THE ROLE OF AN ENGLISH NATIVE SPEAKING TEACHER IN ENCOURAGING THE STUDENTS TO SPEAK ENGLISH

A THESIS

by

Merry Widvamurti
Student Number: 99.80.0053

ENGLISH LETTERS STUDY PROGRAMME
FACULTY OF LETTERS
SOEGIJAPRANATA CATHOLIC UNIVERSITY SEMARANG

2004
THE ROLE OF AN ENGLISH NATIVE SPEAKING TEACHER IN ENCOURAGING THE STUDENTS TO SPEAK ENGLISH

A Thesis Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Sastra Degree in the English Letter Study Programme

by

Merry Widyanurtri
Student Number: 99.80.0053

ENGLISH LETTERS STUDY PROGRAMME
FACULTY OF LETTERS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG

2004
ACKNOWLEDGEMENT

The writer is grateful to those who have been involved in bringing this thesis to completion. First of all, the greatest thank to God the Almighty. The deepest thank to Drs. Anton Suratno, M.A., the major sponsor of the thesis who has given his ideas, time and support to guide and supervise the whole process of the thesis; to Dra. Wuryani Hartanto, M.A., the co sponsor for her ideas, time, correction and support. The writer is also grateful to Stuart Alan Bruce, B.A. who has guided and supervised as the co sponsor along the writing of the thesis proposal.

The writer is also grateful to the students of the Faculty of Letters Soegijapranata Catholic University who have given their time to be the participants of this study.

The deepest thanks to the writer’s parents and grandmother for the support either financial or encouragement. Tremendous thanks is also directed to my best friends Yosie, Lina, Diana, Melisa, Windy, Bin-Bin, etc., especially Tommy. Last but not least, the writer also thanks to people who cannot be mentioned individually, who have supported this thesis to completion.

Semarang, June 15, 2004

Merry Widyamurti
# TABLE OF CONTENTS

PAGES OF TITLE ............................................................................................................. i
PAGES OF APPROVAL ................................................................................................. ii
ACKNOWLEDGEMENT ................................................................................................. iii
TABLE OF CONTENTS ................................................................................................. iv
ABSTRACT ..................................................................................................................... v
ABSTRAK ....................................................................................................................... vi

## CHAPTER I
INTRODUCTION ............................................................................................................. 1
1.1. Background of the Study ....................................................................................... 1
1.2. Scope of the Study ............................................................................................... 2
1.3. Problem Formulation .......................................................................................... 2
1.4. Objective of the Study ......................................................................................... 3
1.5. Significance of the Study .................................................................................... 3
1.6. Definition of Terms ............................................................................................. 3

## CHAPTER II
LITERATURE REVIEW ..................................................................................................... 5
2.1. Definition of the term ‘native speaker’ ................................................................. 5
2.2. Native Speaker’s Potencies ................................................................................. 6
2.3. The Links between Language and Culture ......................................................... 12
2.4. The different teaching method of native speaker and non-native speaker ........ 14
2.5. Speaking Matters ............................................................................................... 15

## CHAPTER III
RESEARCH METHODOLOGY ......................................................................................... 22
3.1. Data Collection ................................................................................................... 22
3.1.1. Participants ..................................................................................................... 22
3.1.2. Instruments ................................................................................................... 24
3.2. Data Analysis ..................................................................................................... 26
CHAPTER IV  DATA ANALYSIS AND INTERPRETATION ..................27

CHAPTER V  CONCLUSION AND SUGGESTION ..........................63
    5.1. Conclusion ..................................................................63
    5.2. Suggestion ..................................................................65

BIBLIOGRAPHY
APPENDIX / APPENDICES
ABSTRACT

This study aims at finding out the students’ perception on the role of an English native speaking teacher in a speaking class. It attempts to measure how much support the NS gives to the students so that they feel encouraged to speak English.

The participants of this study were those who had experienced of being taught, at least once, by a NS. There were 60 students of the Faculty of Letters Soegijapranata Catholic University from the year 1999, 2000, 2001, and 2002. The choice of participants was made based on the above consideration.

Research data collection was conducted through questionnaire administration to the participants. They were asked to fill the questionaires out. The results were then analyzed with frequency distribution. Besides, the researcher also conducted interview with some of the participants, randomly. The next step is classroom observation which was held twice, within the teaching-learning activity of Speaking class whose students were also involved in the questionnaire filling and interview.

The results of the analysis and interpretation indicated that the existence of the NS is needed in Speaking class. The success of the NS in encouraging the students to speak English is influenced by the characteristics which should be owned by the NS himself / herself (e.g. friendly, humorous, communicative). Nevertheless, the students should also give an active role by giving positif respond towards the NS.
Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa mengenai peran dosen Native Speaker (penutur asli) dalam mata kuliah Berbicara. Penelitian ini mencoba mengetahui seberapa besar motivasi yang diberikan NS kepada mahasiswa sehingga mereka termotivasi untuk berbicara dalam bahasa Inggris.


Pengumpulan data dilakukan melalui pembagian kuesioner kepada mahasiswa peserta penelitian. Mereka diminta untuk mengisi kuesioner tersebut. Hasil kuesioner kemudian dianalisis dengan distribusi frekuensi. Di samping itu, peneliti juga melaksanakan wawancara secara acak dengan sebagian dari mahasiswa tersebut. Langkah selanjutnya adalah observasi kelas yang dilaksanakan dua kali, dalam kegiatan belajar-mengajar mata kuliah Berbicara dimana mahasiswa yang mengikuti mata kuliah tersebut juga terlibat dalam pengisian kuesioner maupun wawancara tersebut di atas.

Hasil analisis dan interpretasi mengindikasikan bahwa keberadaan NS diperlukan dalam kelas Berbicara. Keberhasilan NS dalam memotivasi mahasiswa untuk berbicara bahasa Inggris dipengaruhi oleh karakteristik-karakteristik yang seharusnya dimiliki oleh NS itu sendiri (misalnya ramah, humoris, komunikatif). Yang tidak kalah pentingnya adalah peran serta aktif mahasiswa dalam memberi respon positif terhadap dosen NS yang mengajar mereka.