CHAPTER I

INTRODUCTION

This chapter discusses research background, research problem, research objective, research significance, scope and limitation, and definition of key terms.

1.1 Research Background

Judging someone's language ability can be seen from their speaking. Nazara, (2011) argues most students have perspectives that speaking ability can be the highest part to measure someone understanding about a language. They will see the fluency more than the listening ability, writing, or reading. Thus, the students should master many aspects of speaking. In speaking, they should know how to pronounce the word, the meaning of the word, the stress of the word, and others. Therefore, when the students can apply them in the real communication, it can be said that their speaking abilities are increasing. However, it will become a huge problem for the students who are beginners in learning English. They still have many weaknesses to speak English, such as: having less vocabulary, no confidence, and having difficulties in pronunciation. Thus, they need a good teacher with a great teaching technique.

In addition, teaching technique is a strategy of the teacher to reach the objective of learning. Güneş, Dilek, Çelikoğlu, and Demir (2011) explain that as the person in charge of the teaching process, the teacher should provide teaching technique, strategy, and methods to catch the purpose of the study. Thus, every teacher will prepare the teaching technique to make their class fun and conducive.

At University of Muhamadiyah Malang (UMM), speaking classes were taught by...
either native or non-native teachers. Each has different teaching technique, own strength, and weaknesses. Some students feel comfortable to learn speaking English with the non-native teachers because the students can understand the explanation easily. On the other hand, some other students prefer to learn communication English with the native teachers because they may have unique ways to make the students understand the material.

The students' perceptions of having a native speaker teacher was discussed by Lasagabaster & Sierra (2005) under the title “What do students think about the pros and cons having a native speaker teacher”. In this research, the data was collected by using questionnaire. The researcher distributed questionnaires to 76 university students. On the other hand, the result of this study was 50.6% students preferred the native teacher, 35.5% students did not have preference and only 3.9% students preferred the non-native teacher. Moreover, the researcher also examined the students’ preferences toward the native teacher for some specific area in general. According to the students, they preferred the native teacher in specific ranges of vocabulary, pronunciation, speaking, culture and civilization, attitudes, and assessment. In contrast, the students preferred the non-native teacher in specific areas of grammar, listening, reading and learning strategies.

The students' perceptions of the native teacher teaching technique have been researched by Wu (2009) under the title "Haunting Native Speakerism? Students’ Perceptions toward Native Speaking English Teachers in Taiwan". In this study, the researcher distributed survey to 163 students. It was found 107 students felt important to have the native teacher in every English Department
because the native teacher was flexible in teaching speaking. Some students explained that the native teacher used more activities in the class, corrected their pronunciation, assigned little homework, and tested them infrequently. Moreover, the native teacher could summarize the material into a simple topic. Thus, the students can have fun in the class while improving their listening and speaking at the same time. In contrast, the non-native teacher gave many tasks, such as: assignments and tests.

The differences between the native teacher and the non-native teacher were significant. This has been revealed by Alseweed (2012) in the title "University Students’ Perceptions of the Influence of Native and Non-native Teachers". This research used quantitative and qualitative data. Moreover, the finding of this research was almost all students in Arabia said that the class was interested in term of the teaching strategy of the native teacher. Based on students' perceptions, the teaching technique of the native teacher could motivate the students to have a better communication in a fun way.

Based on the interview three of sixth-semester students of English Language Education Department (ELED) in the UMM, two students said that they are more prefer to learn speaking with native teachers than the non-native teachers because the native teachers have unique ways to teach, such as: doing role play, games, presentation, and others. However, the students also have many problems when following native teacher class due to having less vocabulary, feeling shy to ask, and misunderstanding. On the other hand, they feel challenged in the native teacher class because they should understand and use the English language with a
correct pronunciation to follow the native teacher’s class. Thus, the students felt their speaking skill improved because they force themselves to speak the English language. Alseweed (2012) argues almost all students believe that the native teacher uses a motivating teaching technique that supports learning process in a better way.

Based on interviewed some students before, the researcher concludes that this research is necessary. Students' perceptions are important because those can influence students' attitude and motivation. Thus, the researcher wants to know the students’ perceptions on the technique of teaching speaking which employed by the native teacher at this university. Moreover, the researcher also wants to know what are the advantages and disadvantages of joining the native teacher speaking class.

1.2 Research Problem

Based on the background of study above, the writer formulates the research question as follow:

“What are the students' perceptions about speaking teaching techniques employed by the Native teacher at ELED UMM?”

1.3 Research Objective

The objective of the study is to find out the answer of the problems stated above. In detail, it aims:

To know the students’ perceptions about the techniques of teaching speaking which employed by the native teacher at ELED UMM.
1.4 **Research Significance**

This research has practically benefits:

1.4.1 **For English teachers**

The teachers can consider the students’ perceptions as the reflection of their teaching technique in speaking class. Thus, the teacher will know several factors which make their technique ineffective. Hopefully, the teacher will get stimulus to create a better teaching technique by seeing the advantages and disadvantages of joining native teacher class.

1.4.2 **For English Language Education Department**

This study can be as the reference to evaluate the way how ELED UMM choose the best native teachers for the students. Not only by seeing their fluency in speaking English but also ELED UMM should consider the native teachers' teaching ability. Thus, it will make the students feel enjoy and get much knowledge in the class.

1.4.3 **For Future teachers**

The candidate teachers can use this study as the reference to prepare their teaching technique and to have knowledge about the students' interest. Hopefully, the teachers will be able to create creative teaching technique which makes the students' interest in the lesson. Moreover, this study can be as the reference to relate between the students' interest and the students' needs.
1.5 **Scope and Limitation**

The scope of this study is the students’ perception toward speaking teaching technique used by the native teacher at ELED UMM. Besides, the limitation of this study is only in ELED sixth semester students who have learned speaking with the native teacher.

1.6 **Definition of Key Terms**

The writer gives the definition of the key terms to avoid some incorrect understanding of this research title. The terms are defined as follows:

1. **Perception** is an opinion of someone toward something which is taken by considering an experience. Lahey (2004) explains that perception is the opinion that people received from an internal or external stimulus.

2. **Teaching technique of speaking** is a strategy of the teacher to reach the purpose of the teaching process and to make teaching process going well.

3. **A native speaker** is someone who uses a language as their first language without having learned it as a foreign language.