

**THE CONTRIBUTION OF NON-NATIVE TEACHER'S BELIEF, NATIVE
TEACHER'S BELIEF AND COLLABORATIVE STRATEGY TOWARD
STUDENTS' SPEAKING ACHIEVEMENT AT SMP N 1 KARANGDOWO**



**Submitted to the Department of Language Studies in Partial Fulfillment of
the Requirements for the Degree Master of Education**

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STATEMENT OF AUTHORSHIP

I hereby stated wholeheartedly that the Publication Article entitled **“The Contribution of Non-Native Teacher’s Belief, Native Teacher’s Belief and Collaborative Strategy toward Students’ Speaking at SMP N 1 Karangdowo”** is an original and authentic work written by myself and it has satisfied the rules and regulations of University Muhammadiyah Surakarta with respect to plagiarism. Everything which is written in this thesis related to others works are written in manuscript and mentioned in the literary review and bibliography.

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dari keyakinan guru asli Indonesia, keyakinan guru native dan strategi kolaboratif terhadap prestasi belajar dalam berbicara Bahasa Inggris. Penelitian ini menggunakan asosiasi kuantitatif sebagai metode penelitian. Subjek dari penelitian ini adalah 40 siswa kelas IX SMP N 1 Karangdowo. Data tentang keyakinan guru diperoleh dari persepsi siswa melalui kuesioner. Teknik pengumpulan data menggunakan dua instrumen yaitu kuesioner dan tes. Instrumen kuesioner dalam penelitian ini berisi tentang variabel bebas yang meliputi keyakinan guru asli Indonesia, keyakinan guru native dan strategi kolaboratif. Sedangkan instrumen tes dalam penelitian ini berisi tentang variabel terikat yaitu kemampuan berbicara dalam Bahasa Inggris. Data yang diperoleh kemudian dianalisis menggunakan statistic deskriptif, uji asumsi klasik, regresi berganda dan uji hipotesis yang meliputi uji t, uji f, koefisien determinasi dan sumbangan predictor. Hasil dari penelitian ini menunjukkan bahwa formula dari regresi berganda adalah $Y = 10.074 + 0,078 X_1 + 0,193 X_2 + 0,362 X_3$. Data hasil signifikasi diperoleh dari uji T. Variabel keyakinan guru asli Indonesia (X_1) menunjukkan t_{hasil} sebesar 2,106 dengan signifikasi sebesar 0,042. Variabel keyakinan guru native (X_2) menunjukkan t_{hasil} sebesar 2,520 dengan signifikasi sebesar 0,016. Variabel strategi kolaboratif (X_3) menunjukkan t_{hasil} sebesar 3,271 dengan signifikasi sebesar 0,02. Selanjutnya, F_{hasil} sebesar 0,744 dengan signifikasi sebesar 0,000. Hasil dari R^2 adalah 0,52. Hasil tersebut menunjukkan bahwa ada pengaruh yang positif antara variabel-variabel bebas terhadap variabel terikat secara terpisah maupun secara bersamaan. Peneliti juga memberikan saran dalam penelitian ini.

Kata Kunci : keyakinan guru asli indonesia, keyakinan guru native, strategi kolaboratif

Abstract

The aim of this study is to know the contribution of non-native teacher's belief, native teacher's belief and collaborative strategy toward students' speaking achievement. This study uses associational quantitative research as the method of the research. The subject of this study are 40 students of the ninth grade at SMP N 1 Karangdowo. The data of Native and Non-native teacher's belief are got from students' perception. The techniques of collecting the data are questionnaire and test. The questionnaire is dealing with non-native teacher's belief, native teacher's belief and collaborative strategy and the test of the research is dealing with students' speaking achievement. The data are analyzed using the descriptive statistic, classic assumption tests, multiple regressions test, and hypothesis testing that includes t-test, f-test, coefficient of determination and predictor contributions. The result shows that the formulation of multiple regression is $Y = 10.074 + 0,078 X_1 + 0,193 X_2 + 0,362 X_3$. The significant data has been got from the result of

T_test. The non-native teacher's belief (X1) shows that result of t_result is 2,106 with the significant result is 0,042. The native teacher's belief (X2) shows that result of t_result is 2,520 with the significant result is 0,016. The collaborative strategy (X3) shows that result of t_result is 3,271 with the significant result is 0,02. The result of F_result is 0,744 with the significant result is 0,000. The result of R2 is 0,52. These mean that there are positive and significant contributions of independent variables toward dependent variable.

Keyword : non-native teacher's belief, native teacher's belief, collaborative strategy, speaking achievement

1. INTRODUCTION

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 mastering English, such as to communicate with foreign and to compete with other people in other country. English consists of several parts such as listening, speaking, reading, and writing. Every school has taught all of the English skills but one of the difficult skill is speaking skill. There are a lot of students that afraid of expressing their idea moreover in English language. Some errors in using tense, the definite and indefinite article, plural and singular adverb, adjectives and the possessive (Mudofir et al., 2008, p.170). Students' speaking achievement are influenced by two factors, they are internal and external factor. The internal factors consist of motivation and IQ. Meanwhile, the external factors consist of teaching strategy, teaching management, teaching technique, teacher's belief, etc. One of the factors that become variable in this research is teacher's belief. The non-native teacher's belief will influence the classroom technique. If there is balancing between non-native teacher's belief with the classroom technique, the students' speaking achievement will improve.

Teacher's belief consist of belief about English, learning, teaching, curriculum, etc. Many teachers only teach based on their knowledge without a target of teaching itself. 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 are aware about it.

One of the ways that can improve students' speaking ability is by making a direct communication with foreign for example a native speaker. The native teacher is from England and the non native teacher is from Indonesia. Several students are more interest if they had been taught by 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 teachers do in the classroom.

Speaking is one of basic competences in English lesson. according to Clark (1997:223) defines speaking as the effect made by speaker to the listener about what they are talking about, it can be some informations, suggestions, request etc. Heaton (1988) divided the elements of speaking ability into five, they are : Pronunciation, Vocabulary, Grammar, Fluency and Comprehensibility.

According to Richard (1998:66) states that teacher's belief is the information about the attitudes, values, perspectives and cognition of teacher that influence teaching learning process. The researcher concludes that there are some indicators of teacher's belief, such as : Belief about English, Belief about learning, Belief about teaching, Belief about program and curriculum, and Belief about language teaching and curriculum.

Sileo and Van (2010) state that collaborative teaching requires a considerable amount of planning. According to Murawski and Dieker (2004) teachers suggest that teachers should plan together, using the same plan book, at least twice a week. Cook and Friend (1995) state that the five most commonly use collaborative teaching models are one teaching, one observing or assisting, station teaching, parallel teaching, alternative teaching, and team teaching. The researcher concludes that indicators of collaborative strategy are good management, and good cooperation with partner or the the students.

1.1 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 possitive and significant contribution of collaborative strategy toward students' speaking achievement?

1.2 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.

2. METHOD

The types of this study is quantitative research that belongs to associational research. It studies about correlation between variables that are integrated each other. In this research, the population is the teachers (Native and Non-Native) of SMP N 1 Karangdowo in academic year 2018/2019. The native is from the Serbia Country and the Non-Native is from Indonesia.

The technique of data collection use questionnaires and test. The sheets of questionnaire were dealing with non-native teacher's belief, native teacher's belief and collaborative strategy. The questionnaire was made in Bahasa

Indonesia in order to make easier the students to answer the questionnaires. While the test was given to know the students' competence in speaking skill. Before giving the questionnaire to the subjects of the research, the researcher checked its validity and reliability.

The distribution (of the r table) for $N = 40$ respondents, $\alpha 0,05$ and the degree of deliberation ($dk=N-2$) is 0,312. The researcher concludes that the items are significance when $r \text{ result} > r \text{ table}$ (0,312) and the items are not significant when $r \text{ result} < r \text{ table}$ (0,312). According to Nunnally in Ghozali (2011:48) the variables belong to reliable when the cronbach alfa $> 0,60$. The researcher concludes that the characteristics used on the variables of non-native teacher's belief, native teacher's belief, collaborative strategy and students' speaking achievement are reliable, because the cronbach alfa $> 0,60$.

The data were analyzed using descriptive, classic assumption, multiple regressions. The classic assumption tests were used to analyze the data that consist of normality test, linearity, multicollinearity and heteroscedasticity. Multiple regresion analysis was used to predict how the condition of the dependent variable if there were two or more independent variables as the factors of manipulated variable.

3. RESULT AND DISCUSSION

3.1 Descriptive Statistic

The variable of native teacher's belief has five indicators (belief about English, belief about learning, belief about teaching, belief about program and curriculum and belief about teaching as a profession) that for each indicators has several types. These indicators were characterized into four options. The mean of all indicator is 3.29 and standard deviation is 0.58. The reseacher concludes that the mean of non-native teacher's belief is more than 2,5. It means that the non-native teacher has very high belief to teach speaking class. The indicator which has the lowest percentage is belief about learning with 30.3% (very low 4.7% + low 25.6%). Meanwhile the indicator which has the highest percentage is belief about teaching as a profession with 87.5% (high 12.5% + very high 75%).

The variable of native teacher's belief consist of professional characteristic, personal characteristic, pedagogical characteristic, cultural characteristic and linguistic characteristic. The mean of all indicators are 3.58 and standard deviation is 0.42. The reseacher concludes that the mean of native teacher's belief is more than 2,5. It means that the native teacher has very high belief to teach speaking skill. The respondents assess that native teacher has 6% very low belief, 16.5% has low belief, 36% high belief and 41.5% has very high belief. The indicator which has the lowest percentage is pedagogical characteristic with 37.5% (very low 7.5% + low 30%). Meanwhile the indicator which has the highest percentage is linguistic characteristic with 95% (high 30% + very high 65%).

The variable of collaborative strategy consist of two indicators, namely, good management and good cooperation. Each indicators have their own types that were characterized into four options. The mean of all indicators are 3.37 and standard deviation is 0.45. The reseacher concludes that collaborative strategy is an excellent strategy to teach speaking skill. The highest mean is good management that has mean 3.42. The lowest is good cooperation with the partner or the students that has mean 3.33. The respondents assess that collaborative strategy has 5% (very low contribution), 22.5% (low contribution), 36.25% (high contribution) and 27.5% (very high contribution). The indicator which has the lowest percentage is good cooperation with the pertner or the students with 32.5% (vey low 5% + low 27.5%). Meanwhile the indicator which has the highest percentage is good cooperation with the pertner or the students with 67.5% (high 47.5% + very high 20%).

The variable of students' speaking achievement consist of several indicators, they are pronunciation, vocabulary, grammar, fluency and comprehensibility. These indicators have 1-5 scale of score. Therefore, the maximum score for speaking is 25. The mean of all indicators is 3.59 and standard deviation is 0.59. The reseacher concludes that the students have excellent ability in speaking. The highest mean is fluency that has mean 3.62. The lowest is vocabulary that has mean 3.22.

3.2 Classic Assumption Testing

The results of Sig. (2-tailed) for each variables are : The Native Teacher's Belief (X_1) is 0.390; The Non-Native Teacher's Belief (X_2) is 0.075; Collaborative Strategy (X_3) IS 0.130 and The Students' Speaking Achievement (Y) is 0.052. The linearity testing can be seen in line Deviation from Linearity and column Sig. The result can be seen as follow : The Non-Native Teacher's Belief (X_1) is 0,646; The Native Teacher's Belief (X_2) is 0,189; and Collaborative Strategy (X_3) is 0,429. All of the result of linearity testing is more than 0,05 ($>0,05$).

The result of multicollinearity can be seen from tolerance and variance inflation factor (VIF). The tolerance value of The Non-Native Teacher's Belief (X_1), The Native Teacher's Belief (X_2) and Collaborative Strategy (X_3) are 0.946, 0.906 and 0.940 that is > 0.10 . The VIF value of variable The Non-Native Teacher's Belief (X_1), The Native Teacher's Belief (X_2) and Collaborative Strategy (X_3) are 1.057, 1.104 and 1.063 that is <10 . It can be conclude that the independent variables do not have serious multicollinearity problem with the other of independent variables.

The value of heterocedasticity can be seen in column Sig. The result of each variable can be seen as follow: The Non-Native Teacher's Belief (X_1), The Native Teacher's Belief (X_2) and Collaborative Strategy (X_3) are 0.752, 0.729, and 0.947. All of the result showed that more than 0.05. It can be concluded that there is no heterocedasticity on the regression model.

3.3 Discussion

3.3.1. There is a positive and significant contribution of The Non-Native Teacher's Belief toward Students' Speaking Achievement.

The calculation of the result shows that there is a positive and significant contribution of The Non-Native Teacher's Belief toward Students' Speaking Achievement. Based on the result above, the regression coefficient is 0,078. The result of t_{result} is 2.106 and T_{table} is 2.021. It can be conclude if $T_{\text{result}} > T_{\text{table}}$. The significant result of this variable is 0.042 which is less than 0,05. The contribution of the variable can be seen from the Effective Contributions (EC) and Relative Contributions (RC). Based on the table 4.18, the

non-native teacher's belief gives 14% as the Effective Contribution (EC) and gives 26,6% as Relative Contribution (RC). Then, the contribution of non-native teacher's belief toward students' speaking achievement is 26,6%. The result of this research shows that non-native teacher's belief contribute toward students' speaking achievement. The result is not in line with the research was conducted by Zhukova (2017) which is states that the novice teacher's belief are not always reflected in the real classroom but the result of this research prove that non native teacher's belief influence the students' speaking achievement and reflected in the real classroom.

3.3.2 There is positive and significant contribution of the native teacher's belief toward students' speaking achievement.

The result of T is 2.520 which is more than T_{table} (2.021). The significant result of this variable is 0.016 which less than 0.05. The contribution of the variable can be seen from the Effective Contributions (EC) and Relative Contributions (RC). Based on the table 4.18, the variable native teacher's belief gives 19,1% as the Effective Contribution (EC) and gives 36,3% as Relative Contribution (RC). Then, the contribution of native teacher's belief toward students' speaking achievement is 36,3%. The result of this research shows that native teacher's belief contribute toward students' speaking achievement. The result is in line with the research conducted by Ghanem (2014) which is conclude that native and non native identities are influenced by instructors' self-perception, confidence and comfortable in the classroom in regard to teach culture. The result of the research shows that native teacher's belief give higher contribution than non nativeteacher's belief, it was because native teacher has different culture.

3.3.3. There is positive and significant contribution of collaborative strategy toward students' speaking achievement.

The result of T is 3.271. The result of T_{table} is 2.021. It means that $T_{result} > T_{table}$. The significant is 0.02 which is less than 0.05. The contribution of the variable can be seen from the Effective Contributions (EC) and Relative Contributions (RC). Based on the table 4.18, the native teacher's belief gives 19.4% as the

Effective Contribution (EC) and gives 36,8% as Relative Contribution (RC). Then, the contribution of collaborative strategy toward students' speaking achievement is 36,8%. The result is in line with the research was conducted by Alhomaïdan (2014), Vail and Hamilton (2014).

4. CONCLUSION

In this research, the conclusions are made based on the previous discussion. Those are :

- 1) There is positive and significant contribution of the non-native teacher's belief, the native teacher's belief and collaborative strategy toward students' speaking achievement.

Based on the explanation above, it means that students' speaking achievement is influenced by the high belief of non-native teacher, the high belief of native teacher and the suitable strategy.

- 2) There is positive and significant contribution of non-native teacher's belief toward students' speaking achievement.

Based on the explanation above, it means that non-native teacher's belief give contribution toward students' speaking achievement.

- 3) There is positive and significant contribution of native teacher's belief toward students' speaking achievement.

Based on the explanation above, it means that native teacher's belief give contribution toward students' speaking achievement.

- 4) There is positive and significant contribution of collaborative strategy toward students' speaking achievement.

Based on the explanation above, it means that collaborative strategy give contribution toward students' speaking achievement.

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