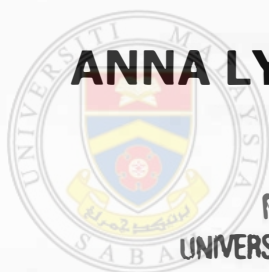


**THE RELATIONSHIP BETWEEN STUDENTS'
PERCEPTION OF THE ROLE OF AN ENGLISH
NATIVE SPEAKER TEACHER (*Project English
Teacher*) AND STUDENTS' MOTIVATION TO
SPEAK ENGLISH IN THE ENGLISH LANGUAGE
CLASSROOM**



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DECLARATION

I hereby declare that the materials in this dissertation is my own except for quotations, excerpts, equations, summaries and references, which have been duly acknowledged.

05 June 2007



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ABSTRACT

THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTION OF THE ROLE OF AN ENGLISH NATIVE SPEAKER TEACHER (Project English Teacher) AND STUDENTS' MOTIVATION TO SPEAK ENGLISH IN THE CLASSROOM IN ONE OF THE RESIDENTIAL SECONDARY SCHOOLS IN KOTA KINABALU, SABAH.

The purpose of this study is to investigate the relationship between students' perception of the role of a English native speaker (Project English Teacher) and students' motivation to speak English in the classroom. There were 30 respondents involved in this study and all of them were Form 2 students who been taught by the English native speaker since they were in form one. The data collection was done using a questionnaire which was adopted and adapted from other researches conducted by Callahan (2006) and Lasagabaster & Sierra (2002). Besides that, 6 out of the 30 respondents were interviewed to gain extra information to support the data collected through the questionnaire. The method that was used to analyse the data was descriptive analysis using percentage and mean, and inferential analysis using Pearson r and Manova. The correlation significance was set at $p < 0.05$. The findings of this research indicated that there is a relationship between students' perception of the role of English native speakers and their motivation to speak English in the classroom.

ABSTRAK

Kajian ini bertujuan untuk melihat perhubungan antara persepsi pelajar tentang peranan penutur asli bahasa Inggeris dan motivasi pelajar untuk bertutur dalam Bahasa Inggeris di dalam bilik darjah. Seramai 30 orang responden telah terlibat dalam kajian ini dan mereka merupakan murid tingkatan 2 yang diajar sendiri oleh guru penutur asli ini sejak di tingkatan 1. Data yang telah diperolehi ini berdasarkan soal selidik yang telah diambil dan diubahsuai daripada kajian yang telah dijalankan oleh Callahan (2006) dan Lasagabaster & Sierra (2002). Selain daripada itu 6 daripada 30 responden telah ditemubual untuk mendapatkan maklumat tambahan bagi menyokong data yang telah diperolehi daripada soal selidik. Kaedah yang digunakan untuk menganalisa data adalah analisis diskriptif iaitu dengan menggunakan peratus dan min, dan analisa inferensi dengan menggunakan Pearson r dan Manova. Kolerasi signifikan ditetapkan pada $p < 0.05$. Dapatan daripada kajian ini menunjukkan bahawa terdapat perhubungan antara persepsi pelajar terhadap peranan guru penutur asli bahasa Inggeris dan motivasi pelajar untuk bertutur dalam bahasa Inggeris.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

English is a global language that evolves through time where it has inevitably changed to suit specific contexts and needs of the society (Crystal 1997). Since English is spread throughout the world, there are many varieties of English that exist. Crystal (1997) states that there has never been a language so widely spread or spoken by so many people as English.

With relation to the Malaysian context, Dr. Zaidan Ali Jassem (1993) states that, the tale of the English language in Malaysia is one which is 'interesting, thrilling and stimulating'. In Malaysia, the English language can be discerned into three stages which are the colonial period, the post independence period and the period of development in the 1980's.

According to the National Education Policy (Omar, 1987) the English language has been officiated as the second language in Malaysia where it is taught in primary, secondary and tertiary level. According to Chitravelu (1996), the expression used in the Curriculum Specification put out by the Ministry of Education refers to two things which are;

- i) English occupies the political position as the 'second most important language' in Malaysia, after the Malay Language (Bahasa Melayu)
- ii) For many students, it is the first foreign language learnt after their mother tongue.

Hence with these two features mentioned, the English language is viewed as an important asset to the development of Malaysia. As stated by Chitravellu (1996), English is an important language which will enable Malaysia to be engaged meaningfully in local and international trade and commerce. It also provides an additional means of access to academic, professional and recreational materials. However, the current scenario that prevails shows that the average usage of English in Malaysia has generally declined over the past 20 years and this is particularly obvious in the rural and semi-rural areas throughout Malaysia (CfBT, 2006). This statement is supported by Chitravelu (1996) as she affirms that a high percentage of students fail to achieve an acceptable level of competence in English due to the limited exposure to English in their daily lives and the fact that their motivation to learn English is relatively low.

Language and society are interdependent with each other as Romaine (1994) points out that, 'language has no existence apart from the social reality of its users.' Therefore, from the sociolinguistic point of view, the relationship between language and the social contexts in which it is used complement one another. Thus, with English now being established as an international language which is used globally and is recognized as an important language (Yamaguchi, 2002) the Malaysian government has implemented various initiatives to address the issue as stated above in order to increase students' proficiency in the target language.

Thus, the Ministry of Education in Malaysia has introduced a number of programmes to support the implementation of the English curriculum at the school level (Ministry of Education, 2004). These include;

- **Extensive Reading and Contemporary Literature**

This programme was introduced in 2001 where English literature is the core component in the English language secondary school curriculum. The main objective of the programme is to expose students to English literature and models of good writing. It also aims to enhance and enrich students' knowledge of common expressions in the English language, as well as to develop students' critical thinking skills.

- **The Structured Early Reading Programme**

This programme aims to develop a love for reading in English from an early age.

- **English for Science and Technology**

This syllabus was introduced in 2003. The aim of this syllabus is to provide students with the language basis to access and understand materials on science and technology and to express ideas and concepts in English. (Ministry of Education, 2003)

- **Native Speaker Teacher's Programme**

This project was launched by the Ministry of Education in 2003. In this programme, native speaker teachers are sent to selected residential schools throughout Malaysia.

One of the programmes that will be looked into further is the Native Speaker Teacher's programme which is a joint effort with Campaign for British Teachers or commonly known as CfBT, a registered charity and one of the UK's largest provider of educational services. This organisation works closely with the Curriculum Development Centre which part of the Ministry of Education. The Native Speaker Teacher's programme is called Project English Teacher or PET.

A native speaker is broadly used as a benchmark or a yardstick for knowledge of a language even though there are objections and different views about a native speaker's role in language teaching.

Stern (1983:341) states that,

“The native speaker's competence or proficiency or knowledge of the language is a necessary point of reference for the second language proficiency concept used in language teaching”

Therefore, due to this feature, the Ministry of Education of Malaysia has decided to bring in native speakers to teach in selected residential schools in Malaysia. Native English speakers can bring authenticity of the language to the classroom and to students as a whole. This is reflected in the KBSM English Language Syllabus where the integration of moral values, knowledge from other subjects and language content allows multiple dimensions of language content and situations which can stimulate a more realistic and authentic language learning (Jamali, 1992). Thus, in line with the English Language Syllabus, having a native speaker teaching the language would make learning English more meaningful for students.

1.2 Background of the Study

There are only 5 science secondary residential schools located throughout Sabah and Sarawak. For the purpose of this study one of the science residential schools in Kota Kinabalu, Sabah was chosen to carry out the research. The school is one of the 54 government residential schools in Malaysia which is located in *Bukit Padang*. It was opened in 1984 and is the oldest residential school located in the Borneo and Labuan Zone which is also known as SQL zone; Sabah, Sarawak and Labuan. This school started receiving a Project English Teacher (*PET*) in 2005. In January 2006, the school was given the privilege by the Ministry of Education to receive a new *PET* from England. This school is the only residential school in the SQL zone to receive a *PET*.

Each *PET* teacher is assigned for two years in a selected residential school. In Sabah, the English native speaker is required to focus 60 percent of his/her time to teach the spoken language and 40 percent to the written language. (Frankland, 2006). However, the main aim is to build up students' confidence and motivation to use the language in their daily activities and not confining to the classroom.

The Native Speaker Teacher's Programme project which is known as the Project English Teacher (*PET*) was launched in 2003 where the native speakers of English were engaged in rural districts and low performing residential schools to co-ordinate English Language teaching and learning activities (Ministry of Education, 2004)

There are 20 CfBT Project English Teachers who work in key government residential secondary schools for selected students. Some of these students performed well in their academic subjects but achieved below average results in English (CfBT, 2006). According to a research conducted by CfBT (2006) it has become apparent that some students in residential secondary schools do not have the appropriate and necessary skills in speaking and writing to communicate effectively in the language. Thus, these expatriate native teachers of English serve five vital roles in the residential schools (CfBT, 2006);

- i) they provide native speaker input (the knowledge of the target language) for teachers and students
- ii) they provide input in the form of new ideas and approaches in the language classroom
- iii) encourage the use of English outside the classroom
- iv) improve language production of speaking and writing skills for students
- v) encourage an English speaking environment in the school

In other words, a large part of the role of the Project English Teacher is to work with students communicatively both inside and outside the classroom through curricular and co-curricular activities which include fun activities such as drama, debate, environmental awareness club and even pen pal writing projects.

CfBt (2006) states that 'these native-speakers are experienced English teachers who are therefore seen as a much-needed resource to improve students' motivation and levels of accuracy and fluency in both speaking and writing '. Barnwell (1989) supports this statement as he mentions that the people with whom one has to exercise one's proficiency are the native speakers.

1.3 Statement of the Problem

Nakanishi (2002:1) states that,

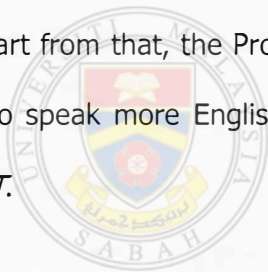
"Many believe that motivation to learn is the key element in language learning. Language learners learn a language because they want to acquire, use and communicate with those who speak the language or perhaps they want to know their culture and learn about the country where the language is spoken"

Therefore it can be said that motivation plays an important role in learning a second language. Motivation determines the effort put out by the learner. However it is perceived that some students have low motivation in conversing in English in the classroom as well as outside the classroom. They feel shy and afraid that they will be laughed at by their peers especially by those who can speak better English. It is evident in Japan that students are afraid of making mistakes in class and even in writing test so they tend to speak or write less in English (Nakanishi,2002).

Apart from that, some students feel unmotivated to converse in English because the environment that they are in is not supportive. An example would be that other students would label them as arrogant and showing off if they would speak in English. A study conducted by Jamali (1992) in Malaysia discovered that a lack of a supporting environment leads to students' weakness and lack of motivation in learning the English language. Jamali (1992) mentions that the most effective means of learning the language is to expose the learner with opportunities to make communicative use of the English language.

Most likely the presence of the Project English Teacher (*PET*) in schools could create a supportive English language learning environment for students to use English since the competency that an English native speaker has is a necessary point of reference in second language acquisition (Stern, 1983).

Apart from that, the Project English Teacher (*PET*) could most likely motivate students to speak more English in the classroom during English lessons conducted by the *PET*.



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1.4 Aim and Objectives of the Study

The Native Speaker Teachers' Programme is important as it helps the Ministry of Education to boost the level of English proficiency among students in selected residential schools. Thus, this study attempts to find out whether the presence of an English Native Speaker teacher fulfils his or her role in motivating students to converse in the English language. It will also try to look at students' perception on how an English Native Speaker motivates them speak in English.

Therefore, for the purpose of this study the researcher has narrowed down the scope of the research into 5 main objectives which are:

- i) To find out the number of students that perceive that an English native speaker (*Project English Teacher*) plays a role in motivating them to speak English.
- ii) To discover female students' and male students' perception of the role of an English native speaker (*Project English Teacher*) in motivating students to speak English.
- iii) To find out the number of students who are motivated to speak English.
- iv) To identify female students' and male students' motivation to speak English
- v) To find out the relationship between students' perception of the role of an English native speaker (*Project English Teacher*) and students' motivation to speak English in the classroom.

1.5 Research Questions

In the course of this study the following are the research questions that the researcher will try to answer;

- i) What are the numbers of students who perceive that an English native speaker plays a role in motivating them to speak in English?
- ii) Is there any difference in female students' and male students' perception of the role of an English native speaker?
- iii) What are the numbers of students who are motivated to speak English?
- iv) Is there any difference in female students' and male students' motivation to speak English?

- v) Is there any significant relationship between students' perception on the role of an English Native Speaker and students' motivation to speak English?

1.6 Research Hypotheses

Based on the research questions, the hypotheses formulated are as follows;

- H0¹ There is no significant difference on female and male students' perception on the role of an English native speaker.
- H0² There is no significant difference on female and male students' motivation to speak English.
- H0³ There is no significant relationship between students' perception on the role of an English native speaker and students' motivation to speak English.

1.7 Operational Definition

The following terms and concepts are defined to put the study in its proper context.

1.7.1 Native Speaker

Bloomfield (1993:43) claims that a native speaker is when 'the first language a human being learns to speak is his native language; he is a native speaker of this language'. For the course of this study, a native speaker refers to one who is born to an English speaking country and learns English during childhood and continues to use English as his or her dominant language and has reached a certain level of fluency.

1.7.2 Role

Role refers to the way in which someone is involved in an activity or situation and what is expected of the person (Longman Dictionary of Contemporary English, 2003). Hence, the term role used in this study would refer to the involvement of the English native speaker in an activity or situation where she/he is expected to build students' motivation in speaking English.

1.7.3 Motivation

Motivation refers to the combination of desire and effort made to achieve a goal. This links to the students' rationale for any activity such as language learning with a range of behaviours and effort in achieving the goals. (Gardner, 1985). Thus, the term motivation in the course of this study will only look into students' motivation to converse in English.

1.7.4 Speak

The term speak for this study refers to having a conversation with someone in the target language which is English. (Longman Dictionary of Contemporary English, 2003). Therefore, in this research the term speak would refer to students conversing in English inside the classroom. The term speak is interchangeable with converse as it carries the same meaning.

1.7.5 Perception

Perception refers to the way one thinks about something and the idea of what it is like. (Longman Dictionary of Contemporary English, 2003) Thus, for the purpose of the study, perception would refer to the way students think about the role of the English Native Speaker in motivating them to converse in English.

1.7.6 Project English Teacher (*PET*)

Project English Teacher or commonly known as *PET* is a project conducted by Campaign for British Teachers (CfBT) where English Native speakers from countries like the United Kingdom, United States of America, Canada and Australia are sent to selected residential schools throughout Malaysia to help the Ministry of Education in improving students' communicative skills inside as well as outside the classroom.

1.8 Significance of the Study

This study is hoped to provide some information to other English teachers on how the role of a native speaker of English can assist in motivating students towards learning English and using it on a daily basis in their communication inside classroom.

Lastly, with the findings of this research from the students' perception it is hoped that English language teachers would be able to come up with new ways to motivate students to speak English inside the classroom.

1.9 Limitations of the Study

The scope of this study is limited due to the fact that it is based on a sample of Form 2 students taught by an English native speaker since they were in Form 1. It involves 30 out of 117 Form 2 students at the school; 18 Boys and 12 Girls. The sample consists of students with mix abilities where their level of English range from low proficiency to lower intermediate. The lowest *Ujian Penilaian Sekolah Rendah* (UPSR; an examination set by the Ministry of Education for students who are in standard 6) English grade was B. However, the grades of the students during the final examination in form 1 includes 50 % scoring B, 33.3 % scoring C, 13.3 % scoring D and 3.3 % scoring E. The students are not English language users as they do not use English as their first language in their every day communication.

It is also restricted to a science secondary school in Kota Kinabalu as it is the only school receiving a Project English Teacher in the SQL zone.

Next, this study will only look at the English native speaker's role from the students' perspective in motivating and encouraging the students in the use of English inside as well as outside the classroom. It is not the intention of this study to make a comparison between English native speaking teacher and non-native English teachers of the school.

Even though motivation has a large scope which covers instrumental and integrative motivation, for the purpose of this study, the focus of this research is only to look at students' motivation in terms of conversing in English.

1.10 Conclusion

In language learning, it is also important for students to get their message across is by communicating with others verbally. However, in learning a second language or a foreign language for that matter, students are shy to speak in the target language because they are afraid of making mistakes and be laughed at by their peers (Noonan, 2005). Therefore, the teacher's role, motivation and students' perception are interrelated in encouraging students to converse in the target language.

Students who are highly motivated tend to develop insightful beliefs about the language learning process. They also tend to develop a more active and autonomous attitude that allows them to take charge of their learning. (Karimkhanlui,2006). Thus, teachers must acknowledge and react to students' attitudes and experience and help them overcome any harmful perceptions and blocks that might hinder them from learning the target language effectively.



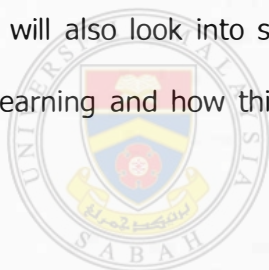
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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher will look into some theories and issues related to the variables in the study which are students' perception on the role of an English native speaker teacher of English and students' motivation to speak English. The researcher will provide some insights about issues of native speakers by Davies (1991) Cook (1999) and other sociolinguists. The researcher will also talk about some theories on motivation proposed by Gardner and other researchers in that field. Next, the researcher will also look into some research done on students' perception towards language learning and how this could motivate them into conversing in the target language.



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2.2 English in the World

English is a global language but because it is a living language, it has inevitably changed in order to suit specific context or needs (Crsytal, 1997). There are many varieties of the English language being spoken by the native speakers of the language. For example, there are American English, British English, Australian English, Scottish English and many more.

The English language also dominates post colonial countries such as Africa, India and Asia. According to Anchimbe (2006:2);

" English occupies a dominant position in second language or post-colonial countries where it is the official and national language on which national identities are built."

Apart from that, English is also the medium of education and/or a compulsory subject in the school curriculum. This is the case with India, Singapore, Malaysia, Africa and other former British colonies (Anchimbe, 2006).

English native speakers are normally associated with English speaking countries such as Britain, America, Canada and Australia (Yamaguchi,2002). However, as English has widely spread throughout the world, other regions especially in post colonial regions have their own native speakers of their own varieties of English who contributes equally to the global evolution and spread of the language (Anchimbe). Therefore, Nayar (1994:2) states that,

"The native non-native concept becomes irrelevant here as everyone is a native speaker of his particular variety of English and a no-native of all other varieties."

2.3 What is a Native Speaker?

The term native speaker has brought a lot of controversies among sociolinguists (Davies 1991, Cook 2000, Stern 1983). However, English native speakers are widely used as a benchmark for knowledge of a language (Davies, 1991). Stern (1983:337) affirms this statement as he states that;

"The native speaker's competence or proficiency or knowledge of the language is a necessary point of reference for the second language proficiency concept used in language teaching"

The notion of native speaker is problematic as there are no agreed definitions by sociolinguists on the concept of a native speaker. Lee (2005:1) states that,

"the concept of what it means to be a native speaker of a language is becoming ever more difficult to define especially in regards to English."

Nonetheless, Cook (2000: 187) defines a common criterion for a native speaker as;

"The indisputable element in the definition of native speaker is that a person is a native speaker of the language learnt first; the other characteristics are incidental, describing how well an individual uses the language. Someone who did not learn a language in childhood can never be a native speaker of the language. Later-learnt languages can never be native languages, by definition."

However, it is inadequate to determine and individual is a native speaker of a language or not because individuals can be resettled in other places in childhood. For example in the case of children who immigrate or are adopted when they were young (Lee, 2005). Apart from that, Lee (2005) argues that being born in a place does not guarantee that the person will be a native speaker of the native area because the language spoken at home does not coincide with the language in the native area.

Thus, to have a clearer picture on what a native speaker is, there are six features that one has to look into when defining a native speaker. Lee (2005) has stated six defining features which are; (i) an individual who acquires the language in early childhood, (ii) an individual who has intuitive knowledge of the language, (iii) an individual who is able to produce fluent, spontaneous discourse, (iv) an individual who is communicatively competent, (v) an individual who identifies with or by a language community, and lastly (vi) an individual who does not have a foreign accent.

2.4 Native speakers and Non-native speaker

The issue of native speaker teachers of English over non-native speakers of English has been debated by many sociolinguists. (Barratt & Kontra, 2000, Ellis, 2002, Medgyes, 1992, Rampton, 1990, Widdowson, 1992,1994). Canagarajah (1999) states that 80 percent of the world's English language teachers are non native speaker teachers. Kachru (1996) estimates that for every four non native English speakers there is one native speaker because of the increasing number of people worldwide learning English.

Despite the ratio given, many still perceive that foreign or second language should be taught by native speakers of the language. Even though a native speaker of a language is someone who acquires language since infancy before any other language was acquired (Gupta, 2001) it does not mean that all native speakers have an inborn ability to know how to teach the language.

According to Han (2005), the native and non native dichotomy appears to imply that English should be taught in English and by native speaker teachers of English as they speak Standard English which is superior to non native speaker teachers of English. It is also assumed that native speaker teachers of English make a better teacher and they have a broader knowledge of the world whereas, non native speaker teachers of English are unable to reach this standard. (Han, 2006).

There are a few empirical studies addressing the native speaker teacher and non-native speaker teacher issue. Medgyes (1994) in his surveys found that non-native speaker teachers found difficulties in their use of English included vocabulary, speaking and pronunciation. Medgyes's respondents differentiated native speaker teachers and non-native speaker teachers by their teaching behaviour. It was found that native speaker teachers are more confident using English and providing more cultural information compared to non-native speaker teachers. However, native speaker teachers are viewed as less strict when it comes to error correction.

However, it is not the matter of whether one is a native speaker or a non native speaker, but rather what one knows and what can one teach to students. The quality of teaching is not only determined by teachers' proficiency level but also other factors such as teaching experience, teaching beliefs and learners' need.

2.5 Advantages of English Native Speaker

English Native Speakers are widely used in second or foreign language teaching in other parts of the world like China, Japan, Hong Kong, Iran, Russia and Spain.

Zhou Jie (1999) points out that many native English speakers teachers of English are successful teachers of oral English. Millrood (1999) supports this as he claims that native speakers of English as teachers usually demonstrate good standard English, along side with idiomatic slang.

Apart from that, English Native Speakers are the best model set for students to learn the language one speaks and the culture one comes from. English native speakers could also provide a natural language environment as well as an opportunity to converse with a native speaker, which could give students a sense of accomplishment when they can get their ideas across to the native speaker (Zhou Jie, 1999).

A research conducted in Hong Kong also mentions the advantages of having an English native speaker as an English teacher. Boyle (1997) states that English native speakers possess the intricacies of grammar of the language which are learned instinctively can be utilized with speed and certainty.

Boyle (1997) also mentions that English native speakers tend to mix with other native speakers thus will continue using English as their dominant language.

Apart from imparting knowledge of a language, a native speaker also plays a role in disclosing sociolinguistic competence to students. Native speakers of English bring about a socio cultural background with them that students could utilize inside and even outside the classroom as mentioned in Schumann's Acculturation Theory (1978). Schumann's key concept of second language learning is how learners relate

to the target group (in this context would be the English native speaker) and the importance of affective reaction of the learner to the language and culture of the target language (Stern, 1983). Teachers' are therefore responsible for stimulating students' behaviour (Weistein, 2003) and motivating students by making learning fun and exciting. Thus, native speaking teachers of English are often seen as teachers who demonstrate teaching techniques which seem interesting and are treated with enthusiastic welcome by their learners. (Millrood, 1999). However, with time students in Russia feel that the chosen way of instruction does not meet their expectations of how language should be taught.

2.6 Theories on Motivation

Motivation also plays a part in learning a language. It is the reason why we study.

Nakanishi (2002:1) states that,

“Motivation determines the degree of effort you put into foreign or second language learning. The more motivation you may have, the more effort you tend to put into learning the language. It leads to success in learning.”

Stephan (2006:218) also mentions that,

“Motivation in the classroom involves the relationship between the teacher and the learner as most classroom encounters are embedded in the roles and power of the teacher.”

Brophy (1998) states that motivation has been set forth in a comprehensive theory by Maslow's (1987) Hierarchy of Human Needs. According to this theory,

motivation directs behaviour in order to meet basic needs on a hierarchical set of seven levels which are; physiological needs, need for safety, need for love and belonging, need for esteem, need for self-actualization, need for knowing and understanding and aesthetic needs. However in educational settings, students' motivation implies on how students are willing to invest their time and energy in learning. Therefore it is a useful reminder for teachers that teachers should meet to students' lower needs along with their higher needs that are associated closely to school learning (Brophy, 1998).

Classroom is the main setting for English language learning which most impacts on motivating each learner. (Hall, 2006). Therefore, motivation in the classroom involves the relationship between the teacher and the learner as most classroom encounters are set in the roles and powers of the teacher. A teacher should create a conducive learning climate so that learners want to learn and enjoy learning.

In relation to this research, apart from being extrinsically motivated by the teacher, students must also be intrinsically motivated in order for them to learn the language effectively. Thus, student are likely to experience intrinsic motivation that support satisfaction of these competence (developing and exercising skills for manipulating and controlling the environment), autonomy (self-determination in deciding what to do and how to do it), and relatedness (affiliation with others through pro-social relationship) (Brophy, 1998). However, students will feel controlled rather than self- determined if such support is lacking.

Gardner and Lambert (1972) introduced the notions of instrumental and integrative motivation. In language learning context, instrumental motivation refers

to the learners desire to learn a language for practical purposes such as employment or travelling, whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language.

The Input Hypothesis proposed by Krashen (1985) claims that learners make progress in English acquisition through exposure to comprehensible input which is defined as ' understanding input that contains structures' (Krashen, 1985). However, input which is either too simple or complex will not help a learner make progress in spoken English.

Motivation factors affect the quality and quantity of students' performance in a second language communication task. For example, an empirical finding conducted by Noonan (2005) in China found that almost every student in China knows that communicating with a native English speaker will help them acquire English. However, a majority of unsuccessful students are not using English to communicate with anyone as there are not enough native speakers around for everyone to speak with.

Language learners learn a language because they want to. Thus, if they do not have the desire to learn a second language this will affect their performance in the target language. In Iran for example, students are compulsory to study at least of seven years of English but only a few of them learn English at a satisfactory level (Karimkhanlui, 2006).

Motivation to second language learning has a striking role in second language learning. Therefore, the higher amount of motivation one has, the higher the degree

of effort one puts into the target language learnt which will lead to success in learning and vice versa.

2.7 Students' Perception

In a research conducted by Noonan (2005:2) in China, a student responded;

"If you learn English but can not speak fluently, you are like a blind seeing on the street. You [will] lose many precious opportunities to enjoy the beauty of this world. You are kept inside a dark box. But if you speak [English] well, you will learn about culture, people, life. You feel your life colourful and meaningful. You are not isolated."

With the quotation stated above, it can be said that it is incomplete learning a second language if one is not able to converse in the target language. Therefore motivation and teacher's role play a crucial part in making second language learning a success.

It is also important to take into account what students' perceive would be a good language learning environment. This would make language learning more meaningful and purposeful for students.

Noonan (2005) defines successful learners as those who are able to use English to communicate effectively. However, in terms of spoken language, it is difficult to keep English as the dominant language of use for students who live in a speech community where the dominant language is not English especially where the dominant language would be students' own mother tongue (Boyle, 1997). Therefore, using Schumann's Acculturation Theory as a basis, could help students associate themselves with a native speaker to learn the culture and the target language.

According to Yamaguchi (2002:3),

'Learners need a lot of exposure in order to acquire any kind of linguistic competence'

For that reason, English native speakers do bring some assistance not only to the non-native teachers but also to students in enriching and improving their language.

Native speakers are also common in other countries. In Spain for example, a research was conducted on university student s' perception of Native and Non-native speaker of English. One of the results of the research found that students' do prefer native speakers in the areas of vocabulary, pronunciation, speaking, culture and civilization as the students find that native speakers provide more input on cultural data compared to non-native speakers. (Lasagabaster, D. and Sierra, J.M., 2002)

Hence, students are able to have hands on experience by having English native speakers in school. The socio cultural background that the native speaker has can be brought into class as a teaching material. Stern (1983) claims that The Sapir and Whorf Hypothesis have led to the conviction that 'the language learner should not only study the cultural context ('language AND culture') but should be made aware of the interaction between language and culture ('language IN culture', 'culture IN language').

However, in a study conducted by Han (2005) with Korean students found that they have a different perception on native speaker teachers of English. The general views of all learners were distinctly negative. The learners felt that native

speaker teachers of English lacked an understanding of Korean culture, language, educational context and learners' need, interests and preferences.

One of the participants commented that native speaker teachers of English were not concerned about learners' difficulties in learning English. Thus, this hinders them from learning the language effectively.

Even though Korean learners felt that English native speakers lack understanding about students' need, they do prefer English native speakers to learn 'real English' based on native-like pronunciation, spontaneity in language use without hesitations, and knowledge of English-speaking cultures which English native speakers can help them achieve (Han, 2005).

2.8 Second Language Learner

Researchers have found that the use of the target language plays a crucial role in Second Language Learning (*SLA*) (Hashimoto, 2002, Seliger, 1997, Swain, 1995, 1998). One of the main purposes in learning a second language for many second language learners is that the use of the target language is also an indicator and necessary for successful second language acquisition (*SLA*) (Hashimoto, 2002).

However, in the United States, many universities are currently struggling with the question of whether to aim for producing students who have a higher degree of fluency or students who will be required to write academic papers and literary analysis in the target language (Callahan, 2006).

The scenario faced in Taiwan was concerned on native accent. A research conducted in Taiwan reveals that many students and parents are concerned about

acquiring a standard 'native' accent (Kao Shih-fan, 2006). This view is supported by Kramsch (1997; 359) as he notes that ;

'students are expected to emulate the communicative skills of native speakers'

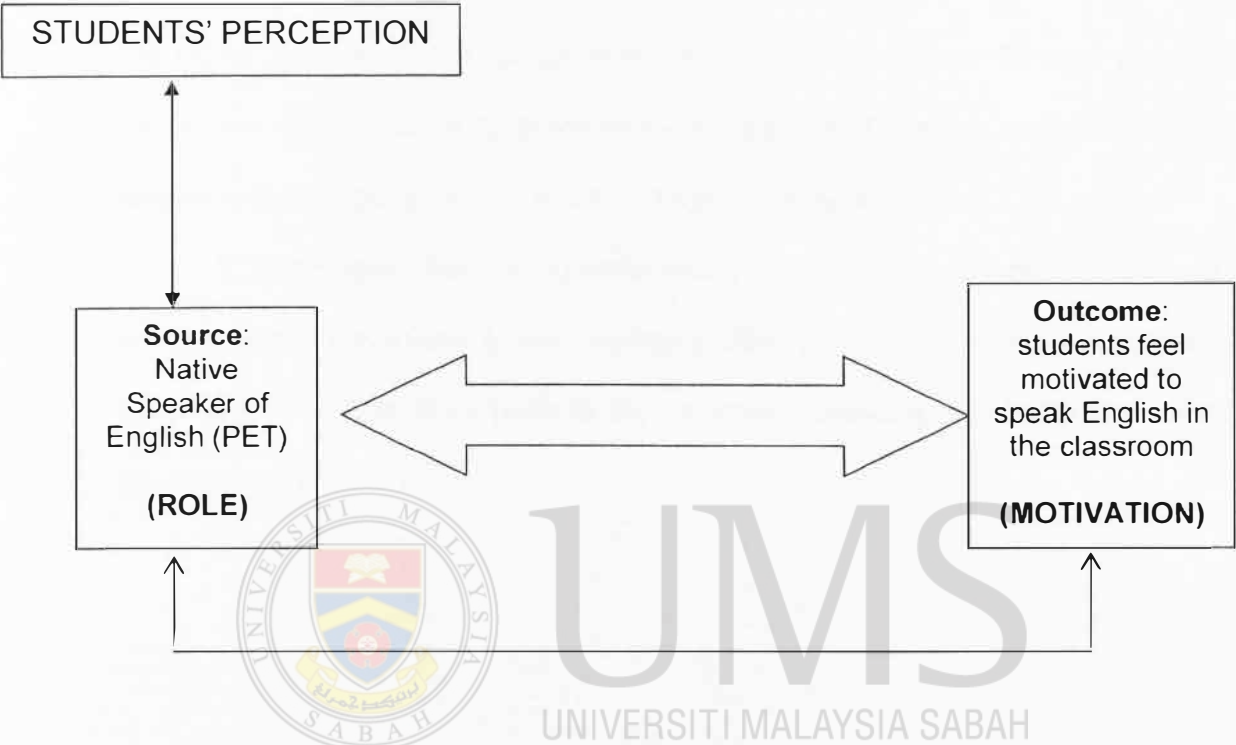
According to Kramsch (1997; 359), expecting students to emulate the communicative skills of native speakers is a reasonable goal as long as complete dominance of the phonological system is not included. However, speaking English with a native accent is not a realistic goal for most learners. Kao Shih-fan (2006) argues that the success in speaking English lies in your competence in speaking with a clear and comprehensible accent, not a native accent.

Even though second language learners are expected to be fluent in the target language, the study conducted by Sovingnon and Wang (2003) proves it otherwise. It was found that Taiwanese learners are very good at explaining the rules but are often unable to use English for communication. However, they are unable to use English words appropriately despite many years of learning experiences. Apart from that they do not have a natural and spontaneous sense of English use (Lee, 2001).

A study conducted by Han (2005) with Korean students found similar findings as Savingnon and Wang (2003). Both Taiwanese and Korean students often experience failure in obtaining communicative skills in English. Therefore, they prefer communicative activities where they can actively use English in class in order to improve their communication skills.

2.9 Conceptual Framework

Figure 2.1 The relationship on students’ perception of the role of an English native speaker and students’ motivation to speak English in the classroom



Based from the conceptual framework above, all three elements which are students’ perception, the role of an English Native Speaker teacher and the motivation of conversing in English are inter connected with each other.

It is aim to see the relationship between students’ perception on the role of the English native speaker (*PET*) in raising students’ motivation. It intends to investigate what are students’ perception on the role of an English Native Speaker and their view on how they are motivated to converse in English with the presence of a native speaker.

· The English native speaker teacher (*PET*) carries out the role in raising the level of motivation among students, emphasising on speaking and writing. Apart from that, the native speaker also plays a role in increasing the usage of English inside the classroom as well as during co-curricular activities outside the classroom.

The learning process that takes place in the classroom will be the input by the native speaker. The input given in the classroom could be different activities carried out by the teacher to promote speaking in the classroom such as role-play, language games, group work and other communicative activities.

It is predicted that the outcome would be students feel motivated to learn and use English everyday in the classroom after going through the teaching and learning process that takes place in the classroom conducted by the English native speaker (*PET*)



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2.10 Conclusion

Students learn a language because they want to acquire, use and communicate with those who speak the language or perhaps they want to get to know their culture and learn about the country where the language is spoken. (Nakanishi, 2002:1). For one to learn a language effectively students need to be intrinsically and extrinsically motivated.

Teachers can help by creating a safe environment for students to speak in English, encouraging them to take risks and persuading them to communicate with proficient speakers of the language.



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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the research. From this chapter, information on the research design, research procedure, research tools or instruments, sampling or research population and means of data analysis will be described.

3.2 Research Design

This research is survey in nature. It attempts to determine whether and to what degree a relationship exists between the students' perception on the role of the English native speaker and students' motivation to speak English in the classroom.

The researcher obtains data from two main resources which include primary and secondary resources. Primary data are gathered through interviews and questionnaires while secondary data are collected by assessing library materials and other related books, articles as well as published journals and from the internet.

3.3 Population and Sample

The population of the study are form two students of Science Sabah Secondary School. For this research, the researcher used convenience sampling as the sample whoever happens to be available (Stern, 1983).

All respondents are from Class 2 Cygma. This class was selected because the students have all been taught by the English Native Speaker since they were in form one.

For the purpose of the interview, a few respondents were selected from the class disregarding the gender of the students chosen. Considering the nature of the research which does not stress on the minimum or specific number of samples, for the purpose of this study, the researcher selected 6 students out of 30 students from class 2 Cygma to be interviewed. The duration of the interview was between 10 to 15 minutes and all interviews were audio taped by the researcher.

All 30 respondents from class 2 Cygma were also involved in answering the questionnaire provided by the researcher.

3.4 Research Instruments

Yin (1994) suggested the use of multiple sources of instruments for qualitative research to ensure the validity of the data collected. Therefore, for this research, the researcher had used two types of instruments which are (i) questionnaire and (ii) interviews.

3.4.1 Questionnaire

The questionnaire was used in this research to gain some information from a specific group of people in a limited time given. It also helped to save time as the researcher could get responses from a wide range of people at one time. Another reason is that the results from the questionnaire allowed the researcher to see the differences as well as the similarities obtained from the respondents.

The questionnaire used for the study was adopted and adapted from questionnaires used in other researches which were conducted by Callahan (2006) and Lasagabaster &Sierra (2002).

The questionnaire consists of twenty five 4 point Likert-Scale questions relating to students’ perception and students’ motivation. It ranges from strongly disagree to strongly agree where a value was placed for each indicator as presented below;

Table 3.1: 4 Point Likert Scale

STRONGLY DISAGREE	SD	1
DISAGREE	D	2
AGREE	A	3
STRONGLY AGREE	SA	4

The questionnaire was divided into 2 sections which were Section A and Section B. Section A consisted of demographic questions and Section B was divided into 4 parts which were positive statements on students' motivation to speak English, negative statements on students' motivation to speak English, positive statements on students perception on native speaker and negative statements on students perception on native speaker.

The following was the summary of the parts and items;

Table 3.2: Distribution of questionnaire's item

NO	DESCRIPTION	ITEM
1	STUDENTS' MOTIVATION TO SPEAK ENGLISH (POSITIVE STATEMENTS)	ITEMS 1-9
2	STUDENTS' MOTIVATION TO SPEAK ENGLISH (NEGATIVE STATEMENTS)	ITEMS 10-14
3	STUDENTS' PERCEPTION ON NATIVE SPEAKER (POSTIVE STATEMENTS)	ITEMS 15-21
4	STUDENTS' PERCEPTION ON NATIVE SPEAKER (NEGATIVE STATEMENT)	ITEMS 22-25

The statements were divided as such as not to affect the scores and the reliability of the results of the questionnaire.

3.4.2 Interview

Apart from using the questionnaire, interviews were also conducted in this study. Conducting interviews is a common means of collecting data. There are a few types of interviews which include structured interview, unstructured interview and semi-structured interview. Patton (1990) states that the purpose of an interview is to obtain a special kind of information that is what is in and on someone else's mind.

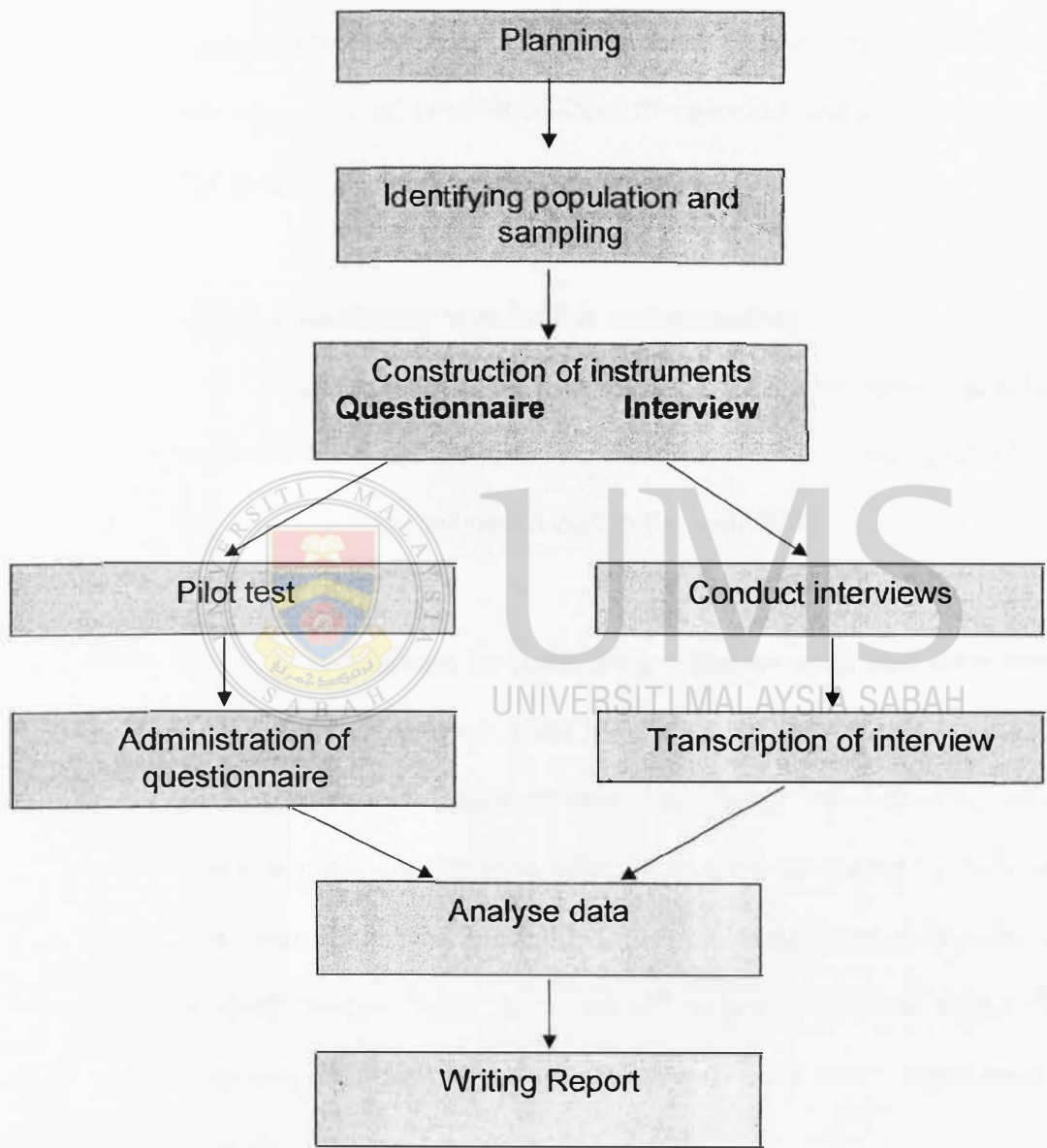
For the purpose of this study, a semi-structured interview was used with all 6 respondents where by the researcher has pre-determined some questions to be asked during the interview sessions.

All the interview sessions with the respondents were conducted in English. Even though the researcher has pre-determined the questions for the interview, some questions had to be rephrased and repeated to ensure that the respondents understood what was being asked by the researcher.

3.5 Research Procedures

Below is a summary of the procedures taken when conducting the research;

Figure 3.1 Procedures



The following briefly explains the research procedures outlined in the diagram above;

a) Planning

In the planning stage of this study, the researcher sought the approval from the school where the research was conducted. The researcher will also obtained permission from the principal and briefed the principal on the purpose of the research paper is about.

b) Identifying population and sampling

The participants of the study involved the Native Speaker as the English teacher and 30 form two students who have been taught by her since they were in form one which was in the year 2006.

c) Constructing instruments; questionnaire and interview

The instruments used in this paper consist of a combination of questionnaire and a semi-structured interview. The researcher adapted and adopted questionnaire from other researches conducted by Callahan (2006) and Lasagabster and Sierra (2002) on motivation and perception to suit the purpose of the study. Semi-structured questions were prepared for the interview with the native speakers as well as 6 other respondents from the sample.

d) Conducting the pilot test and questionnaire

The researcher prepared a schedule on when the questionnaire and the interview was to be carried out. There were around 25 items that asked in the questionnaire. Before the questionnaire was handed out to the participants, it was verified by another person who is qualified and expert in that field which is English Language Teaching. The pilot test questionnaire was distributed to 20 respondents who were not involved in the preceding research.

These two steps were taken to ensure the consistent reliability and validity of the instrument used. Besides that a pilot test could be used to indicate the adequacy of the research procedures and the measures used for each variable. (Mohamed Najib Abdul Ghafar, 1999).

For the purpose of the pilot test internal the Cronbach's Alpha analysis was used to interpret the outcome of the pilot test as described below;

- i) Positive statements on students' motivation to speak English

Table 3.3: Cronbach's Alpha

Cronbach's Alpha	N of items
0.601	9

- ii) Negative statements on students motivation to speak English

Table 3.4: Cronbach's Alpha

Cronbach's Alpha	N of items
0.622	5

- iii) Positive statements on students' perception on native speaker

Table 3.5: Cronbach's Alpha

Cronbach's Alpha	N of items
0.808	7

- iv) Negative statements on students' perception on native speaker

Table 3.6: Cronbach's Alpha

Cronbach's Alpha	N of items
0.620	4

The result of the reliability analysis indicated that the Cronbach's Alpha for all the items are reliable as the value are 0.601, 0.622, 0.808 and 0.620. According to Mohd. Majid Konting (1990) the value of the reliability that is more than 0.6 is accepted.

e) Administering the questionnaire

After the pilot test was conducted to ensure the reliability of the items using the Cronbach's Alpha analysis, the questionnaire was then administered to the 30 participants involved in the study.

f) Conducting the interview

The researcher conducted the interview with all 6 respondents. each session took about 10 to 15 minutes.

Table 3.7: Interview Schedule

NO	INTERVIEWEE	DATE	TIME	VENUE
1	Respondent 1	3 March 2007	8.00-8.10 pm	SM SAINS SABAH
2	Respondent 2	3 March 2007	8.15-8.30 pm	SM SAINS SABAH
3	Respondent 3	3 March 2007	8.45- 9.00 pm	SM SAINS SABAH
4	Respondent 4	3 March 2007	9.10-9.20 pm	SM SAINS SABAH
5	Respondent 5	3 March 2007	9.30- 9.40 pm	SM SAINS SABAH
6	Respondent 6	3 March 2007	9.50- 10.10 pm	SM SAINS SABAH

h) Transcribing

After the interview was conducted and before the data gathered was analysed, the researcher has to first transcribe all the recordings from the interviews. This process was quite tedious as it required the researcher to listen to the recordings a few times in order to fill in the gaps and the missing words that the researcher could not understand the first time round.

i) Analysing Data

After the questionnaire had been administered, the researcher will analysed the data using the Statistical Package for Social Science (SPSS). The researcher transcribed the interviews that had been conducted with all 7 respondents consisting of 6 students and 1 English native speaker. The data collected from the interview was analysed as a group.

j) Writing a Report

Finally, after all the data had been collected, the researcher wrote report on the findings of the study conducted.

3.6 Data Collection and Analysis

3.6.1 Statistics

Statistical Package for Social Science (SPSS) was used to analyse the various items of the completed questionnaire. The data gathered was keyed in the SPSS programme Version 14.

A descriptive statistical analysis was applied to determine the number of students by looking at the percentages and means of the respondents' responses to the items.

For correlations, the analysis of choice was Pearson r which was expressed as correlation coefficient using two sets of scores from a single group participant. Pearson correlation coefficient measures the relationship between 2 variables. However it does not explain why the two variables related are not a causal relationship.

Apart from that t *Test* for paired-samples are used to determine whether there is a significant difference between the means of two samples.

The following is the interpretation of strength and significance of the relationship between two measures based on the range structured by (Burn, 2000).

Table 3.8: Classification of strength correlation (Burn, 2000)

RANGE	STRENGTH OF CORRELATION	STRENGTH OF RELATIONSHIP
0.90-1.00	Very High Correlation	Very Strong Relationship
0.70-0.90	High Correlation	Marked Relationship
0.40-.70	Moderate Correlation	Substantial Relationship
0.20-0.40	Low Correlation	Weak Relationship
LESS THAN 0.2	Slight Correlation	To Be Neglible

The following is a table summarizing each of the research questions, hypotheses and the type of test used to measure.

Table 3.9: Summary of research questions, null hypotheses and test type

NO	RESEARCH QUESTIONS	HYPHOTHESES	STATASTICAL TEST
1	What are the numbers of students who perceive that an English Native Speaker plays a role in motivating them to speak in English?	NIL	Percentage, Mean
2	Is there any difference in female students' and male students' perception on the role of an English native speaker?	There is no significant difference in female students and male students' perception on the role of an English native speaker .	t <i>Test</i> for paired samples
3	What are the numbers of students who are motivated to speak English?	NIL	Percentage, Mean
4	Is there any difference in female students' and male students' motivation to speak English r?	There is no significant difference in female students and male students' motivation to speak English.	t <i>Test</i> for paired samples
5	Is there any significant relationship between students' perception on the role of an English Native Speaker an students' motivation to speak English?	There is no significant relationship between students' perception on the role of an English native speaker and students' motivation to speak English.	Pearson r

3.6.2 Transcription

The data collected from the respondents through the interview will be analysed as a group. The data collected will be analyzed qualitatively by selecting, sorting and reorganizing the verbal interactions according to the purpose of the study.

3.7 Conclusion

The methodology applied for the purpose of this research was considered appropriate, despite the limitations discussed in the earlier chapter. Even though it is a small scale research and may not be able to contribute much to the educationist in this field, it is hoped to provide reliable and significant findings that can provide explanations and answers for the research questions of this study. The researcher is aware that there are other ways and means to conduct this study, however, the researcher felt that the one that was selected was the best and appropriate methodology at the time that the research was conducted.

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

This chapter will discuss the analysis of the results and findings from the research conducted by the researcher based on the research objectives, research questions and research hypotheses presented in Chapter One.

4.2 Presentation of results

4.2.1 Data collected through questionnaire

4.2.1.1 Demography (Respondents profile Descriptive Analysis)

The demographic detail that was asked in the questionnaire were on gender and their grade in English for the final examination in 2006. The total respondents for this research were 30 where 18 were male and 12 were female. This shows that there are more male than female in the class.

Table 4.1: Respondents' Gender

Respondents' Demographic Characteristics	Number	Percentage (%)
Gender		
Male	18	60
Female	12	40
Total	30	100

Their grade for English ranges from Grade B to Grade E. This shows that their English proficiency is between low proficiency to lower intermediate.

Table 4.2: Respondents' Grade

Respondents' Demographic Characteristics	Number	Percentage (%)
Grade A	0	0
Grade B	15	50
Grade C	10	33.3
Grade D	4	13.3
Grade E	1	3.3
TOTAL	30	100

4.2.1.2 Hypotheses Testing

H0¹: There is no significant relationship between female students’ and male students’ perception on the role of an English native speaker.

Table 4.3: Female students’ and male students’ perception of the role of an English native speaker.

	Paired Differences	Sig (2-tailed)
	Mean	
Pair: Gender Perception	2.9579	.000

Note: Significant level, $p < 0.05$
Hypotheses Testing analysis with $p < 0.05$ will be rejected. If $p > 0.05$ the hypotheses will be accepted.

The result of the t test shown above indicates that there is a significant difference between female students’ and male students’ perception and their gender where the value is 0.000. Therefore the first null hypotheses ($H0^1$) that there is no significant difference on students’ perception on the role of an English native speaker according to their gender is rejected at significant level of $p < 0.05$.

H0² : There is no significant relationship between female students’ and male students’ motivation in speaking English according to their gender.

Table 4.4: Female students’ and male students’ motivation in speaking English.

	Paired Differences	Sig (2-tailed)
	Mean	
Pair: Gender Motivation	2.8517	.000

Note: Significant level, $p < 0.05$
Hypotheses Testing analysis with $p < 0.05$ will be rejected. If $p > 0.05$ the hypotheses will be accepted.

Based from the table above, the result indicates that there is no significant difference on female students’ and male students’ motivation in speaking English where the value is 0.000. Therefore the second null hypothesis (H0²) that there is no significant difference in students’ motivation in speaking English is rejected at $p < 0.05$.

H0³ : There is no significant relationship between students’ perception on the role of an English native speaker and students’ motivation to speak English.

Table 4.5 : The correlation between students’ perception of the role of an English native speaker and students’ motivation to speak English.

		Perception	Motivation
Motivation	Pearson Correlation	.888*	1
	Sig. (2-tailed)	.044	
	N	25	25
Perception	Pearson Correlation	1	.888*
	Sig. (2-tailed)		.044
	N	25	25

* Correlation is significant at the 0.05 level (2-tailed).

Based on the results from the correlation analysis shown above, it can be seen that there is a significant relationship between students’ perception on the role of an English native speaker and students’ motivation in speaking English that is 0.888, which is interpreted as a strong correlation value. The third null hypothesis (H0³) that there is no significant relationship between students’ perception on the role of an English native speaker and students’ motivation to speak is rejected at significance of $p < 0.05$.

4.2.1.3 Descriptive Analysis (Mean and Frequency)

Since section B of the questionnaire consisted of 4 parts, 8 tables were prepared to present the data from the questionnaire in the form of percentage and mean. The calculation of mean was based on the 4 point Likert Scale which is described below;

Table 4.6 : 4 point Likert Scale

Scale	Description
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly Agree



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Research Question: What are the numbers of students who perceive that an English native speaker plays a role in motivating them to speak English?

Table 4.7: Mean on Perception (positive statement; item 15-21)

	N	Minimum	Maximum	Mean
Item 20	30	2.00	4.00	3.2667
Item 21	30	3.00	4.00	3.7000
Valid N (listwise)	30			

The table above shows that item 21 has the highest mean with 3.70 while item 20 has the lowest mean with 3.27.

Table 4.8: Percentages on Perception (positive statement; items 15-21)

	Scale	Percent
PERCEPTION	D	2.4%
	A	45.7%
	SA	51.9%
Total		100.0%

The data collected above shows that 51.9 percent of the respondents strongly agreed with all the items for perception while 45.7 percent of the respondents agreed with the statement on perception in the questionnaire. However, only 2.4 percent of the respondents disagree with the statements given.

Table 4.9: Mean on Perception (negative statements; item 22-25)

	N	Minimum	Maximum	Mean
Item 22	30	1.00	3.00	1.4000
Item 25	30	1.00	4.00	1.9667
Valid N (listwise)	30			

The table above shows that item 25 possesses the highest mean with 1.97 while item 22 has the lowest mean with 1.40.

Table 4.10: Percentages on Perception (negative statements; item 22-25)

	Scale	Percent
PERCEPTION	SD	46.7%
	D	45.0%
	A	7.5%
	SA	.8%
Total		100.0%

46.7 percent of the respondents strongly disagreed and 45.0 percent of respondents disagreed with the negative statements stated in the questionnaire. Meanwhile 7.8 percent of respondents agreed and 0.8 percent of respondents strongly agree with the negative statements.

Research Question: What are the numbers of students who are motivated to speak English?

Table 4.11: Mean on Motivation (positive statements; item 1-9)

Item	N	Mean
Item 5	30	2.6000
Item 6	30	3.7333
Valid N (listwise)	30	

From the data collected above, item 5 has the lowest mean with 2.60 and item 6 has the highest mean with 3.73.

Table 4.12: Percentages on Motivation (positive statement; items 1-9)

 MOTIVATION	Scale	Percent
	SD	.4%
	D	13.7%
	A	52.2%
	SA	33.7%
Total		100.0%

From the table above it shows that 33.7 percent of the respondents strongly agreed with all the items for motivation while 52.2 percent of the respondents agreed to the items stated in the questionnaire. However, 4 percent of the respondents strongly disagree with the statements while 13.7 percent of the respondents disagree with the statements in the questionnaire.

Table 4.13: Mean for Motivation Items (negative statement; items 10-14)

	N	Minimum	Maximum	Mean
Item 10	30	1.00	3.00	1.8000
Item 14	30	1.00	3.00	1.6333
Valid N (listwise)	30			

From the data collected above, items 10 possesses the highest mean while item 14 has the lowest mean among the rest of the items with 1.633.

Table 4.14: Percentages for Motivation (negative statements; Item 10-14)

	Scale	Percent
MOTIVATION	SD	37.3%
	D	55.3%
	A	7.3%
Total		100.0%

The result above shows that 37.3 percent of the respondents strongly disagreed while 55.3 percent disagreed with the negative statements provided in the questionnaire. However, 7.3 percent of the respondents agreed with the negative statements stated in the questionnaire.

4.2.2 Data collected through interview

The researcher analysed the overall data as a whole.

Item 1: *Do you like having an English teacher from overseas? Why?*

Table 4.15: Responses on having an English teacher from overseas

NO	RESPONDENTS' RESPONSE
1	Yes because they know more English
2	Yes because her teaching is not very boring and not sleepy and I truly understand what she teach.
3	Yes because she's very good in English and she cares for me.
4	-----
5	Yes because she is understand. She has experience in teaching English. She knows how to teach English.
6	-----

From the table above, 4 respondents indicated that they do like having an English teacher from overseas who in this study refers to the English native speaker (*PET*). They like having a *PET* for similar reasons because from their perception of an English teacher from overseas has experience and a good command of English.

Item 2: *Do you feel motivated having an English teacher from overseas? Why?*

Table 4.16: Responses on motivation in having an English teacher from over sea.

NO	RESPONDENTS' RESPONSE
1	Yes because the teaching is different. We work in groups.
2	Yes because I like the way she teach. She not give us pressure. She not very many things like homework to do and we have time to make review.
3	----
4	Yes because her English is very good and she teach me how to make a story and teach me how to know Robinson Crusoe better
5	Yes because it gives me inspiration to work hard so I can be like them teach over sea and come to other country.
6	Yes because also she take care of us. If we don't understand she try to ask if don't understand. So we don't feel shy to ask her.

The table above shows that 5 respondents do feel motivated having an English teacher overseas for a variety of reasons. 3 out of 5 respondents are motivated because of the teaching method used by the *PET*. The *PET* inspires one of the respondents that he/she wants to be just like the *PET* to teach in other countries.

Item 3: *In what way do you think you have improved in your speaking?*

Table 4.17: Responses on improvement in speaking.

NO	REPPONDENT’S RESPONSE
1	My speaking is better when I speak English with the teacher
2	----
3	----
4	Yes I am better in speaking now because before I don’t really know how to speak in Bahasa Inggeris (BI) because I’m afraid but now I confidently say in BI because Ms. R teaching all our class that we must know how to speak BI because it’s good.
5	Yes because sometimes I talk to my friends in English.
6	Yes because now I can know how to make sentence.

For this item, the data from the data collected above shows that 4 respondents do think that they have improved their speaking. The first respondent feels that he/she has improved his/her speaking when he/she speaks English with the *PET*. The fourth respondent also feels the same way as he/she stated that he/she feels more confident to speaking. The fifth respondent feels that he/she has improved because he/she sometimes talk with his/her friends in English. As for the sixth respondent, he/she thinks that his/her speaking has improved because he/she is able to construct sentences in English.

4.3 Summary of findings

The following is a table summarizing the finding for each of the research hypotheses.

Table 4.18 : Summary of findings

NO	HYPHOTHESES	FINIDINGS
1	There is no significant difference in female students and male students' perception on the role of an English native speaker.	Null hypothesis is rejected at $p < 0.05$
2	There is no significant difference in female students and male students' motivation to speak English.	Null hypothesis is rejected at $p < 0.05$
3	There is no significant relationship between students' perception on the role of an English native speaker and students' motivation to speak English.	Null hypothesis is rejected at $p < 0.05$

4.4 Conclusion

This chapter presented the research findings based on the research objectives, research questions and research hypotheses through the tabulation of data collected by two research instruments which are the questionnaire and the interview. The presentation of the research findings are open to the interpretation and conclusion by the researcher which will be discussed in Chapter 5.



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CHAPTER 5

PRESENTATION OF FINDINGS AND DISCUSSION

5.1 Introduction

This chapter discusses the summary of the findings and the discussion on the research questions formulated in this research. Besides that, conclusions are drawn from this research and practical recommendations are suggested for further research on English native speakers in Malaysia so that more students would be motivated to speak English in the classroom by having a native speaker teacher of English.

5.2 Discussion of the Research Findings

Discussion on the research findings is conducted based on the analysis of the questionnaire and interview results which will be integrated with the research questions.

5.2.1 Questionnaire

5.2.1.1 Research Question 1: What are the numbers of students who perceive that an English native speaker plays a role in motivating them to speak in English?

As a whole, total of 85.9 percent of the respondents have a positive perception on the native speaker which indicates that the respondents do feel that an English native speaker (*PET*) plays a role in motivating them to

speak English. However, 91.7 percent of respondents disagreed with the negative statements on the perception of a native speaker. This further points out that the English native speaker (*PET*) does carry out her role in helping students to speak English better. This is elaborated further below;

For positive statements on perception, item 21 (*I think a native speaker should train students to speak English better*) has the highest mean with 3.70. This shows that students' perceived that the role of an English native speaker is to train and help them speak English better. In other words, an English native speaker should assist students to have good communication skills.

Item 20 (*A native speaker is my point of reference if I have difficulties in speaking English*) scores the lowest mean. This reveals that the English native speaker is not the only point of reference for students to look for when they have difficulties in speaking English. This could mean that the respondents have other point of reference such as other English teachers who are available as well as their friends who are quite proficient in the language.

Looking at the negative statements on perception, item 25 (*I do not feel comfortable speaking English with a native speaker*) shows the highest mean with 1.97. This reveals that respondents perceived that the role of an English native speaker is to make them feel comfortable speaking English. This probably means that not only must the classroom be conducive for students but also the English native speaker (*PET*) should be caring, firm but

not authoritative towards the students. Apart from that, the English native speaker should also be approachable when students come to speak to her.

Item 22 (*An English native speaker teacher does not motivate me to speak English*) scores the lowest mean with 1.40. This shows that a majority of the respondents disagree with the statement given. The respondents perceived that the English native speaker (*PET*) do motivate them to speak English.

5.2.1.2 Research Question 2: Is there any difference in female students' and male students' perception of the role of an English native speaker?

Through the data collected it was found that there is a significant difference in students' perception of the role of an English native speaker according to their gender which rejects the first null hypothesis (H_0^1). This indicates that students' gender does influence students' perception on the role of the English native speaker (*PET*) which means that female and male students do have a different perception on the English native speaker (*PET*).

5.2.1.3 Research Question 3: What are the numbers of students who are motivated to speak English?

An overall view from the data collected shows that a total of 85.9 percent of the respondents are motivated to speak English whereas 14.1 percent disagreed with the positive statement on motivation. This reveals that students are motivated to speak English during English lessons.

As for negative statements on motivation, it was found that a majority of respondents with 92.6 percent disagreed while only 7.3 percent of the respondents agreed with the statements. This shows that the respondents portrays a good learning attitude to improve themselves in speaking English whereby they are not afraid of making mistakes when speaking in English and feel motivated to speak English. This is because they feel that they have the opportunity to speak English not only with their friends in class but also with the English native speaker (PET) during English lessons. This is further elaborated below;

The mean as tabulated in Chapter 4 indicates that item 6 (*I am motivated to speak English because I want to make new friends from overseas*) has the highest mean. This shows that respondents are motivated to speak English to gain pen pals from over sea.

However, item 5 (*I worry a lot in making mistakes when I speak English*) scored the lowest mean. This shows that not many respondents are worried in making mistakes when speaking English. This indicates a positive attitude from the respondents in learning to speak English.

Based on negative statements for motivation item 10 (*I do not have an opportunity to speak English with my friends*) scores the highest mean with 1.80. This indicates that respondents disagree with the statement. The respondents do feel that they got a lot of opportunity to speak English with their friends in the classroom.

However, item 14 (*I do not feel comfortable and relaxed during English class*) has the lowest mean with 1.633. This suggests that not many respondents feel uncomfortable and not relaxed during English class. This shows that respondents feel at ease during English classes with the native speaker teacher of English.

5.2.1.4 Research Question 4: Is there any difference in female students' and students' motivation to speak English?

From the data collected, it was discovered that there was a significant difference in students' motivation to speak English according to their gender. This shows that there is a difference in respondent's motivation regardless whether they are male for female which rejects the second null hypothesis (H_0^2)

5.2.1.5 Research Question 5: Is there any significant relationship between students' perception on the role of an English native speaker and students' motivation to speak English?

From data collected it was discovered that there is a significant relationship between students' motivation and their perception on the role of an English native speaker which rejects the third hypothesis (H_0^3). This shows a strong link between students' motivation to speak English in the classroom and students' perception on the role of an English native speaker.

This finding is interpreted as students like the English native speaker (*PET*) and according to their perception, the English native speaker does play a role in motivating them to speak English in the classroom. Hence, the assumption that there is no relationship between student's motivation and perception is not true.

5.2.2 Interview

5.2.2.1 Item 1: *Do you like having an English teacher from overseas? Why?*

From the findings through the interview, the respondents responded positively where by they do like having an English teacher from overseas. This indicates that the respondents are open and excited to have someone from overseas.

This provides students a good opportunity to learn other cultures from other countries apart from learning the English language which

supports Schumann's Acculturation Theory (1978). However this finding contrasts from Han's (2005) findings with Korean students as they were not keen on native speaking teachers of English.

5.2.2.2 Item 2: *Do you feel motivated having an English teacher from overseas? Why?*

Through the data collected it was found that the respondents are motivated having an English teacher from overseas she is proficient in the language and she inspired one of the respondents to teach in other countries. Apart from that what motivates them is that the English native speaker (*PET*) does not pressure them by burdening them with a lot of work.

5.2.2.3 Item 3: *In what way do you think you have improved in your speaking?*

The data from the interview shows that the respondents do think that they have improved in their speaking. This is due to several reasons. One of the respondents mentions that he/she is able to construct English sentences compared to before. Another respondent commented that he/she occasionally speaks English with his/her friends.

This reveals that English native speaker (*PET*) do help improve students' speaking which supports the data through the questionnaire where students feel that the English native speaker do assist them in terms of their vocabulary and pronunciation. This finding is similar to the research conducted in Spain as mentioned in Chapter 2.

5.3 Limitations of the Study

This research was limited to only 30 respondents who were taught by the English native speaker (*PET*). The number of respondents was beyond the researchers' control as it was already arranged by the school which class is taught by the English native speaker (*PET*).

As for the interview conducted by the researcher, some of the questions asked were not fully understood by the respondents. Therefore, the questions were not properly answered. Hence, the researcher had to rephrase the questions asked in order to elicit the required information needed by the researcher.

5.4 Recommendations

In this section, the researcher will focus on giving some recommendations or suggestions based on the findings of the research. Apart from that, suggestions for future research based on what the researcher had done will also be described.

Most students could get away by speaking Malay to their English teachers because their English teachers understand the Malay language. This could hinder their performance in speaking English more proficiently. Therefore, the researcher would like to propose to other English language teachers to take into consideration students' perception on what motivates them to speak English. This is because when language learners come to class, they bring their own learning habits, styles and expectations which make the basis of their own judgement and motivation about language learning (Han 2005)

Project English Teacher (*PET*) is one of the collaborative programmes between the Ministry of Education and Campaign for British Teacher (CfBT) which caters only for selected residential schools throughout Malaysia. Hence, the researcher would like to suggest that this Project English Teacher (*PET*) to be carried out in other schools as well especially in rural areas.

5.5 Recommendations for Further Research

Research on other areas related to English native speaker (*PET*) could be conducted and picked up where this present research left off.

Thus, the researcher would like to propose that further research should be carried out on this study. They are;

- i) a comparative study between English native speaker teachers and non-native speaker teachers from the students' perception in residential schools
- ii) students' perception on English native speaker teacher in all selected residential schools throughout Malaysia.
- iii) Non-native speaker teachers' perception on English native speaker teacher (*PET*)

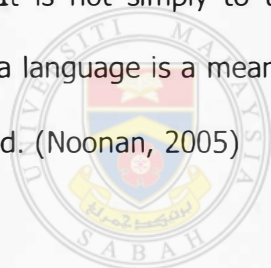
If these researches can be conducted, a more inclusive perspective not only from the students' point of view but also from other English teachers' perception on English native speakers (*PET*) can be obtained. In other words, this could give an overall view from both students and teachers on English native speakers.

5.6 Conclusion

The importance of speaking as one of the four skills in language learning cannot be denied. As the education system in Malaysia is exam oriented, the emergence of English native speakers (*PET*) will be a relief to other English teachers in schools whereby they can concentrate in teaching the syllabus while the English native speakers (*PET*) can focus on developing students' communication skills.

English native speakers (*PET*) should not be seen as a treat but a compliment to other English language teachers to improve students' proficiency in the language.

Since students are the central focus in language learning thus, it is important to know students' perception in what they believe can facilitate in improving their English. By doing so, teachers can take necessary actions to assist students in their English. It is not simply to teach students language but also to show them that learning a language is a means to a friend, a door through which they could enter a new world. (Noonan, 2005)



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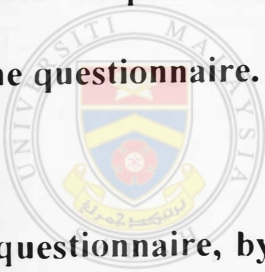
APPENDIX 1



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SEKOLAH PENDIDIKAN DAN PEMBANGUNAN SOSIAL

Please be honest and sincere in giving your response to all the questions given. Your responses are **CONFIDENTIAL**, and will be combined with those of other respondents. Thank you for your co-operation in answering the questionnaire.



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Fill out the questionnaire, by crossing (x) the box which best describes whether you agree or disagree with the statement.

- 1 = strongly disagree (SD)
- 2 = disagree (D)
- 3 = agree (A)
- 4 = strongly agree (SA)

SECTION A: PERSONAL DETAILS

Gender : ☐ Female ☐ Male

Exam results (Grade) : _____
(Peperiksaan Penggal Pertama)

SECTION B:

NO	STATEMENT	SD	D	A	SA
MOTIVATION (POSITIVE STATEMENTS)					
1	I am fluent in speaking in English.				
2	I would speak English more during English lesson.				
3	I am motivated to speak English because people would not look down on me				
4	I like the doing speaking activities, conducted in English class.				
5	I worry a lot in making mistakes when I speak English				
6	I am motivated to speak English because I want to make new friends from overseas				
7	I have improved a lot in my speaking				
8	I am motivated to speak English because I want to go overseas				
9	I am motivated to speak English because I want to get a good job				
MOTIVATION (NEGATIVE STATEMENTS)					
10	I do not have an opportunity to speak in English with my friends.				
11	I do not have an opportunity to speak in English with my English teacher.				
12	I do not feel motivated in speaking English				
13	I'm afraid that my friends will laugh at me if I do not speak English right.				
14	I do not feel comfortable and relax during English class.				

NO	STATEMENT	SD	D	A	SA
PERCEPTION (POSITIVE STATEMENTS)					
15	A native speaker teacher should share their ideas and knowledge of the English language.				
16	I like having an English teacher from overseas.				
17	I believe that I could learn more about the culture of other English speaking countries from a native speaker teacher				
18	I get a lot of help from the native speaker in improving speaking.				
19	Having a native speaker teacher helps improve my grammar				
20	A native speaker teacher is my point of reference if I have difficulties in speaking English.				
21	I think a native speaker should train students to speak English better.				
PERCEPTIONS (NEGATIVE STATEMENTS)					
22	An English Native speaker teacher does not motivate me to speak English.				
23	I cannot learn more vocabulary from a native speaker teacher.				
24	I cannot improve my pronunciation by having a native speaker teacher.				
25	I do not feel comfortable speaking English with a native speaker				

Thank you for your co-operation

APPENDIX 2

Interview Questions

NO	QUESTIONS
1	Do you like having an English teacher from overseas?
2	Do you feel motivated having an English teacher from overseas?
3	In what way do you think you have improved in your speaking?



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APPENDIX 3

Interview with student 1:

R	Please tell me your name?
S1	My name is xxx
R	From what, which class?
S1	2 Cygma
R	How long here you had Ms Rebecca as your English teacher?
S1	What?
R	She taught you since you were in form 1?
S1	Yes
R	So, she was taught you for 2 years?
S1	Yes
R	How do you feel having her as your teacher?
S1	She teach me BI, and makes me better my BI even better then BM
R	How?
S1	She teach me properly until I understand the function example function of BI
R	What's different ..she teach u English when you here in form 4 now?
S1	Form 1 she only teach about verb, adjective and other English lesson in form 2, I learn BI more about t the formal latter like letters and so on.
R	Hoe about speaking?
S1	Speaking she taught me much better
R	What are..... activities that you do in class for speaking?
S1	We answer question and I don't remember.
R	Do you think you have improve your English?
S1	Actually not all
R	Not all?
S1	I have a little weakness in BI
R	Like what?
S1	Example letter writing
R	How about speaking?
S1	Speaking better.
R	So do you speak more English in class with your friends and your teacher?
S1	Only with teacher in English
R	You only speak with your teacher in English? How about your friends?
S1	Sometimes
R	Sometimes.... So when you do activities during of lesson do you speak in English?
S1	Yes
R	Yes.... do you like having in English teacher from overseas?
S1	Yes
R	Why?
S1	Because they can teach us much easier because they know more BI in Malaysia.
R	Ok... do you feel motivated having a teacher from overseas?
S1	Yes
R	In what way?
S1	In way... (silent)
R	In what way do you like having a teacher from overseas?
S1	In way he's teaching, in way...in lesson in my class different
R	How different?
S1	We are not sit alone, we must sit in a group
R	Sit in a group? Do you feel comfortable in her class?
S1	Yes
R	Yes... Do have anything else to say?
S1	No
R	Ok. Thank you.

Interview with student 2:

R	Please tell me your name and which class are you from?
S2	 2 Cygma
R	You have Ms. R when you were in form 1
S2	Yes
R	Now
S2	Yes
R	So she was been teaching you for 2 years?
S2	Yes
R	How you feel having her as your English teacher?
S2	Its good
R	Why?
S2	Because her teaching is not very boring and sleepy
	A'ah
	I truly understand when he teach
R	What is different when she teach you in form 1 and now?
S2	In form 1 he don't teach the all BI, he only teach not like Ms. D. but now he tech all the BI
R	So now, what activities you do in class?
S2	Question, question and usually we make a quiz
R	Quiz? How about speaking activities?
S2	yes
R	Example?
S2	We make a paragraph about many thing like our family then talk it all to all my friends in class
R	Do you speak English in class?
S2	Yes
R	Do you speak English with your friends when you do the discussion?
S2	Yes
R	When you see Ms. R outside class, do you speak to her in English?
S2	Yes
R	What do you talk to her about?
S2	Usually I talk good morning
R	Good Morning? Just good morning only?
	 (unclear)
R	Do you feel motivated having her as your English teacher?
S2	Yes
R	Why?
S2	Because i... i... I like the way she teach
R	You like the way she teach. How does she teach that you like?
S2	He he not very give ah... we pressure
R	How?
S2	Not very many things she do and we have time to make review
R	Review? Review on what?
S2	The lesson
R	The lesson? For example
S2	Example to make our speaking English good
R	Do you fell comfortable having her as your English teacher?
S2	Yes
R	How? Or why?
S2	Emm because she is the teacher I like and she teach I can understand
R	Is there anything else to say
S2	No
R	Ok that's all thank you

Interview with student 3:

R	Please tell me your name and which class are you from
S3	My name is xxx. I'm form 2 cygma
R	How long have you had Ms Rebecca as your English teacher?
S3	About 2 months.
R	She didn't teach you when you were in form 1?
S3	Yes
R	So ... your
S3	Yeah
R	So she taught you in form form 1 and now in form 2?
S3	Yeah
R	Ok, how do you fell having her as your teacher?
S3	I'm like to help him to doing a work
R	Oh what else?
S3	I like to help people... to help the teacher
R	Ok I mean you, do you like having Ms Rebecca as your teacher?
S3	Yes
R	Ok. Tell me your reasons why?
S3	Because she very good in English
R	Ok. What else?
S3	Because she care for me... care for me
R	She cares for you. How does she care for you?
S3	She look me as like her children and taught me like ummm to do (unclear)
R	To do what?
S3	A work
R	A work?
S3	Yeah
R	Do you in your English ?
S3	Yes
R	In what way? How do you think you have improvement whether in writing or speaking, reading? How do you improve your English?
S3	I listen his speech. Try to do my work he ask me
R	Do you speak in English in class?
S3	A little bit
R	Do you speak to Ms Rebecca in English?
S3	Yes
R	During discussion do you speak to your friends in English?
S3	Also a little bit
R	Ok. Ah.. what the activities that she does in class?
S3	Show a movie of Robinson Crusoe, and then activity as speaking also discussion .of the book Robinson Crusoe
R	Is there anything else you would like to say?
S3	Yes.. his um.. work in... book
R	Book? What book?
S3	Doing work in the book text
R	Doing work in the text book?
S3	Yes
R	Alright that's all. Thank you

Interview with student 4:

R	Please tell me your name and which class are you form?
S4	My name is xxx I'm from 2 Cygma
R	Do you like study English ?
S4	Yes of course
R	Why?
S4	Because its... its make my ..its make my knowledge about English apa... become ..i can also (ummmm...) can...
R	You can also....
S4	Can ... I can also...I can also answer when teacher .when teacher ask student
R	Do you think having ummm...? sorry, do you think you have improved your English?
S4	Yes
R	In what way?
S4	In.. about talking
R	In speaking?
S4	Yeah a speaking.. yes
R	Why do you think a have Improved in speaking?
S4	Because I'm not really good in speaking and not many...not many words I know on BI
R	But now you, last time you are not good in speaking
S4	Yes
R	How about now? Better?
S4	Yes better, better than, better than apa.....last
R	Yes before
R	Can you give me example if how?
S4	Before I don't.... really know how to speaking in BI because i'm afraid.....me, but now I have ummm...yes confident say in BI, because Ms Rebecca teaching all our class that we must know how to speak in BI because its....apa
R	Its?
S4	Its good
R	Good. Do you fell comfortable in class?
S4	Yes
R	Yes
S4	But sometimes I feel I want to sleep because(unclear) I feel very tried.
R	Very tried
R	Do you speak in English with your friends during English lesson?
S4	Sometimes
R	Sometimes. So when your teacher givers you some work to do, ask to discus, do you discus in English ?
S4	Yes in English but I put in BM
R	You mix. But when you when you speak to you teacher? You speak in?
S4	BI
R	In English
R	Because my teacher don't know what Malay
R	Do you feel motivated having her as your teacher?
S4	Yes
R	Yes ?
S4	Because ...because her English is very good...and she teach me how to make a story...how to make how to know Robinson Crusoe much better.
R	Ok what are the speaking activities that you do in class?
S4	In class? Speaking about.. about the story Robinson Crusoe. That's all and another
R	That's all and another
S4	Many other thing

R	If you see her outside class do you talk to her?
S4	Yes , i.....say hello, good morning
R	How about speaking with your friends in English outside class?
S4	Not really, not outside
R	Only during English?
S4	Yes
R	Ok. That's all. Thank you



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Interview with student 5:

R	Please tell me your name and which class you from?
S5	My name is..... from 2 Cygma
R	Do you like to study English ?
S5	Yes
R	Why?
S5	Because English is my.... Subject. English is easy to learn
R	Easy to learn
S5	Yes
R	How long have you had Ms. R as your teacher?
S5	2 years
R	2 years... you mean she taught you in form 1?
S5	Yeah
R	Now she is teaching in form 2
S5	Yes
R	Do you having her as your English teacher?
S5	Yes
R	Why?
S5	Because she is understanding. She has experience in teaching English . she know about ... she know how to teach English
R	Ok ...emmm when you were in form 1 what did you learn from her
S5	I learn vocabulary, grammar and even comprehensive
R	Ok .. now in form 2
S5	I also learn that but there is also vocab,adjetif, verb
R	Do you have speaking activities in class?
S5	Yes
R	Example?
S5	Ummm.. during science and math lesson, English lesson
R	Ok for English lesson, what activities speaking activities that you do in class during English class
S5	Ms Rebecca asked us o speak in English tell what and learn today... what we learn in that lesson
R	Do you think you have improved your English ?
S5	Yes
R	Yes? In what way have you improved? How do you... you said you have improved right...how?
S5	I read lots of English books and sometimes I talk to my friends in English
R	Outside class?
S5	Yes
R	Not only during every lesson
S5	Yes sometimes
R	Sometimes... do you speak to Ms. R in English ?
S5	Yes
R	If you see her outside the class, not during English class do you speak to her?
S5	Not during every lesson
R	Yea.h.... Do you speak to her?
S5	Yes
R	Yes... when she gives you work in class. Do you speak with your friend in English
S5	No
R	No ... why?
S5	Because talk in Malay will be easier
R	Do you feel motivated having

S5	Yes
R	Yes why?
S5	Because it gives me inspiration to work hard so...so... be like than become.. teach.....teach because ...and come to other country
R	That makes you feel motivated?
S5	Yes
R	What do you feel of your English class?
S5	I feel I feel when not tried I feel.... (unclear)
R	U what?
S5	I'm happy but sometimes I feel
R	Ok ... do you say you are happy?
S5	Because I like English very much
R	You like English much.. ok... why do you say you are.....
S5	Because ... I say that I'mbecause I feel sleepy in English lesson.. I'm tried
R	Your tried
S5	Yes
R	Ok.... That's all. Thank you



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Interview with student 6:

R	Please tell me your name and which class you from?
S6	My name is.....and I'm a student form 2 Cygma
R	How long here you had Ms R as your teacher?
S6	Ummm 2 years
R	2 years?
S6	Yes
R	She taught you form 1?
S6	Yes
R	And now in form 2?
S6	Yes
R	Do you like study English?
S6	Yes
R	Why?
S6	Because in this time, we must learn to speak English because our technology is more is...we have to learn English because if we don't know to speak English, we can not communication with other people.
R	Ok. So what do you learn in form 1 and what did you learn in form 2?
S6	Form 1 I learn about the grammar...the grammar then about(unclear) and this year Ms Rebecca teach I and my classmate about how to do in writing
R	Writing? Do you here speaking activities in class?
S6	Yeah
R	Examples of speaking activities?
S6	How to communication with others especially with classmate.
R	Classmate.. can you give me an example.. one of the example that you do in class
S6	How to use the present simple tense, how to use past and other tenses
R	So you practice it with your friends?
S6	Yeah.
R	So, do you speak English with your friends in class?
S6	Not really
R	Not really.. why?
S6	Because umm... maybe sometime I cannot translate in BM
R	How about Ms R. ? do you speak to her in English?
S6	Yes
R	You speak to her in English?
S6	Yes
R	Do speak with your friends in English outside class?
S6	Sometimes
R	Sometime... umm do you feel motivated having teaching all the way from England
S6	Maybe
R	Do you feel excited or you don't feeling anything
S6	I feel excited
R	You fell excited.. why do you fell excited?
S6	Because ummm.. can speak to them in English. They can see.. (unclear) in English because I can speak in English correctly
R	Do you feel motivated having her as your teacher?
S6	Yes
R	Why?
S6	Because also we Malaysian.. sometimes I am and classmate slowly until we understand how to use ummm speak in English than she very take care about us lah
R	How does she take care?
S6	If we don't understand she try to ask.. to ask if don't understand. So we don't feel shy to

	ask . to ask her because she is.. from England. She said don't be shy. Because if we shy.. if we shy we cannot learn anything
R	Alright..is there a difference when.. in your English when you were in Form One and now?
S6	Yeah
R	Can you give me an example
S6	Last year I cannot use present simple tense correctly but now I can use present simple tense and anything else that teacher teach correctly.
R	So do you think you have improved your English after 1 year plus now?
S6	Yeah
R	In what way do you think you have improved?
S6	Pardon.
R	In what way do you think you have improved right, so in what way, hw how you think you have improved from last time till now?
S6	I do the exercise that she ask to do then I pay attention when she is teaching.
R	Ok. Last time was your English good or not ?
S6	Not really
R	Not really..Now? Better?
S6	Yeah
R	Ok. How is it better?
S	Last year I speak to teachers that that sometimes not in good..I mean always wrong in sentence.
R	Oh.
S6	This year I can, know give how to make sentence about first, and then..
R	Lastly what do you think of your English class?
S6	My English..I think my English class now better than last year because now we ask question to teacher when we don't understand then we feel happy because she do may activities may activities so that we don't feel sleepy.
R	Is there anything else that you would like to say?
S6	Emmm I really like English subject.
R	That's all thank you.

Indicator:

R=	Researcher
S1=	Student 1
S2=	Student 2
S3=	Student 3
S4=	Student 4
S5=	Student 5
S6=	Student 6

APPENDIX 4

Motivation

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Gender motivation	2.8517	.66909	.22303	-2.36597	-1.33736	-8.302	8	.000

Sig (2-tailed) $p<0.05$

APPENDIX 5

Perception

Paired Samples Test

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
Pair 1	Gender perception	2.9579	.51024	.19285	-2.42975		-10.152	.000

Sig (2-tailed) $p < 0.05$

APPENDIX 6

Mean : Motivation (Positive Statements)

	N	Minimum	Maximum	Mean
Item 1	30	2.00	4.00	2.8000
Item 2	30	2.00	4.00	3.1000
Item 3	30	2.00	4.00	2.9333
Item 4	30	2.00	4.00	3.2000
Item 5	30	1.00	4.00	2.6000
Item 6	30	2.00	4.00	3.7333
Item 7	30	2.00	4.00	3.1000
Item 8	30	2.00	4.00	3.6000
Item 9	30	3.00	4.00	3.6667

Mean : Motivation (Negative Statements)

	N	Minimum	Maximum	Mean
Item 10	30	1.00	4.00	1.8000
Item 11	30	1.00	4.00	1.6667
Item 12	30	1.00	4.00	1.6667
Item 13	30	1.00	4.00	1.7333
Item 14	30	1.00	4.00	1.6333

APPENDIX 7

Mean : Perception (Positive statements)

	N	Minimum	Maximum	Mean
Item 15	30	3.00	4.00	3.6333
Item 16	30	2.00	4.00	3.4667
Item 17	30	2.00	4.00	3.4333
Item 18	30	3.00	4.00	3.5000
Item 19	30	3.00	4.00	3.4667
Item 20	30	2.00	4.00	3.2667
Item 21	30	3.00	4.00	3.7000

Mean : Perception (Negative Statements)

	N	Minimum	Maximum	Mean
Item 22	30	1.00	4.00	1.4000
Item 23	30	1.00	4.00	1.5333
Item 24	30	1.00	4.00	1.6000
Item 25	30	1.00	4.00	1.9667



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APPENDIX 8

Correlation

		Motivation +	Motivation -	Perception +	Perception -
Motivation +	Pearson Correlation	1	.207	-.529	.815
	Sig. (2-tailed)		.738	.222	.185
	N	25	25	25	25
Motivation -	Pearson Correlation	.207	1	.888(*)	-.188
	Sig. (2-tailed)	.738		.044	.812
	N	25	25	25	25
Perception +	Pearson Correlation	-.529	.888(*)	1	-.388
	Sig. (2-tailed)	.222	.044		.612
	N	25	25	25	25
Perception -	Pearson Correlation	.815	-.188	-.388	1
	Sig. (2-tailed)	.185	.812	.612	
	N	25	25	25	25

Indicator:

Motivation +	Positive statements
Motivation -	Negative statements
Perception +	Positive statements
Perception -	Negative statements