Low Proficient Students' Oral Interaction with Native Speaker of English as a Language Assistant in the Classroom

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Abstract
There are many students in Indonesia who are afraid of speaking in English. The lack of vocabulary, fluency, accuracy, and also exposure makes it difficult for students to be confident speaking English. This study entitled "Low proficient Students' Oral Interaction with Native Speakers of English as a Language Assistant in the Classroom" is aimed to investigate how low proficient students interact with a native speaker of English and what they feel following the conversation. This study uses qualitative research involving four 10th grade students in one of vocational high schools in Bandung, Indonesia. The sample is taken purposively in order to get the uniqueness. Observations were conducted in this study to observe four low proficient students' interaction with native speaker of English during 16 meetings. An interview is also conducted to find out what students feel when they have a conversation and whether they feel an improvement in their speaking skill. The data were collected based on observation and interview results. According to the observation findings, low proficient students experience an improvement in their speaking skill after interacting with a native speaker even if they faced difficulties. The interview results show that they are more confident in speaking English after having a conversation with a native speaker. Therefore, it is suggested that if it is neccesary, the teachers make a collaboration or work together with native speakers in order to improve students' speaking skill.

Keywords: Low proficient students', Oral Interaction, Native Speaker of English,

Introduction

English is the most important language in the world and has been known as the international language. In the process of formal teaching of four basic language skills (listening, speaking, reading and writing) in school, speaking is considered as the most important skill to master. In Indonesia context, there are so many students who have difficulties in speaking. They understand what the speaker says, but they do know how to respond. Pinter (2006) states that speaking fluently and accurately is the hardest thing to do by the students because they should think and speak at the same time. This skill is important as a sender of message to other people orally. Conversation which occurs among two people (the speaker and interlocutor) will occur if they have the capability in speaking skill. The part of speaking skill which cannot be separated is pronunciation. If someone can pronouce correctly, they can be understood easily as what Harmer (2007) says that the most important thing in pronunciation is intelligibility.

In order to make students' pronunciation better, communicating with native speakers can also help students to develop their speaking skill as what Walkinsaw and Oanh (2014) find from his study that there were many advantages for students who learned English taught by native speaker such as improving their pronounciation and speaking skill. So, this study is aimed to investigate low proficient students' oral interaction with native speakers of English in classroom. This study is also expected to answer following research question:
1. How do low proficient students' oral interaction with native speakers of English by through Skype?
2. What do students feel when they have conversation with native speakers of English?

This study also is expected to give contribution to teachers, students, and further researchers. For the teachers, this hopefully can make them aware of the interaction with native speakers can be a very usefull exposure for students. Whereas, for the students, this study hopefully can make students be more confident and want to try to interact with native speakers of English. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research on increasing student' speaking skill by interacting with native speakers of English.

A. Literature Review

Speaking

Speaking is one of human activities in delivering a message and one of language performances which people use to communicate. Bygate (as cited in Carter & Nunan, 2001) states that speaking in a second language involves the development of communication skill. A speaker needs to have the same language in order to communicate with someone else (Celce & Brinton, 1979). There are several characteristics of good speaker stated by Celce & Brinton (1979) as follows:
   a. Speakers need to consider their pronunciation
   b. Speakers need to consider their grammar

c. Speakers need to consider the rules of sentence formation and the selection of vocabulary

Those statements are also supported by Georgio & Pavlou (2003) that a speaker needs to consider their fluency, pronunciation, and discourse management. Harmer (2002) states that there are two main elements of a good speaker: language features and mental or social processing. Language features is when the speaker needs to consider their speech, expressive devices, lexical, and grammar. Mental or social processing is when the speaker get the information from the interaction.

Difficulties of Speaking

Speaking another language is not that easy since they need to say and think at the same time. There are several difficulties which make speaking difficult to master according to Brown (2001): Clustering (fluent speech is usually phrasal, not word by word), redundancy, reduce forms (contractions, elisions, reduced vowels, etc.), performance variables (hesitations, pauses, backtracking, and corrections), colloquial language (words, idioms, and phrases), rate of delivery (speed), stress, rhythm, intonation, and interaction. He also adds that the biggest problem for a learner is not the complexity of words, sounds, phrases, and discourse forms, but the interactive nature of communication. So, conversation makes a learner know how to say things and when to speak.

Interactional skills requires many things that a learner need to be able to such as express purpose, recognise other speakers' purpose, express agreement, express disagreement, elicit opinions, elicit information, questions assertions made by other speakers, modify statement or comments, justify or support statement or opinions of other speakers, attempt to persuade others, repair breakdowns in interaction, check their understanding, establish common ground, elicit clarification, respond to request, correct themselves or others, indicate understanding, and indicate uncertainty (Hughes, 2003). He also states some skill in managing interactions: initiate interactions, change the topic of an interaction, share the responsibility, take turn, give turn, come to decision, and end of the interaction. Those skills can be very difficult to master by low proficient students in Indonesia whose English as a foreign language.

According to Harmer (2007) there are some problems occur in pronunciation teaching and learning as follows:
a. What students can hear
   Some students have difficulty hearing pronunciation feature which we want them to reproduce.
b. What students can say
   As a person who lives in a country whose English is as foreign language, we lose the habit of making sounds because we have learned two languages since we were a kid.
c. The intonation problem
   The most problematic area of pronunciation is intonation.

Some of us have many difficulties to hear and identify the different patterns of raising and falling tones. The key to success teaching speaking is not so much getting students to produce correct sounds or intonation tunes, but let them listen and notice how English is spoken on audio or video or by their teacher either native or non native teachers.

Teaching Speaking and Conversation

In teaching speaking, a teacher needs to deals with students who have problem in speaking either the students shy or the students do not know what to say and respond. Harmer (2007) states that there are several ways to help students' problem with preparation, repetition, group talk, and mandatory participation. The activity can be variated such as acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role-play.

There are two approaches in teaching conversation: indirect and direct approach. Indirect approach in which the learners are more or less set loose to engange in an interaction and direct approach deals with planning conversation program around the specific microskills, strategies, and processes which are involved in a conversation (Richard, 1990). He also offers list of features of conversation that can be a focus in a classroom instruction such as how to use conversation both transactional and interactional purposes, how to produce both short and long turns conversation, turn-taking, opening and closing conversations, initiate and respond to talk, how to use both a casual and neutral or more formal style of speaking, how to use conversation in different social settings, repairing trouble spots in conversation, how to maintain fluency, how to produce talk in conversational mode, how to use conversational fillers and small talk, and how to use conversational routines. Other interactive techniques can also be applied such as interviews, guessing games, jigsaw task, ranking exercise, discussions, values clarification, problem-solving activities, role-play, and simulations.

Types of Speaking Classroom

According to Brown (2001), there are types of classroom speaking performance as follows:
a. Imitative
    In imitative classroom speaking performance, students can practice how to pronounce or say something in a proper way by imitating someone either the teacher or human tape recorder speech.
b. Intensive
    Intensive speaking deals with self-initiated or it can be pair work activity in which the learners practice some phonological and grammatical aspect of language.
c. Responsive
    Responsive teaching can occure in short replies to teacher- or student- initiated questions or comments.
d. Transactional (dialogue)
    Transactional language deals with the purpose of conveying or exchanging specific information.
e. Interpersonal (dialogue)
    In interpersonal language, students are required to maintain social relationships.
f. Extensive (monologue)
    In extensive language, students are required to have a try in oral reports, summaries, or short speeches.

Designing Speaking Technique

There some technique in designing speaking according to Brown (2001) as follows:
a. Use technique that cover the spectrum of learner needs, from language-based focus on accyracy to message-based focus on interaction, meaning, and fluency.
b. Provide intrinsically motivating techniques and encourage the students to learn the material so they are motivated and tell the students the purpose of the activities as well.
c. Encourage the use of authentic language in meaningful contexts.
d. Provide appropriate feedback and correction.
e. Capitalize on the natural link between speaking and listening.
f. Give students opportunities to initiate oral communication.
g. Encourage the development of speaking strategies such as asking for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, using paraphrases, appealing for assistance from the interlocutor, using formal expressions, and using mime and non-verbal expressions to convey meaning.

Native VS Non-Native English Speaking Teachers

Being an English teacher needs to have good language proficiency level. Native English-speaking teachers (NESTs) are usually better than non-native English-speaking teachers (NNESTs) since native English-speaking teachers are already good at speaking, vocabulary, and grammar. Wahyudi (2012) states that there are many advantages in interacting with native speaker teachers. Ma (2012) also points that native speaker teachers are more communicative and interactive since they have higher proficiency level in terms of speaking.

According to Levis, et al (2017), students believe that English pronunciation should be taught by a native English speaking teacher since NESTs represent the ideal of pronunciation. Listening to a good model (a native speaker) will make good result for students. The reason why native speech in teaching has become valued is on account of the high importance attached to students' communicative in the foreign language classroom and it becomes the ideal of the phenomenon (Kramsch, 1997).

It does not mean that NNESTs are not professional. Having NNESTs in the classroom also maintains some advantages since NNESTs can provide students with some information dealing with students' problems and needs, take advantage of sharing students' mother tongue, and have a solution for students who have diffuculties in receiving new information (Medgyes, 1992). Kemaloglu-Er (2017) says that there are no significant differences between NESTs and NNESTs in terms of teaching roles and anagement classroom skills, but the differences are found in communication and pronunication skills.

NNESTs are more advantageous when they can share their experience in how they acquire English as their second language while NESTs are more reliable in order to share the culture (Widdowson, 1994). In line with Bayyurt (2006), he states that the more native English speaking teachers, the more students require linguistic and cultural backgrounds information. Both NNESTs and NESTs have their own strengths and weaknesses as a teacher in an EFL/ESL classroom. Teaching goes back to

teachers' competence in delivering the materials. NESTs are better in terms of speaking and NNESts are better in dealing with students' problems.

NESTs also have some pedagogical issues. There are teaching abroad challenges for NESTs both pedagogical and non-pedagogical issues. Some pedagogical issues faced by NESTs are teaching method difference, language issues, students' classroom activity preference, and audibility barriers and non-pedagogical issues faced by NESTs are mutual trust establishment and countries' law (Luong-Phan, 2015). In her study, she suggests that NESTs teachers need a support such as knowledge about the country (law and culture) itself, teaching support (translator and teaching assistant), and administrative support.

According to Javid (2016), NNESts and NESTs can be differed based on the use of English, general attitude, attitude to teaching the language, and attitude to teaching culture. In terms of the use of English, NESTs speak better, use real language, and use English confidently, while NNESTs speak poorer English, use 'bookish' language, and use English less confidently. In terms of general attitude, NESTs adopt a more flexible approach, are more innovative, are less empathetic, attend to perceived needs, have far-fetched expectations, are more casual, and are less committed while NNESTs adopt a more guided approach, are more cautious, are more empathetic, attend to real needs, have realistic expectations, are stricter, and are more committed. In terms of attitude to teaching the language, NESTs are less insightful, focus on fluency, meaning, language in use, and oral skills, colloquial registers, teach items in context, prefer free activities, favor group work/pair work, use a variety of materials, tolerate erros, set fewer tests, use no/less L1, resort to no/less translation, and assign less homework, while NNESTs are more insightful, focus on accuracy, form, grammar rules, and printed word, formal registers, teach items in isolation, prefer controlled activities, favor frontal work, use a single textbook, correct/punish for errors, set more tests, use more L1, resort to more translation, and assign more homework. In terms of attitude to teaching culture, NESTs supply more cultural information while NNESTs supply less cultural information.

Due to some fallacies that both NESTs and NNESTs may have, collaboration or team-teaching can be a powerful combination in order to improve students' skill especially speaking skill. the The contribution that involve NEST and NNEST in the classroom can improve students' communicative comptence (Tajino & Tajino, 2000).

Related Previous Research

A number of study have been conducted in investigating the collaboration of NNESTs and NESTs contribution in the clasroom. Matsuda and Matsuda (2001) found out that a collaborative relationship between native and nonnative English speaking teachers are needed in order to develop their teaching styles. Oliveira and Richardson (2001) also found out that the collaboration between native and non-native English-speaking teachers not only intend to continue sharing teaching ideas and co-presenting, but also discuss collaborating a book.

Carless and Walker (2006) was interested in investigating the effectiveness of team teaching between native and non-native English-speaking teachers and the findings show that there is an improvement towards students' lexical knowledge and fluency in

speech and NNESTs' proficiency has developed as well. So, collaborative teaching has good impact on students and NNESTs. In another study Carless (2006) found out that collaboration teaching between NEST and NNEST provide students with an authentic environment to learn English and develop their confidence in using English for communication, develop innovative teaching and learning methods, and promote the professional development of the teachers. Jeon and Lee (2006) also found out that team teaching assists the professional development both NEST and NNEST teachers, assists the development of teaching materials, and build supportive working relationships.

Having both NEST and NNEST in the classroom make students better and according to Lasagabaster and Sierra (2005) in their study, their study showed that 60.6% students prefered a NEST as a teacher in the classroom but there were 71.6% students prefered both NEST and NNEST are the teacher in the classroom.

It can be seen that students also preferred to have both NEST and NNEST in the classroom since they have their own strengths and weaknesses. In line with Kung's (2015) study, he found out that students believed that both NESTs and NNESTs have different functions based on their teaching strategies and style. NESTs are natural listening and speaking teachers since they are native and NNESTs are better grammar and reading teachers from their learning experiences.

B. Research Methodology

This research was conducted using a qualitative case study design. A case study is used in order to investigate what really happen in real-life events. According to Yin (1994), a case study is an empirical inquiry which means that a case study is used to investigate a contemporary phenomenon in real-life events and the boundaries between phenomenon and contexts which are not distinguishable. The case study also inquiry copes with different situations, relies on multiple evidence, and benefits from the prior development of theoretical propositions. The main purpose of a case study is to understand a case in depth and it is also useful to answer descriptive and explanatory questions (Hamied, 2017). The result is going to explain what really happen in the real event rather than generalize the conditions.

Observation and interview were conducted in this study. Observation enables researchers to gather data on physical, human, interactional, and program setting (Cohen & Manion, 2000) and according to Merriam (2009), interview is a process in which the researcher and participant engage in a conversation focused on questions related to study.

Observation was used in this study in order to observe what really happen during the interaction of four students with a native speaker of English in the classroom during 16 meetings and interview was used in this study in order to investigate deep truth about what students feel when they have conversation with a native speaker of English during 16 meetings. The interview questions used Indonesian in order to make students understand the question better as what Alwasilah (2003) says that using respondents' native language will help the researcher to get more detailed data from the respondents.

There were four low proficient students of 10th grade from one of vocational high schools in Bandung, Indonesia. The participants were purposive participant in which they were chosen because they had low proficiency of English. Purposive participant means that the participants are selected because of who they are and what they know (Hamied, 2017). Then, the data were analyzed based on the observation sheets and interview result. The observation sheets were transcribed, coded, and categorized while the interview results were transcibed and analyzed.

C. Findings And Discussions

1. Observation Findings

The observation findings show that four low proficient students experience the improvement in terms of speaking skill. The students were observed in terms of several aspects: participation in class, student's enthusiasm, student's confidence, and oral interaction aspects (telling story, giving comment/asking, hesitation, doing a contact, speaking loud and clear, giving responses, grammatical correct, and initiating conversation). Based on the observation findings, S1 did not show his participation and enthusiasm in the first three meetings, then the student showed his participation and enthusiasm after three meetings. In aspect of showing confidence, S1 had lack of confidence during five meetings then his confidence increased after fifth meething. In oral interaction aspect, S1 told the story after second meeting, gave a comment/asking after fourth meeting, did hesitation for the whole meeting, did a contact for the whole meeting, spoke loud and clear after third meeting, gave responses for the whole meeting, spoke grammatical correctly after fifth meeting, and initiated conversation after fifth meeting.

S2 showed the participation and enthusiasm after fourth meetings. In aspect of showing confidence, S2 had lack of confidence during six meetings then the student's confidence increased after sixth meething. In oral interaction aspect, S2 told the story after sixth meeting, gave a comment/asking after sixth meeting, did hesitation for the whole meeting, did a contact for the whole meeting, spoke loud and clear after seventh meeting, gave responses after fourth meeting, spoke grammatical correctly after seventh meeting, and initiated conversation after fifth meeting.

S3 did not show his participation and enthusiasm in the first six meetings, then the student showed the participation and enthusiasm after six meetings. In aspect of showing confidence, S3 had lack of confidence during four meetings then showing confidence after fourth meething. In oral interaction aspect, S3 told the story after fifth meeting, gave a comment/asking after fifth meeting, did hesitation in the first sixth meeting, did a contact for the whole meeting, spoke loud and clear after second meeting, gave responses for the whole meeting, spoke grammatical correctly after seventh meeting, and initiated conversation after sixth meeting.

S4 did not show his participation and enthusiasm in the first six meetings, then the student's participation and enthusiasm increased after six meetings. In aspect of showing confidence, S4 had lack of confidence during five meetings then his confidence increased after fifth meething. In oral interaction aspect, S4 told the

story after fifth meeting, gave a comment/asking after sixth meeting, did hesitation for the whole meeting, did a contact after sixth meeting, spoke loud and clear after sixth meeting, gave responses for the whole meeting, spoke grammatical correctly after eighth meeting, and initiated conversation after eighth meeting.

2. Interview Findings

The interview was conduted to the four low proficient students and the results found out how low proficient students feel when they had conversation with native speaker, whether the students feel any improvement in terms of speaking skill, and whether the students feel more confident. There were four category in interview. First category was about what they feel when they have conversation with native speaker (NS) for the first time, they found difficulties when they had conversation with NS and their confidence at the first time. Second category was about what they feel during conversation and their understanding. Third category was about the improvement that they feel and fourth category was about their confidence after having 16 meetings conversation with NS.

According to interview results, all four students had similar answer. Answering the first category, all four low proficient students felt nervous at the first time because they never talked to NS before and they did not know what to say and it made them felt less confidence. The difficulties that they found were NS accent and speed which were very hard for students to follow. Then, the second category, all four low proficient students still felt a little bit nervous but the more they spoke to NS, the better they felt and it helped them to understand the conversation better. The result from third category was found that all four low proficient students felt an improvement in their speaking skill even if it was not that big improvement but they felt that they could speak English in daily life conversation better than before in terms of pronunciation and grammar. Last, four category, all four proficient students felt their confidence had increased because they had some experience in having conversations with NS.

D. Conclusion And Recommendation

Students' speaking skill can be increased by several techniques. One of techniques which give a big influence is having conversation with native speaker of English. Students who had lack exposure, grammar and vocabulary knowledge, and fluency and accuracy can improve their speaking skill by having conversation with native speaker of English. It is not only an improvement in speaking skill, but also they felt more confidence in speaking English. It is suggested to all English teachers who are non-native to have collaboration with native speaker of English in order to help students to improve their speaking skill.

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