mistakes in pronunciation are in pronouncing the word "*fox*" became "*pok*", *crow* became "*craw*", *feathers* became "*peters*", *voice* became "*pois*", *bright* became "*braigh*", *birds* became "*birds*", *mouth* became "*mut*", *ground* became "*gran*", *change* became "*ceng*", *give* became "*gip*", *advice* became "*adpais*", *trust* "*tras*", and the word of *flatterers*, many students was looked did not sure enough in pronouncing that word because that word was new for them. That argument was validated by the result of the interview to the native speaker teacher of SMAN 7

Banjarmasin, he told that “most student did mistakes in pronouncing the word voice words like *give* and *advise*, and many of them was looked did not sure enough in pronouncing the word *flatterers* because that word may maybe new for them and maybe hard to pronounce”.

- b) Some students still use the simple present tense rather than the simple past tense. Example in saying *saw* became *see*, *walked* became *walk*, *began* became *begin*, *opened* became *open*, *fell* became *fell* and *said* became *say*. There also students mistake on grammar use like in saying “A fox once saw a Crow *flying* off with a piece of cheese”, the students supposed to say “A fox once saw a Crow *fly* off with a piece of cheese”.
- c) Based on the result of the observation, the researcher found that there some students that forget the continue of the story but the native speaker teacher help them by prompting them like was explained before.

In arranging the speech of the fox flattering the Crow, many of students have not retold it very well. The speech of the Fox supposed to be retold by the students is: “Good day, Mistress Crow, how well you are looking today, how glossy your feathers, how bright your eyes, I fell your voice must surpass that of other birds, just as your figure does, let me hear but one song from you

that I may greet you as a Queen of birds”. Many of them miss some point in retelling that speech.

h. Transmission teaching

Based on the result of observation, the researcher found that the native speaker teacher took role as transmission teaching. As a teacher, in the teaching learning activity the native speaker teacher definitely transmitted/transferred the knowledge to the students. Whatever the method or approach of teaching, the native speaker definitely tried to transmit/transfer the knowledge to the students.

i. Comprehensible input provider

Based on the result of observation and interview, the researcher found that the native speaker teacher in rolling as a teacher in the classroom activity gave the students a comprehensible input provider in the form of using the active word in explaining the material and instructing the task like have been explained in the roles of teacher as a an organizer, controller/instructor, facilitator and participant.

As an additional, the native speaker teacher in his classroom activity on Wednesday, November 19th 2014, he told a story about *The Fox and The*

Crow in a simple way using the active word to make the students easy to understand the story. In that way, he gave them a comprehensible input provider. That argument can be validated by the rest in interview with the native speaker teacher after the class.

“My I ask you a question? Where did you take the story?”

“Yes, sure. I took it from the internet.

“Why did you take that story?”

“I took that because the vocabulary of that story was easy to understand, the story was simple and there was an advice that can be took from that story.”

j. Assessor

Based on the result of observation and interview, the researcher found that the native speaker teacher has his role as an assessor collaborating with the primary English teacher for the first grade of SMAN 7 Banjarmasin.

In the teaching learning process, the researcher ever found twice that the native speaker teacher assessing the students.

1. On Wednesday, November 12th 2014 in the students' task of making the sentences using the idioms, the native speaker teacher assessed and

edited students' ability in making a sentences as had been explained before on the roles of native speaker as an editor.

2. As like as on Wednesday, November 12th 2014 in the students' task of making the sentences using the idioms, in the retelling story activity on Wednesday, November 19th 2014, the native speaker teacher assessed and edited students' ability in retelling story immediately as has been explained on the role of native speaker as an editor.

The differences of both are the assessing are:

- a) On Wednesday, November 12th 2014 in the students' task of making the sentences using the idioms, the native speaker teacher assessing on students' ability in making a sentences and the grade can be known by the students because the native speaker teacher write the students' grade on the students' exercise book beside the task.
- b) But, on Wednesday, November 19th 2014 in the students retelling activity, the native speaker teacher assessing on students' ability in retelling a story and the grade cannot be known by the students because the native speaker teacher write the student's grade only in his school grades book.

There was an additional data, there was a result of researcher's interview to the native speaker teacher and the primary English teacher about the native speaker' role in assessing the students.

“Yes, I graded them. No, I did not grade the students myself, we (the native speaker teacher and the primary English teacher) collaborated in grading the students. After the class, I gave the students' grade to Mr. Philips (the primary English teacher of the first grade of SMAN 7 Banjarmasin).

“The native speaker teacher has an opportunity even role in grading the students in his teaching learning activity. Usually, he gave me the grade after the class and then we communicate together.”

k. Observer

Based on the observation and interview, the researcher found that the native speaker teacher observed the students' ability in learning English in the form of giving the appropriate/suitable material based on the students' need and ability in English like had been explained on the role of native speaker teacher as a facilitator. After the teaching learning activity, the native speaker and the primary English teacher graded and observed students' ability in English together. This statement can be validated by the result of interview with the native speaker teacher and the primary English teacher.

“.... then usually Mr. Philips asked me to observe students’ ability of the activity in the classroom activity after the class.”

“.... After that we observe together the grade of the students based on my and his grading. We talk about which students that best and less in that activity. and which problems that make them less and which way than can we take to make the less to be better.”

1. Motivator

Based on the result of observation, the native speaker teacher hoped can motivated the students because he has his role as a resource as explained in the role of native speaker as a resource. In the teaching learning activity, the native speaker teacher motivated the students in furious way.

1. In the introduction activity on Wednesday, November 5th 2014, the native speaker facilitated the students by giving an example of introduction activity by giving an example of self introduction by introducing his self in front of the class as has been explained in the role of native speaker as a facilitator. That activity can improve students’ motivation to introduce their selves in front of the class.
2. In the explaining about the idiom on Wednesday, November 12th 2014, the native speaker teacher gave the idioms, asked the students the meaning, then he explain the real meaning of the idioms. In that activity, the native speaker teacher never

reprimand/scold the students because of their mistakes on answering the meaning of the idioms, moreover the native speaker teacher lead and explain the real meaning of the idioms one by one clearly using the active word to make the students easier to understand the meaning of the idioms. It is done in order not to damage the student's motivation to learn English.

3. In the retelling story on Wednesday, November 19th 2014, the native speaker teacher prefer prompting the students and editing their mistakes rather than scolding on their mistake like has been explained on the roles of native speaker teacher as prompter and editor.

Based on the result of interview with the native speaker teacher, the native speaker teacher told that “I motivated the students in the form of speaking English all the time and give them more information about my country and culture, then I will give more class on the afternoon for the selected high level students in English.”

m. Tutor

Based on the result of interview to the English native speaker teacher of SMAN 7 Banjarmasin, the researcher concluded that the native speaker teacher

had his role as a tutor. Because from his statement, he told that he has his own class in the afternoon after the class every Monday and Thursday for the high level students of the first grade of SMAN 1 Banjarmasin. He tutoring the high level students because he said high level students were easier to teach because they should speak English all the time in the free classroom activity.

“... easier to teach the students who are interested and had the high ability in English. Because in the class I only teach about the language use and the culture, and we should speak English all the time. Therefore I did not give more class for the low level students because that would be more difficult for them to understand the materials.”

(3) Post Classroom Activity

In the last activities, the native speaker teacher arranged students into the beginning classroom situation. He gave feedback to the students to make sure that they have no any problem of the materials before. And then he also gave him some advice and motivation in learning and practicing English. Later, he closed the class by writing the points of the materials of the day on the white board and give them write it on their text book. And at last he greeted the students by saying “Good Afternoon. See you. Keep practice and Learning English yaa!”.

In the post classroom activity, the native speaker teacher took role as a resource, facilitator and organizer in giving feedback, and as a motivator in giving advice and motivation of learning and practicing English.

2. The implementation of the native speaker teacher's roles in teaching English

As a teacher, the native speaker teacher had many roles that can be performed in the teaching learning process at the classroom activity. The native speaker teacher will consider about the appropriate teacher's roles which can improve the students' comprehensions and ability in English. In order to reach the instructional goal, the native speaker teacher needed to perform the appropriate roles based on the students' need and the materials that will be taught. In performing the roles, the native speaker teacher not only use one role, he combine many of the roles.

To implement his roles in the EFL classroom, the native speaker teacher needed some classroom activities those were suitable with his teaching roles. As the English native speaker, he definitely taught English. In his EFL classroom, he ever performed many roles such as *resource, organizer, facilitator, participant, transmission teaching, comprehensible input provider, controller/instructor, prompter, editor, observer, assessor, tutor and motivator*. But, there are six kinds of native speaker teacher roles which were performed by him in teaching English for EFL students of SMAN 7 Banjarmasin. Those six dominant roles that were performed by the native speaker teacher were *resource, facilitator, transmission teaching, prompter, editor, observer, and motivator*.

To perform as a good teacher in creating the good atmosphere and enabling to reach the learning goal of the materials, he combined the those roles in order to teach English to the EFL students.

a. Resource

As English native speaker and the who known English rather than the primary English teacher, the native speaker teacher immediately performed his self as a resource. In implementing the role as a resource, beside became a teacher for the EFL students in the formal school and teaching the high level students in the afternoon, he also opened the opportunity for anyone who are need information about English anytime he can help. This statement is also pointed out in the interview quocation with the native speaker teacher.

“beside the formal and free classroom activity, I also opened the opportunity for anyone who need to teach English, asking about soothing that I know the answer, I will help as much as I can. Or when there is someone meet on the street (as long as it still in the school are) after class and asked me about something, I will help.”

b. Organizer

In the role as an organizer, the native speaker teacher implemented his role in the form of organizing/preparing the students' material, he also organized the

brainstorming and the feedback, and organized students' tasks and the instructions of the tasks.

c. Controller/Instructor

The native speaker teacher implemented his role as a controller/instructor in the form of giving instruction when he asked the students to introduce themselves in the introduction activity, controlling and giving instruction and explanation about the moving chair game in the moving chair game activity, giving instruction when he asked the students to repeat the word after him when he gave the students vocabulary of the day, giving instruction when he asked the students to make 5 sentences using the idioms, and organizing/instructing the students to retell a story.

d. Facilitator

The native speaker teacher implemented the role as a facilitator when he facilitated the students in giving an example of self introduction in the introduction activity, giving them a vocabulary of the day, listing the idioms related to the weather, and telling a story of *The Fox and The Crow* very well to the students before the retelling activity started.

e. Participant

The native speaker teacher implemented his role as a participant in the *moving chair* game. In the *moving chair* game, he came in to the game with the students and played the game together in order to make the students easier to understand the instruction of the game and to improve students' motivation in learning and using English.

f. Prompter

The native speaker teacher implemented the role as a prompter when he prompted the students in the introduction activity when he found there some students that were looked like needed his help and when he prompted the students in retelling story activity.

g. Editor

The native speaker teacher implemented his role as an editor in the form of helping the students in form in repairing the mistakes that he found in the instruction activity, in the *moving chair* game, in making a sentences using the idioms, and in the retelling story activity.

h. Transmissions teaching

As a teacher the native speaker teacher implemented his role as a transmission teacher when he transited/transferred the knowledge to the students.

i. Comprehensible input provider

In the teaching learning process, the native speaker teacher always try to give a comprehensible input provider to the students as he implemented in his roles as an organizer, facilitator, controller/instructor and participant. For example in the retelling story activity, the native speaker teacher telling a story about *The Fox and The Crow* very well using the active vocabulary to make the students easier to understand the story.

j. Assessor

The native speaker teacher implemented the role as an assessor in the form of grading the students on the making a sentences using the idioms task and grading the students in the retelling story activity.

k. Observer

The native speaker teacher implemented his role as an observer when he observing the students ability in mastering English on the activity of the day and when he observed what kind of materials that suitable with the students' need and ability. The native speaker teacher observed the students not alone, but he collaborated with the primary English teacher of the first grade students of SMAN 7 Banjarmasin.

1. Motivator

In the teaching learning process, as a teacher the native speaker teacher always tried to improve students' motivation in practice and learning English by always saying "Keep practice and Learning English yaa..." before ending the class.

He also always tried to keep students motivation in the form of giving them the right one rather than scolding them when the native speaker teacher found the students did a mistake. For example in the teaching learning activity about the idioms related to the weather, before explaining about the real mean of the idioms, the native speaker teacher offered the students questions about the real meaning of the idioms orally. When the teacher did not or wrong in answering the meaning of the idioms, the native speaker teacher leaded explained them the real one

rather than scolding them because of their mistakes on meaning the idioms.

m. Tutor

The native speaker teacher of SMAN 7 Banjarmasin implemented his role as a tutor in the free school time. He gave more class for the chosen high level student in the afternoon every Monday and Thursday for the first grade of SMAN 7 Banjarmasin.