

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, mastering English is not a choice but that is requirement. Especially in this modern era, English is important for every people because there are many advantages if someone master in English, such as to communicate with foreign and to compete with the other people in other country. English consist of several parts such as listening, speaking, reading, and writing. Every school has been taught all of the English skills but one of the difficult skill is speaking skill. There a lot of students that feel afraid to express their idea moreover in English language.

There are four factors that cause low speaking ability of the students. It could be from the students and the teacher. Nowadays, there are many students that feel if speaking is the most difficult English skill than the other skills such as writing, listening and reading. The students feel difficult to express their idea or utterance in English, especially while they speak with foreign. Mostly the students feel afraid to make mistakes in speaking such as, incorrect grammar, wrong vocab, unfluently etc.

A lot of teachers have a problem start from basically, that is their belief. There are consist of belief about English, learning, teaching, curriculum, etc. Many teachers who only teach based on their knowledge without a target of teaching itself. Badly, any teachers who teach at random. Especially in teaching

speaking, some teachers usually ask the students to express their idea in spoken without think the important of teaching strategy. The purpose of teaching strategy is to avoid boredom in the class, but only several teachers who aware about it.

One of the ways that can improve students' speaking ability is by make a direct communication with foreign for example a native speaker. This research focus to analyse about non native teacher and the native teacher. Several students will more interest if they had been taught with native teacher, a teacher who come from the other country. Not only focus on native teacher itself, but also this research analyse the native teacher's belief and non native teacher's belief. Belief is the conviction that will influence what will he or she do in the classroom. The researcher conduct the research at SMP N 1 Karangdowo. It is one of Junior High School at Klaten. Although the location is far from tha main street of Klaten, but it has National Standard and many achievements that has been got.

This school has collaboration with LEC Course while teaching speaking since several years ago. They make collaboration by using native speaker or native teacher to teach the students at SMP N 1 Karangdowo. The native teacher is from England and the non-native teacher is from Indonesia. The native teacher teach all of the grades at SMP N 1 Karangdowo. Before conduct this research, the researcher has observed at SMP N 1 Karangdowo and concluded that native and non-native teacher use collaborative strategy while teaching speaking class. The collaborative strategy conducted by native teacher and non-native teacher. The researcher chooses this phenomenon because not all the schools especially at Klaten use variation teaching strategy, moreover use native and non-native

teacher.

B. Identification of the Problem

Based on the background of the study, the researcher found some problems that can be identified as follows:

1. Does non-native teacher's belief influence speaking achievement?
2. Does native teacher's belief influence speaking achievement?
3. Does collaborative strategies influence speaking achievement?
4. Which one is the dominant variable between speaking achievement, non-native teacher's belief, native teacher's belief or collaborative strategy?
5. How much does non-native teacher's belief contribute in increasing speaking achievement?
6. How much does native teacher's belief contribute in increasing speaking achievement?
7. How much does collaborative strategy contribute in increasing speaking achievement?

C. Limitation of The Problem

The limitation of the study is actually based on the complexity and broadness of the problem discussed. So the coverage of the study is limited on three variables, there are contribution of non native teacher's belief, native teacher's belief and collaborative strategy toward students' speaking achievement at SMP N 1 Karangdowo. This is the only one Junior High School at Klaten that has collaboration with LEC Course and teach speaking skill by using native teacher and non-native teacher.

The reason why the researcher choose the non-native teacher and native teacher's belief because teaching learning process was influenced by the teacher's belief. All of the processes of teaching such as the method, technique and activity in the classroom are based on the teacher's belief itself. This research also take collaborative strategy as the variable because after doing the observation at SMP N 1 Karangdowo especially in speaking class, the researcher concludes that the native and non-native teacher make collaboration to teach speaking skill, that is the reason why the researcher choose collaborative strategy as one of the variable in this research. The other variable is speaking achievement. The researcher interest to use speaking skill as the variable because speaking is one of the fourth English skills that important in the real life. Moreover that the native and non-native teacher made collaboration in order to increase the students' ability in speaking.

D. Statement of the Problem

According to the background of the study above, the problem of this research can be formulated in the form of question as follow :

1. Are there positive and significant contributions of the non native teacher's belief, native teacher's belief and collaborative strategy toward students' speaking achievement?
2. Is there a possitive and significant contribution of non-native teacher's belief toward students' speaking achievement?
3. Is there a possitive and significant contribution of native teacher's belief toward students' speaking achievement?

4. Is there a positive and significant contribution of collaborative strategy toward students' speaking achievement?

E. Objective of the Study

Based on the research problem above, there are some objectives of this research. The objectives of this research are :

1. To identify whether the non native teacher's belief, native teacher's belief and collaborativestrategy contribute students' speaking achievement or not,
2. To identify whether the non native teacher's belief contributes students' speaking achievement or not,
3. To identify whether the native teacher's belief influences students' speaking achievement or not and
4. To identify whether the collaborative strategy contributes students' speaking achievement or not.

F. The Benefit of the Study

From this research, the researcher hopes that this study will have the following significance:

1. Theoretical Benefit

This research hopefully give some benefits to educational science about the contribution of non-native teacher's belief, native teacher's belief, collaborative strategy toward students' speaking achievement.

2. Practical Benefit

The practical benefit can be obtained by the teachers (native and non native) and the future researcher.

a. English Teacher (Non native and native)

They are able to find the appropriate belief to choose teaching strategy in teaching speaking skill. So the result of this study may become additional references in teaching learning process.

b. Future Researcher

This research hopefully can be used as a reference for the other researchers who are also interest to conduct the research on contribution of the non native teacher's belief, native teacher's belief and collaborative strategy toward students' speaking achievement.