THE INFLUENCE OF NATIVE ENGLISH LECTURER IN IMPROVING STUDENTS MOTIVATION IN COMMUNICATION SKILL
(A RESEARCH ON STUDENTS VII SEMESTER AT ENGLISH LANGUAGE AND CULTURE PROGRAM IN DARMA PERSADA UNIVERSITY)

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Abstract
The development of information and technology has influenced many aspects of life including education. a lot of people start from students in the university and worker already speaking English fluently, but still there are some problem specifically for the students to speak English, university that have English English language programt is looking to find the solution. By hiring native English teacher or leacturer to improve their student's motivation in English communication skill, the question is can the native English teacher gives the influence to the student. This research made to analyze how well the native English teacher can give the influence to the students especially in Darma Persada University for the students that are majoring in English Literature and in English Department. This research showed whether hired Native English teacher is a good idea or it isn't. In this study, researcher used aquantitative approach to analyze the influence of native English lecturer in improving students motivation communication skill.. This research was conducted using the experimental method using pre-test and post-test control design.

Keywords: Native, English, Lecturer, Research, Darma Persada

INTRODUCTION

English in this modern era has developed into a mandatory language that people in various countries have to master it, including in Indonesia. Almost every educational institution, both formal and informal, from school to university level, always improves the quality of their institution with English lessons, or an English department. Language learning is a process that can be gained either from formal learning situation or a self-study. Ozden defined language learning as the communication process that is gained through physical, psychological and mental maturation, with the stimuli surrounding it (Ozden, 2018. p. 233).

Many studies have shown that motivation is positively linked to success in learning the English language or any other second languages. Motivation is an important part to the student that want try to learn something. Having motivation shows that someone already knows the purpose he does. Motivation becomes important if you want to learn the

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language. It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. In other words, motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language.

Some made a difference in their institutions by bringing in foreign native English teachers directly from England, America or better known as native speakers. The native English-speaking teachers (NESTs) make the best and ideal teachers to teach English, in particularly in speaking whether in EFL or ESL contexts. Few people would doubt that the main advantage of native teachers 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. (Al-nawrasy, Omar, 2013:3). As Gomes, Lopes and Araujo stated that to gain most effective language learning, the language practice has to occur in real and meaningful conversations rather than in isolated linguistic environment (Gomes, Lopes & Araujo, 2016:190). Leong and Ahmadi (2017) explain that speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication will not exist. speaking English. Aye and Phyu (2015: 1) state that we need an effective English speaking skill in the whole life aspects in this globalization era. Then, Sepahvand (2014: 1847) argues that there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching other interests or career goals. Additionally, Tahir (2015: 174) says that somebody is considered successful in learning a foreign language when he or she has the ability to speak it.

At the university of Darma Persada Native Teacher since 2008 with the aim of improving the quality of education. native teachers were arrived with the aim of making students more courageous to improvise and dare to speak in English. native teachers are arrived for various reasons, starting from improving the quality of education until increasing the prestige of the institution because they are considered foreign teachers to look more convincing than local English or Indonesian teachers or lecturer. But basically students know the effects and influences of native speakers themselves. Whether native teachers are able to improve the quality and abilities of students or not through this the research. In order to speak effectively and have an impact on the success of any conversation, students must be able to produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn taking, rephrasing, providing feedback, or

redirecting. In order to convey their message properly, learners must also choose the correct vocabulary, rephrase or emphasize words to clarify the description if needed, and use proper facial expressions to imply satisfaction or dissatisfaction with the service. Based on Bahadorfar & Omidvar (2014), teaching speaking expected the students to learn. First, produce English speech sound and sound pattern. Second, use word and sentence stress, intonation patterns and the rhythm of the second language. Thirdly, select appropriate words and sentences according to the proper social setting audience, situation and subject matter. Fourth, organize their thoughts in a meaningful and logical sequence. Fifth, use language as a means of expressing values and judgments. The last use the language quickly.

Learning a foreign language is like learning mother language, an inevitable process, foreign language learning could be taken for consideration as a special accomplishment. In fact, learning a foreign language might have found the intricacies, it is because of the reason; the foreign language learners might have experienced the first language, meaning that foreign learners of English attempt to learn a foreign language through the ways of first language they acquired. Moreover, Mockey (Al Ahdal, et. al, 2014), Motivation is the wrench of success in learning process. There are certain definitions of motivation from some experts. As mentioned by Hayikaleng, Nair & Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh, 2016). Besides, Tambunan & Siregar (2016) also states that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college.

Motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behaviour factor such as interest, need, value, attitude, aspiration, and incentives. It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. In other words, motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language (Hong & Ganapathy, 2017:19). Motivation becomes an integral part of students in their learning to achieve their goal. Furthermore, Wiseman and Hunt (2014) he states that motivation is processes that can arouse and initiate student behavior, gives direction and purpose to behavior, helps behavior to persist, and help the student choose a particular behavior.

Brown (2001: 72) said, that One of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysterious of language learning. "Motivation is the difference." Motivation is "to motivate," means to get the students to apply them to the learning with their wiliness. Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Thus, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire. One of the factors that build motivation in the acquisition and learning of the second language is the attitude towards the language and culture of the community in using the language (Kholid, 2017:62). The language, admire the culture and have a desire to become familiar with or even integrate into the society in which language is used. It means that students who are most successful when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used. Motivation takes a crucial part in acquiring the language. There are various definitions about motivation from experts which come from many point of views.

Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. Motivation in this research points to reasons for attracting students. The reason can be from the students' intrinsic motivation or extrinsic motivation. Motivation as general can be categorized into two parts. They are intrinsic and extrinsic motivation. Intrinsic motivation is satisfaction from within, for example by the praise of others, while extrinsic motivation is an outside push factor such as getting good grades.

1. Intrinsic Motivation

Hayikaleng, Nair, and Krishnasamy (2016) state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are enticed by their intrinsic motivation, they study English because of their internal urge.

2. Extrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) define that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. Here the pupils in learning

English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on.

So it can be said that people who have intrinsic motivation is an impulse that arises in them without any other element. For example, someone does something without a reason such as hearing a song, reading a book, or watching a movie. Because they do it without asking or getting and order from someone and they are willing to carry out activities that come from their own desires. In contrast to extrinsic motivation, that is, there must be external encouragement that makes them carry out activities in achieving certain goals. People who have intrinsic motivation can easily perform certain activities if we compared with those who had extrinsic motivation. Others opinion which come from Benabou and Tirole (2019) claims that intrinsic motivation is humans‴ pretension in presenting any piece of work for their importance. Meanwhile Tuan (2019) claims that extrinsic motivation occurs if external elements such as parents, teachers, friends, past experience, especially benefit and penalty work.

Speaking skill is an essential part of communication. It is considered as effective communication when we make use of sentence to perform different acts, for example to express feeling or commands, asking for and giving information, identifying people and things. In other words, we use the target language for a purpose, that is freely and meaningfully (Widdowson 2000:49). Spoken language refers to linguistic competence or capacity and linguistic performance (Chomsky, 2001: 2). For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context (Morale, et al, 2001: 38).

RESEARCH METHOD

In this research, the respondents will be from Darma Persada University students that are majoring in English Language and Culture in the seventh semester A and B class, which totally are around 60 people. In this research study, the researcher focused is on the Pre-test and Post-test Control Group Design model. In this design, there were two groups that were randomly selected, then given a pre-test to determine whether there was a difference between the experimental group and the control group where the students were evaluated as a group in a controlled scope.

This research was conducted using the experimental method. The analysis carried out is to compare the conditions before and after by native lecturers. From the results of this comparison, it will analysis whether there is a significant difference between student learning motivation before teaching by the native lecturer and after being taught by native lecturers. In this case there is an experimental group and a control group. There is also a paradigm of this research that can be seen as follows.

$$ \boxed{O_1} \quad X \quad \boxed{O_2} $$
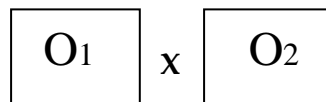
Based on the picture above, the following explanation can be given. Experiments were carried out by comparing the results of observations O1 and O2. O1 is the score of student learning motivation before being taught by native lecturers, while O2 is the score of student learning motivation after being taught by native lecturers. The effectiveness of native lecturers is measured by comparing the O2 and O1 scores. The value of the O2 score is greater than O1, so the presence of native lecturers is effective.

Table 1. Description of Research Data

Statistics

		Before Teaching by native Lecturer	After Teaching by Native Lecturer
N	Valid	58	58
	Missing	0	0
Mean		52.2241	78.7069
Median		40.0000	86.0000
Mode		40.00	86.00
Std. Deviation		18.34852	11.03584
Variance		336.668	121.790
Minimum		40.00	62.00
Maximum		86.00	91.00
Sum		3029.00	4565.00

Data Description

The data description is a description of the condition of the variables based on the research data that has been collected. In this study, the data referred to is the condition of student learning motivation before and after being taught by native speaker lecturers, as is the purpose of doing research. The condition of the variable in question is carried out to determine the tendency of respondents' answers which include the range of data, mean, median, mode and standard deviation. The following table above shows a statistical description of the results of calculations and tests carried out with the help of a computer through the SPSS 15. application program, as well as their analysis and interpretation.

RESULTS AND DISCUSSION

Research Hypothesis Testing

Hypothesis testing in this study was carried out by using one sample t test analysis. This test is used to determine the difference in the average value of the population used as a comparison with the average of a sample. From the results of this test it will be known whether the population mean used as a comparison is significantly different from the mean of a sample, if there is a difference, which average is higher. By using the SPSS program, the following results were obtained.

Table 2. One Sample T Test Results

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Motivation After Teaching by Native	58	78.7069	11.03584	1.44908

	Test Value = 52.22					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
After Teaching by Native	18.278	57	.000	26.48690	23.5852	29.3886

The test steps are as follows:

1. Determine the Hypothesis

Ho: The average student learning motivation after being taught by a native lecturer is not different from the learning motivation of students before being taught by a native lecturer.

Ha: Average student learning motivation after being taught by native lecturers is different from student learning motivation before being taught by native lecturers

2. Determine the level of significance

The test used a two-sided test with a significance level of □ = 5%. The level of significance in this case means that we take the risk of making the wrong decision to reject the correct hypothesis by as much as 5% (significance of 5% or 0.05 is a standard measure that is often used in research).

3. Determine t count

From the table above, the t value is 18.278

4. Specify t table

The t distribution table is sought at ☐ = 5%. 2 = 2.5% (2-tailed test) with degrees of freedom (df) n-1 or 58-1 = 57. With a 2-sided test (significance = 0.025) the results are obtained for t table of 2.00. or it can be searched in Excel by typing in a blank cell type = tiny (0.05,57) then enter.

5. Testing Criteria

Ho is accepted and Ha is rejected if -t table <t count <t table

Ho is rejected and Ha is accepted if -t count <-t table or t count> t table

Based on probability:

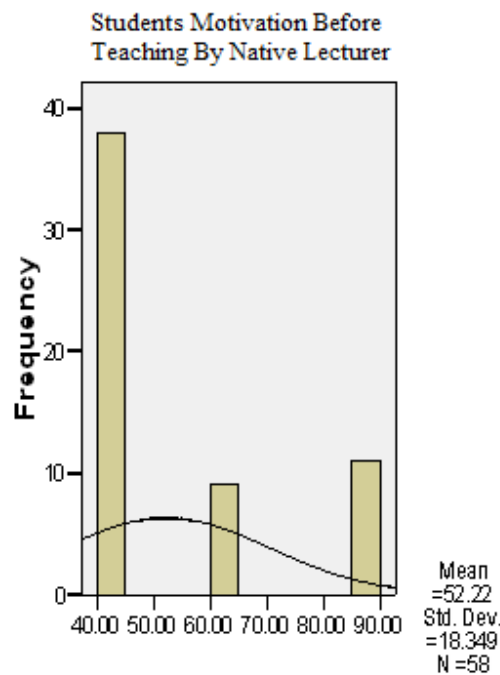Ho is accepted if the P value> 0.05

Ho is rejected if the P value <0.05

Discussion

1. Analysis of Student Motivation Data Before Being Taught by Native Speaker Lecturers

The score of student learning motivation before being taught by native speaker lecturers obtained from the respondents has an average of 52.22 with a standard deviation of 18.35; median 40.00; 40.00 mode; a minimum score of 40.00 and a maximum score of 86.00. The number of statement items in this instrument is 20 items with the maximum score for each question item is 5, then the average score of each statement is 2,611 or 52.22%, this shows that the average student learning motivation is in the middle (classified as moderate). This illustration shows that students' motivation to learn is mediocre.

The standard deviation score of 18.35 or equal to 35.14% of the average indicates that the differences in answers between respondents are large. This shows that the data on student learning motivation scores from the respondents vary widely. In other words, there are students who have high scores and there are also students who have low scores. Based on descriptive analysis, the lowest score (40.00) was 38 respondents (65.5%). Meanwhile, the highest score (86.00) totaled 11 respondents (19.00%) and the rest, the score 62.00 amounted to 4 respondents (6.9%) and 63.00 totaled 5 respondents (8.6%). Furthermore, to more clearly describe the range of existing data regarding student learning interest variables, it can be seen in the picture as follows.

Students Motivation Before Teaching By Native Lecturer
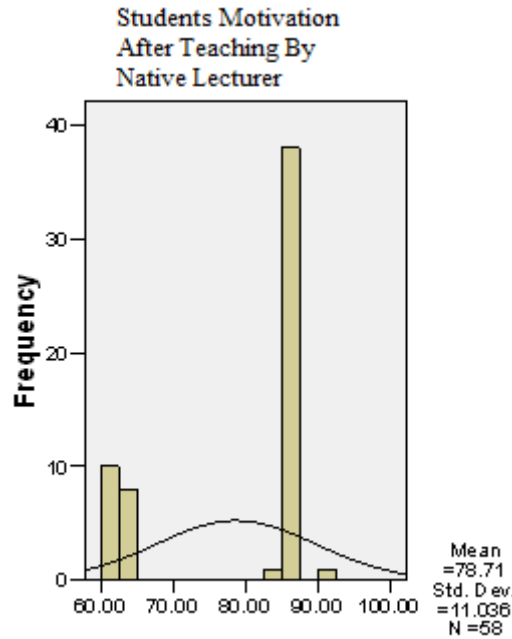
Figure 1. Histogram and Polygon. Learning Motivation Data Before Being Taught by Native Lecturers

2. Analysis of Student Motivation Data After Being Taught by Native Speaker Lecturers

The score of student learning motivation after being taught by native speaker lecturers obtained from the respondents has an average of 78.71 with a standard deviation of 11.04; median 86.00; mode 86.00; a minimum score of 62.00 and a maximum score of 91.00. The number of statement items in this instrument is 20 items with the maximum score for each question item is 5, then the average score of each statement is 3.94 or 78.71%, this indicates that the average student learning motivation is good. This illustration shows that student learning motivation has increased after being taught by native lecturers.

The standard deviation score is 11.04 or equal to 7.13% of the average, indicating that the differences in answers between respondents did not very much. If reviewed based on the description of the data, student answers focused on the number 86.00, namely as many as 37 students (63.8%). Meanwhile, the lowest score was 62.00 with 10 students (17.2%). The highest score was 91.00 as much as 1 student 91.7%). Furthermore, to more clearly describe the range of existing data regarding student learning interest variables, it can be seen in the figure as follows.

Figure 2. Histograms and Polygons of Learning Motivation Data after being Taught by Native Lecturers

CONCLUSION

It can be concluded that it is proven there is the influence of native English lecturers on student motivation in speaking English. Native English teacher lecturers have a big influence on students' courage them to show how good their speaking skills and vocabulary mastery is in English by having the courage to practice directly speaking with a native English teacher.

because the value of t count> t table (18.278> 2.00) and P value (0.000 <0.05) then Ho is rejected, meaning that the average student learning motivation after being taught by a native lecturer is different from the learning motivation before being taught by a native lecturer. The positive t-count result shows that student learning motivation after being taught by native lecturers is significantly higher than before being taught by native lecturers. Based on the results of the calculation of the hypothesis test above, it can be concluded that there are significant differences in student learning motivation before and after being taught by native lecturers. Student learning motivation after being taught by native lecturers (78.71) was higher than before being taught by native lecturers (52.22).

It can be concluded that the Darma Persada University, in the English language and culture study program, is very precise with the hired of a native lecturer to teach in the class. It is proven that the impact is that students are very enthusiastic and challenged to be able to

prove themselves and dare to speak English. Students learn English language to understand and to join with the people who use the language means that they have their own motivation. The activities with the native who interactively influence them both in intrinsic and extrinsic motivation, it can have solved their problem the motivation role here is closely related to the significance of learning. The student is interested in learning English communication skill because of the native English lecturer motivate them to speak English.

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