

Students' Motivation On English Native Speaker's Teaching

Yuliana Mangendre

English Education Study Program Teacher Training and Education Faculty
Muhammadiyah Univesity of Luwuk
Email: ymangendre@gmail.com

Jounal info

Jurnal Pendidikan Glasser

p-ISSN : 2579-5082

e-ISSN : 2598-2818

DOI : [10.32529/glasser.v4i2.682](https://doi.org/10.32529/glasser.v4i2.682)

Volume : 4

Nomor : 2

Month : 2020

Issue : Oktober

Abstract.

Penelitian ini merupakan penelitian deskriptif pada mahasiswa semester 3 Jurusan Bahasa Inggris Universitas Negeri Gorontalo. Tujuan penelitian ini untuk mengetahui tingkat motivasi mahasiswa dalam pengajaran bahasa Inggris oleh penutur asing. Dalam penelitian ini 20 mahasiswa terlibat dalam penelitian. Data diperoleh dan dianalisis dengan menggunakan perhitungan yang sederhana. Selanjutnya wawancara juga dilakukan untuk mendukung data kuesioner. Hasil penelitian menunjukkan 40% mahasiswa memiliki motivasi dengan rentang skor 61%-80% dengan kategori tinggi. Oleh karena itu, dapat disimpulkan bahwa motivasi mahasiswa terhadap pengajaran penutur asli bahasa Inggris termasuk kategori "Tinggi". Hasil wawancara juga menunjukkan bahwa mereka memiliki motivasi yang tinggi ketika di ajar oleh penutur asli bahasa Inggris. Hal ini menunjukkan bahwa kompetensi mengajar dan ketrampilan pedagogy penutur asli bahasa inggris memberikan pengaruh dan kontribusi yang baik dalam dunia pendidikan.

Keywords: Motivasi; Mahasiswa; Penutur

Abstract.

This is a descriptive research of third grade students of English Department, Gorontalo state university. It was conducted to figure out the level of students' motivation on English Native speaker's teaching. In this study, there were 20 students participating in this research. The data were derived from questionnaire and analyzed by using simple calculation analysis, while interview was conducted to gain more information. The result showed that 40% students has high motivation with score range 61%-80%. Therefore, i can conclude that the students's motivation on english native speaker's teaching was categorized as High Motivation. The result of interview also showed that the students have high motivation when taught by english native speaker. It concluded that the competence in teaching and pedagogy skill of native speaker gave good impact and contribution in

Keywords: *Students'; motivation; Speaker.*

A. INTRODUCTION

The role of motivation in learning English process is important to be understood by everyone, especially for the teacher. Motivation itself divided into two categories, intrinsic and extrinsic motivation. Behaviorism theory defines motivation as stimulus function and respond. While cognitive theory consider the motivation as the psychology function, involved the students in various aspect (Sofa: 2008).

Phenomena was found in reality that a large number of students leave school before graduating. Many of them are physically present in the classroom but largely mentally absent, they fail to invest themselves fully in the experience of learning. This caused by many of them lack of motivation, in this case motivation became a power to support someone to do something. So, the primary factor which has more influence to students in learning English is motivation.

Beside that, in teaching and learning process, students are the subject of learning, and teacher is a guide for them to develop their ability and encourage their motivation in learning English. According to Kolb in Kohonen, et al (2001-27) "Personal experience gives the life, texture, and subjective personal meaning to abstract concepts". Experience alone is not, however a sufficient condition for

learning. Experiences also need to be processed consciously by reflecting on them. In this case, the students need or expect someone to inspire and stimulate them, especially their instructor or teacher, because teacher or instructor itself very influential in making the students conscious in learning. Like Ericksen (1978:3) points out "Effective teaching in the classroom depends on the teachers" ability to maintain the interest that brought students to the course in the first place".

Actually motivation is a condition of psychology can be changed. (Trimo : 1986 in Sareb: 2007) means that teachers do some action or activity in order to modify students" motivation from low became strong motivation or strong desire to learn to reach the goal of learning. Furthermore, the relation between motivation and English native speaker is when the process of teaching and learning runs, the English native speaker, natively speaking in English. So, the students can listen and pronounce as well as the native's. Therefore, the goal of teaching and learning can be reach.

One of the ways of government in motivating students in mastering English is to invite native speaker of English from abroad for cooperating by asking them to teach the students. The presence of native speaker becomes the teacher really assist both the students and teachers in teaching

learning process. With knowledge about methodology, pedagogical preparation and appropriate approach, native speaker has many advantages and give many contributions in motivating students in learning and also improving students ability, especially in culture subject, pronunciation, speaking skills, etc.

For several years English department of UNG has been making a good cooperation with some of the English native speakers from any country in order to be an English lecturer. One of them is Mrs. Joanna Meidal M.A that was coming from Minnesota, US. And right now, Julianne Reynolds already starts to teach some subject, from third to fifth semester in English Department.

Native speaker is someone who speaks a language as his/her first language or a person who born in a certain country or place. Furthermore, English Native speaker is well known as westerners using English for their first language because that is were they born and come from. English Native speaker are those mother tongue is English (Hornby: 1984 in Ibrahim: 2004).

Based on my experinced when studied in Gorontalo State University, especially in English Department, the students get bored when teaching and learning process run and part of them lack of motivation. This is proved with the way

of the students accept the material that so slow, They just listen to the lecturer/teacher without giving interaction. It is caused by the teachers who are not creative to use a technique or method in making the class situation live and interesting.

Considering the facts found by me as the writer, a study was conducted to find out students' motivation on English native speaker's teaching. A similar study had been done by Ibrahim (2004) in his study " Students' perception on the teaching of native speaker (A research conducted in English department of KIP Negeri Gorontalo) he identified how the students' perceptions on native speaker's teaching. The result of his research describe that many student's gave a good perception on the English native speaker's teaching. The difference of this study to Ibrahim was that, I analyzed the students' motivation toward english native speaker's teaching.

Derived from the explanation above, I was concerned in conducting a study entitled "Students' Motivation on English Native Speaker's teaching". The consideration was because the students on Third semester have different motivation and it can influence and helping the students in learning and I assumed that English Native speaker is one of favorite lecturer who enables to encourage students' motivation in learning English.

Consequently, I was interested to know the level of students' motivation toward native speaker's teaching. The result of this study was given back to the English teacher and students in order to give the information and clues for anyone especially teacher to direct the right learning motivation that was appropriate for students to master English.

B. METHOD

This study was descriptive research. A descriptive study means that the analysis in this study is in a form of description explanation. The description here is to describe about the statements that are given by the object of the study. In this issue, I used questionnaires and interview as data collections, as Cohen (2000:169) continued "descriptive-survey research gathering the data from a large of people through self-report using questionnaire or interview".

The participants of this study were third grade students of English Department, Gorontalo State University. I chose the third grade students as participant because the students already taught by Jualiane as the English native speaker where the native speaker is expected can encourage students' motivation. The numbers of participants were 20 students who completed the questionnaires and 5 students were chosen

afterward to be interviewed. Five students were chosen randomly without considering the background of the students or the result of students' questionnaire.

Questionnaire was used as the main data to find out the level of students' motivation toward English Native Speaker's teaching. There were 5-Likert scale questionnaires ranged from *strongly agree to strongly disagree* which the respondents were asked to indicate the extent to which they agree or disagree with the statements by marking one of the responses ranging. Scoring the students' responses on questionnaires based on Likert scale type, those are as follows:

Table 1 Students' Questionnaires Responses Scoring System

Type of item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive question	1	2	3	4	5
Reversed question	5	4	3	2	1

Then, I classified the score of motivation by used the simple calculation.

Table 2 Students' Motivation Classification Score

Percentage	Category
Less than	Lowest
20% - 40%	Low
41% -60%	Average
61 % -80%	High
81% -100%	Highest

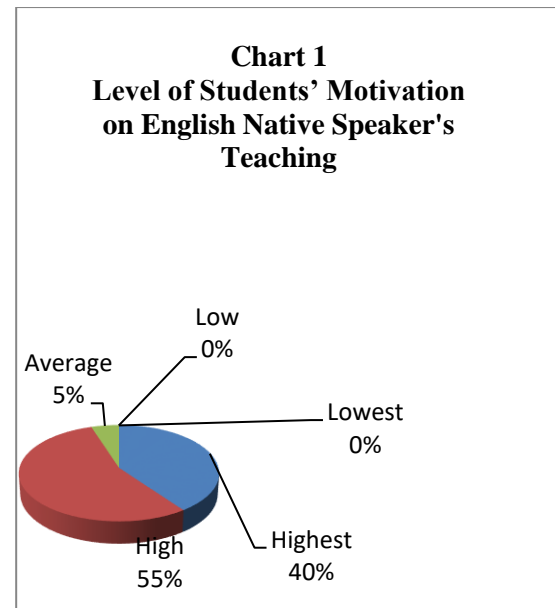
Arikunto (1967:196)

Interview was also used as a source of data in this study. Therefore, the writer chose 6 interviewees. I used semi structured interview and asked the questions to the interviewees one by one. I also recorded and noted any answers by the interviewees. The information obtained used as confirmation for the questionnaire and gain deeper information regarding the students' motivation toward english native speaker's teaching.

C. FINDINGS AND DISCUSSION

The Level of Students' Motivation on English Native Speaker's teaching.

This section reports the results of knowing the level of students' motivation on English Native Speaker's teaching. The level of students' motivation was revealed through students' responses that have been gathered from questionnaire.



The finding of this study revealed that 55% or more than a half students has level of motivation on English native speaker's teaching was categorized as High motivation. It indicated that Julianne Reynolds as the native speaker could motivate the students in learning English. Beside used various and appropriate method in teaching, Mrs. Julianne bring US learning style or education habit "students-centered" not "teacher-centered" when he taught the students, that is why the students always feel motivated.

Futhermore, there was 40% has Highest motivation level on English Native speaker's teaching. It means that the Juliannes already successful makes the students enthusiasm in learning English. In this case, native spekaer play an important role as a trigger to motivate them in learning. Meanwhile, there were only 1 students (5%) was categorized as average

motivation toward English native speaker's teaching. I assumed that the student who was categorized as average level motivation tend to learn English because she believe English is important as an international language to learn for her future but sometimes she difficult to understand what the native speaker said, so when the teaching and learning process run, she rare to give participation. This indicates that she felt no confidence to take part in class.

In line with the result of questionnaire and interview, none of the students got low or lowest motivation on English native speaker's teaching. In short, native speaker have contribution in encouraging student motivation to be enthusiastic in learning.

D. CONCLUSION

After conducting the study and analyzing the data, it is revealed that most of the students' motivation categorized as "high" even though there were some students who achieved "highest and average" level of motivation toward native speaker's teaching. One thing that make the native speaker unique than the others is because she/he brings American learning style which its focus on the students or "student-centered". Furthermore, the competence in teaching and pedagogy skill

of native speaker gave good impact and contribution in education.

The findings of this study evidenced that the students' motivation on English Native Speaker's teaching mostly has High level. Therefore, there are several suggestions provided by me as the writer: (1) The teacher is suggested to conduct activities which may improve students' motivation in learning English in order to enhance students willingness to learn. 2)The teacher is suggested to use many strategy or methods in teaching in order to make the students enjoy the class. This may help the passive students or categorized as average level of motivation become active and get involved in class. 3.)The students are suggested to have intrinsic motivation, which motivation itself can influence achievement. 4) Gorontalo State University are suggested to keep cooperating with English native speaker by ask them to teach.

E. REFERENCES

- Arikunto, Suharsimi. (2005). *Manajemen Penelitian*. Jakarta. Rineka Cipta
- Cohen, L., manion, L., & Morrison, K. (2000). *Research Method in Education*. London:Routledge Falmer.
- Ericksen, S.C. (1978). "The Lecture". Memo to the faculty, no 60. Ann Arbor: Center for Research on

Teaching and Learning, University of Michigan.

Ibrahim, S. (2004). Students' perception on the teaching of native speaker (a reserach conducted in English Department of IKIP N Gorontalo). Gorontalo: Universitas Negeri Gorontalo

Kohonen, V, et all. (2001). Experiental Learning in Foreign Language Education. England: Edinburg gate Harlow Essex.

Putra, R. Masri Sareb. (2007). How to write your own textbook. Bandung: Kolbu.

Sofs, Pakde. (2008) Motivasi dalam pembelajaran. Jakarta: YNTP for research and Development.