ABSTRACT
Mastering spoken English is very important because we have entered globalization era where many foreigners come to Indonesia for certain purposes such as business, politics, and so on. Because of this importance, the role of English Native Speaker teacher as a person who hoped to help the students to learn English more naturally holds an important part in the successful of teaching and learning process. On the other hand, there are still some problems in teaching, one of the problems is in teaching speaking. Therefore, the writer investigated the problems faced by the English NS teacher and her students in speaking class and solutions of both of them. The research design of this study was descriptive qualitative case study. Questionnaire and interview were utilized. The research subjects were the English NS teacher (Victoria) and the second year of social students, they were 32 students.

The results of this study showed that the English NS teacher’s problems of teaching speaking were: the number of students, inhibition, students’ participation, mother tongue use, students’ English grammar, vocabulary and pronunciation. She had some solutions to overcome those problems. She divided the students into several group works, asked her students to keep speaking in English as long as they can, boosted her students’ motivation, asked her students to minimize the using of Indonesian language, conducted English grammar class once a month, and corrected her students’ mistake directly. In addition, in terms of students’ problems in learning speaking taught by the English NS teacher, they got problems on: inhibition (37.5%), nothing to say (31.25%), mother tongue use (25%), low participation (3.13%) and problem with the English NS pronunciation (3.13%). To solve their problem dealing with inhibition, they practiced more speaking with their friends, improved their vocabulary mastery. In term of nothing to say, they joined with English course to improve their speaking skill, made a group work, consulted their problems with their teacher. In solving their problem related to mother tongue use, they forced themselves to use English during speaking class, opened the dictionary as often as possible. Moreover, in term of low or uneven participation, they motivated themselves, consulted their problems with their friends/teachers. In the last, they discussed their difficulties with their friends/teacher directly, asked their non NS teacher to help them dealing with problem with the English NS pronunciation.

The writer concluded that there were still some problems faced by both the English NS teacher and the non-native English learners in speaking class. Although, they had done the solutions suggested in the theory. Therefore, we have to think well about the strengths and the weaknesses in teaching speaking taught by English NS teacher.