

The Native English-Speaker Teacher's (NEST's) Technique In Teaching Speaking At MAN Sooko Mojokerto

Mohammad Ainur Rofik

English Education, Faculty of Language and Art, State University of Surabaya
phixro_s19@yahoo.co.id

Ahmad Munir, Ph.D.

Lecturer of S-1 English Education, Faculty of Language and Art, State University of Surabaya

Abstract

This study investigated the technique that was used by NEST English-Speaker Teacher (NEST) in teaching speaking. It sought the answer to the following questions: What is the technique that is used by the NEST in teaching English speaking? What are students' opinions about NEST's technique in teaching English speaking? What are the students' attitudes towards the NEST's technique? What does the Non-NEST learn from the NEST's technique? This study was limited to one NEST and in one class which NEST would teach speaking skill to the students. So, qualitative case study was the research method. The data were taken from the results of fieldnotes, semi-structured interview, and questionnaire. The data were analyzed qualitatively. It was found that when NEST taught at the class XI-IPA1 at MAN Sooko Mojokerto, NEST used 1-minute speech as the technique. In this technique, the students were asked to make a story based on their own experience. Before giving speech about 1 minute in front of the class, the students were asked to make an outline based on what they were going to talk. Almost all of the students felt more motivated because the technique that was used by NEST was enjoyable and not boring. The students' attitudes towards the technique were also positive. They listened and followed seriously. From the technique that was used, non-NEST could learn lot of things, such as the strategy in learning, the way on how to make the students more motivated to learn English, and the enthusiasm of NEST in preparing all of it.

Key words: Native English-Speaker Teacher (NEST), technique, teaching speaking

Abstrak

Penelitian ini menginvestigasi jenis *technique* mengajar yang digunakan oleh *NEST English-Speaker Teacher (NEST)* dalam *teaching speaking*. Ini mencari jawaban dari pertanyaan: Apa *technique* yang digunakan oleh NEST dalam mengajar speaking? Apa pendapat siswa tentang *technique* yang digunakan oleh NEST? Bagaimana sikap siswa terhadap *technique* yang digunakan oleh NEST? Apa saja yang bisa dipelajari oleh non-NEST dari NEST? Penelitian ini dibatasi pada satu guru NEST dan pada satu kelas saja yang akan diajar speaking oleh NEST. Jadi qualitative case study adalah metode penelitiannya. Data diambil dari hasil fieldnotes, interview semi-structured, dan questionnaire. Data dianalisa secara kualitatif. Ditemukan bahwa saat mengajar di kelas XI IPA1 MAN Sooko Mojokerto, NEST menggunakan *technique* 1-minute speech. Dalam *technique* tersebut, siswa diminta untuk membuat cerita tentang pengalamannya sendiri. Sebelum memberikan speech sekitar 1 menit di depan kelas, siswa diminta untuk membuat outline tentang apa yang akan dibicarakan. Hampir seluruh siswa merasa lebih termotivasi karena *technique* yang digunakan oleh NEST menyenangkan dan tidak membosankan. Sikap siswa terhadap *technique* tersebut juga sangat positif. Mereka mendengarkan dan mengikuti dengan seksama. Dari *technique* yang telah digunakan, non NEST bisa mempelajari banyak hal, seperti strategi dalam pembelajaran, cara untuk membuat siswa lebih termotivasi dalam belajar bahasa Inggris, dan antusiasme NEST dalam mempersiapkan semuanya.

Kata Kunci: Guru asli bahasa Inggris, teknik, mengajar berbicara

INTRODUCTION

Because of how important the English now is, many schools serve the English lesson as well as they can to make their students are able to communicate by using this language. In this case, in order to make students can master English lesson well, one of the important aspects to achieve that goal is the role of the English teacher itself. In learning English process, especially for English teacher, the problems that are usually faced, are to improve the students' speaking skill and how to build the students' motivation. Speaking is an important part of our life

for communication. Harmer (2001) stated that speaking is connected speech and negotiation of language thus the message can be acquired by the hearer. So, the students have to be able to not only speak, but also the hearer or the listener can understand what they speak. Someone may be considered to know another foreign language, if she or he is able to speak with that language (Nunan, 1999). It indicates that the students should master speaking skill well because simply students are considered to master English language if they are able to speak well.

According to Content Standard of Depdiknas (2006), the aim of teaching English is to develop

students' speaking ability and the students' competence. Here, the teachers' goals in teaching speaking are to make the students are able to speak and use their competence and knowledge in order to think and organize the idea of their speaking. In teaching speaking, the teachers should have good competences in order to give a good model of speaking to the students and be able to improve the students' speaking skill well. The teacher should become a good model of speech for the child (Taj, 2008). Teacher should use good pronunciation and teacher who is making mistaken pronunciation should avoid to be done. English teachers, especially in Indonesia, are not expert in the area of pronunciation and the speaking skill generally. It can happen because English is as second language and it does not use in daily activities. And teachers usually use the Indonesian language in teaching process so that it distracts the aim of the teaching English itself, especially when teachers teach speaking skill.

Because of the importance of teacher's position as model, some schools are having Native English-Speaker Teacher (NEST) (without put aside non-NEST). Learning with NEST will help in improving the students' ability in mastering English faster than before, and also it can make their pronunciation more accurate and appropriate (Santoso, 2012). Of course, NEST in learning process will give a different learning. Students will get more from NEST because NEST's technique in teaching is different (Medgyes, 1992). In the term of teaching speaking, Juhasz (2011) in her study on 18 NEST in Budapest, Hungary reported that NEST's aim when teaching the language is to make the students to communicate the language effectively, feel confident to speak to foreigners, gain wider impression of world through the use of the English language, and equip students with a level of proficiency that they need to function successfully in their chosen academic fields. It indicates that NEST's technique in teaching speaking to the students is, gives the students chance to speak freely in order to make students feel confident when they are speaking without giving them rules, so that they can communicate effectively and use the language successfully.

Based on the previous studies, none had discussed the technique of NEST in teaching speaking English in order to build the motivation of the students to learn English and improve the students' speaking skill as Juhasz (2011) reported. In particular, this study seeks to investigate what can be learned from NEST teaching techniques. The purpose of this study was: 1). to describe NEST's technique in teaching speaking to the students. 2). to know the students' opinions about NEST's technique when they are taught by NEST. 3) to know the students' attitudes when they are taught by NEST. 4). to find out about what Non-NEST can learn from NEST's technique.

This study was limited to one NEST and to one class at MAN Sooko Mojokerto that would be

taught speaking skill. This study also focused on one of non-NEST at that school.

METHOD

This study was qualitative study. According to Ary, Jacobs and Sorensen (2010), Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

This study was also qualitative case study. This study was also case study. According to Ary, Jacobs & Sorensen (2010), a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal was to arrive at a detailed description and understanding at one group.

One NEST, non-NEST and the students in MAN Sooko Mojokerto were the participants of this study. When this research was conducted, NEST taught at class XI-IPA1. This class consists of 17 students.

This study used fieldnotes, questionnaire and interview to collect the data. Data in the form of the NEST's technique in teaching speaking at that class and the students' attitudes towards the NEST's technique were collected by fieldnotes.

The students' opinions about NEST's technique that was used in teaching speaking was gotten by giving them questionnaire. Semi-structured interview was used to get the data about NEST's view about the technique and also to know what non-NEST learnt from NEST's technique in teaching.

All of the data were analyzed through the processes of transcribing, coding, categorizing, synthesizing then get the conclusion. After analyzing data, the researcher made data conclusion. All the data gained were analyzed and explained in descriptive form.

RESULTS AND DISCUSSION

Results

The technique that was used by NEST in teaching speaking was 1-minute speech. In that technique, students were asked to make a speech about 1 minute based on their own experience. There are some reasons why NEST chose that technique. First, students resisted a more formal attempt. They simply can't forget using the Internet to search a topic and then reading their script, even though I try to explain that the sequence of points should be memorized, but not necessarily all the words to argue the points – these should be spontaneous. Second is, the exercise needed to be something they could organize quickly, and what do they know more about than their personal experience. And the last is, I gave them little time to prepare as I wanted them to use their own vocabulary, not look it up in a dictionary

and then not remember it and need to fall back on 'reading'.

NEST got that technique from the internet. The implementation of the technique was NEST explained what speech is firstly. NEST also gave the explanations how a good speech is. After giving the explanations about 15 minutes, NEST gave the model of speech based on NEST's own experience. NEST made an outline before giving speech. The next was NEST asked to the students to give their speech. But, before that, NEST asked to the students to make an outline based on what they wanted to talk. 5 minutes was given to the students to prepare all. Then, one by one all of the students gave their speech in front of the class. While giving the speech, they did not need to worry about grammar or pronunciation. They were allowed to make mistakes. They also could use gestures even Indonesian language if they forgot or did not know the words in English. NEST always gave a good compliment whether the students' speech was good or not quite good.

When the students were asked about the understanding of material when they are taught by NEST, most of the students (88%) said that the technique that is used by NEST makes them easier to understand the material. From their explanations, there are some reasons why they can understand the material easily by using that technique. First, the technique is enjoyable. Second, the ways of NEST in explaining the material are not boring. The third reason is, students felt that they became active and they were trained their bravery. The last reason is the technique was easy to be understood because she always explained the material as clear as possible and she also used gestures in explaining the material. The data also showed that 12% of students or two of students thought by using this technique, they are difficult to understand. Their reason is, for them, English is difficult to be understood. Because of that reason, they did not understand about what Mom Glenda said.

The second question was about whether the technique was new or ever used. Almost all of the students (94%) agreed that the technique is new or never used before. Interestingly enough, one student says that the technique is ever used before. Most of them think that she always has a new learning technique in teaching every time she taught. When the students were asked about the suitable between the technique and the material of learning, all of the students (100%) said the technique of NEST is suitable with the material of learning. The reasons why they said like that are; first, it has many variations than just discussing the material that the content is boring. Second, everything that is talked is always about the material.

Third, after giving the material, we (students) practice.

The other question of questionnaire was the situation of learning with NEST. The result showed that all of the students (100%) felt that the technique

is enjoyable technique to be done. Most of the students' reason why the technique is enjoyable is, because it full with the game. The last question of questionnaire was the enthusiasm of students to learn again with NEST. The data showed that all of the students (100%) felt enthusiasm and more motivated to be taught again by NEST. As stated above, the students feel enthusiasm and more motivated to be learnt by NEST because NEST always has new learning technique to be implemented in the class.

For the students' attitudes, most of the attitudes of students were paying attention to the NEST or gave positive attitudes to both NEST and Non-NEST. Although some of them did not understand about what NEST said, but they seemed enthusiasm and motivated to learn with NEST. When NEST explained the material, the students listened carefully. They tried to understand the learning material although it was quite difficult. Sometimes the class became crowded because the act, the expression of NEST's face, the NEST's accent made the students laughs, the replacement of the student in giving the speech, and the students' act when they gave the speech.

Non-NEST learnt a lot from NEST's technique. Non-NEST can learn about the techniques of NEST itself, the enthusiasm of NEST in teaching, the strategy of learning, and how the discipline NEST is. So, by having NEST in the school, it will give more advantages both in learning process and in giving the learning to the Non-NEST.

Discussion

NEST used 1-minute speech as a technique in teaching speaking. 1-minute speech as a technique, gives the students a lot opportunity to speak the target language freely. In implementing 1-minute speech, NEST placed the students as the centered learning. NEST divided the lesson time about 55 minutes for the students to do and perform the task and 15 minutes for her to explain the learning material before giving a task to the students. So, all of the students got their chance to perform their speech in front of the class. That technique deals with task-based learning. According to Bowen, task-based learning offers the students an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. That technique is also dealing with the techniques of speaking by Kayi (2006). He explained one of the techniques in teaching speaking is brainstorming. The students produced ideas in a limited time. They had to organize their ideas quickly and freely. The students are not criticized for their ideas so students will be open to sharing new ideas.

Before students performing the speech, NEST gave them some explanations about the learning material that was speech. NEST explained the students must use their vocabularies to give their speech without writing the speech then reading it.

NEST did not want the students to be silent so she asked to use the students' own experience to be a material of speech and made an outline of their speech, so that they knew exactly what they wanted to speak. Juhasz (2011) reports that NEST's aim when teaching the language is to make the students to communicate the language effectively, feel confident to speak to foreigners, gain wider impression of world through the use of the English language, and equip students with a level of proficiency that they need to function successfully in their chosen academic fields. NEST also explained about some points in a speech. She mentioned that there are four points in a speech. They are fluent, clear, look at the audience, and uses gestures. She explained each of the points to make the students understand.

After giving many explanations, NEST gave the model of 1-minute speech. She performed and also explained a speech to give illustration to the students how a good speech is. According to (Taj, 2008), the teacher should become a good model of speech for the child. But here, in her model of speech, she did not focus on how to speech with correct pronunciation or grammar, it means the students can ignore about pronunciation or grammar, but she focused on how the students could speak more without memorized that it used an outline so that they knew what they are going to speak.

Students' implementation of the technique was about 55 minutes. Each of students had a chance to give their speech in front of the class about 1 minute of each. According to the observation, while giving a speech, students are allowed to use gestures or asked to their friends, if they forgot the words. After they did their speech, their friends could ask questions about what they were speech that it made the students to speak more. Each of the students will be given the score based on four points in a speech that are mentioned above. The score was 1 to 3. If their speech was good, they will get 3 points of each point. But, whether the students' speech was very good, good, or not good, NEST always complimented them. Kayi (2006) stated that suggestions for teachers in teaching speaking is, provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."

While implementing the technique, NEST also did not care about the grammar and pronunciation when the students presented their speech. She just focused on how the students can speak more and freely. NEST is much tolerant of mistakes, since they tend to focus on the message rather than the form (Medgyes, 1994). It means that, when students are creating sentences, if they also think about the grammar, they will also think about the rules and it will make them confused. So, NEST did not ask the students to speak with carrying the grammar, but ask them to speak as natural as they can. Kayi (2006) also stated that, do not correct students' pronunciation mistakes very often while

they are speaking because correction should not distract student from his or her speech.

Most of students' opinions during they are taught by NEST were, they are motivated to learn English with NEST. They are motivated to learn English with NEST because NEST always has a new learning technique in teaching or always has a 'new' one. Students will get more from NEST because NEST's technique in teaching is different (Medgyes, 1992). They also argued that by using that technique, they were easy to understand the material. It was because NEST gave the students more chances to speak freely, the ways of NEST in explaining the material are not boring, and they felt that they became active and they are trained their bravery. Kayi (2006) stated that, teachers should try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

Another opinion of the students is, almost all of the students said that the technique that is used is suitable with the material of learning. They thought like that because they felt everything that is talked, is always about the material, there are so many variations in teaching, and after giving the material, the students will practice. Murray (2013) stated that native speakers feel extremely comfortable using the language in a playful and dynamic way that can do a lot to facilitate learning. This takes the pressure off of the grammar and can make the learning experience much more authentic, light and fun. The students would not be bored while they are learning with NEST because NEST uses many kinds of ways to make students understand the learning material and feel comfortable in learning.

All of the students agreed that the technique is enjoyable to be done. Given games, attractive, communicative, and make them enthusiasm were some of their reasons why they can say it. Native speaking teachers of English often demonstrate teaching techniques, which seem interesting and are treated with enthusiastic welcome (Milrood, 1999). Most of the techniques teaching of NEST are interesting for the students. That is why students become more enthusiasm and feel enjoyable in learning with NEST.

While doing the NEST's task, they gave the positive attitudes to both NEST and Non-NEST. The learners who are exposed to the teaching of English from NEST have more positive attitudes towards the target language and they are more successful in English lesson compared to those who are not exposed to these teachers (Sahin, 2005). They listened carefully what teachers said and followed the lesson well. Sometimes the situation became crowded because the attitudes of NEST or the students itself. As the researcher stated above, they were not under pressure because NEST gave more chances for the students to speak by using the words in their head and if they forgot the words, they could use gestures to convey what they want to say.

The attendance of NEST in the school also gives the advantages to the Non-NEST. According to the results of interview, Non-NEST can learn lot of things from NEST. NEST gives them lot techniques of teaching English to be used again in teaching students. Non-NEST argued that it was because NEST uses the internet to search material of learning and sometimes NEST uses the creativity to create a technique. But, in other side, Non-NEST still uses conventional method or just uses coursebook to teach the students. While Non-NEST tend to rely on the set coursebook, NEST use a richer variety of materials, ranging from newspaper articles through leaflets and brochures to real-life prompts, such as public transport tickets or invoices (Medgyes, 1994). This is also supported with Juhasz (2011), he said that NEST use the materials which they believe to be relevant and interesting for the learners and try to get the students out of the textbook. In other term, Koksall (2006) stated that the students believe the NEST attractsthestudents to speak and communicate the language effectively, whereas the Non-NEST encourages students to practice the language.

Learning of speaking, pronunciation, and accent from NEST is the other benefits for Non-NEST. Murray (2013) stated that NEST born teacher will teach or transmit much better pronunciation. It has the correlation with Madrid (2004), the main advantage of NEST is evidently to be found in their superior linguistic and communicative competence of the L2 (English), since it is their mother tongue and they can thus use it with greater spontaneity and naturalness in a considerable variety of situations.

CONCLUSIONS AND SUGGESTION

This study concluded that NEST used 1-minute speech as a technique to teach speaking skill to the students. About the technique, almost all of the students thought that the technique was enjoyable so that they were more motivated to learn English. The students' attitudes towards the NEST's technique was also positive. They listened and followed the lesson with NEST seriously. The attendance of NEST also gave the advantages for non-NEST. Non-NEST learnt about the techniques of NEST itself, the enthusiasm of NEST in teaching, the strategy of learning, and how the discipline NEST is. So, by having NEST in the school, it will give more advantages both in learning process and in giving the learning to the Non-NEST.

Some suggestions were offered to the NEST, the NEST's technique itself, the students, and the other studies about NEST. The researcher is actually interested with the NEST who has willingness to give more the students that can be seen from how NEST gives different learning to the students. But, it will be more effective and advantage to the students if NEST teaches by herself. It means that Non-NEST will not translate if the students do not understand about what

NEST meant, but NEST will explain as clear as she can by using English in another context.

To the next researcher, the researcher suggest to concern on how if the students are taught by NEST in a long time, are there any differences opinions and attitudes of the students or not. It can also about the comparisons between NEST and Non-NEST, it can be included; does NEST distract the Non-NEST's lesson plan, or about the effectiveness of NEST's teaching itself.

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ACKNOWLEDGEMENT

I owe thanks to everyone who support me in writing this thesis. This study would not finish without support by:

1. My supervisor (Ahmad Munir Ph,D)
2. My examiners (Him'mawan Adi N., S.Pd., M.Pd. & Rahayu Kuswardani S.Pd.,M.Appl)
3. Participants of study (NEST, non-NEST, and the students of class XI IPA-1 MAN Sooko Mojokerto)

