ABSTRACT

This research was conducted to know the value of a native speaker teacher in the students’ motivation in learning English. As well as, to know the students’ feelings and the atmosphere when the native teacher is teaching. To complete this research, the writer used a qualitative method. The writer has done four observations. She also has written two questionnaires and has done an interview with the native teacher. There was a contradiction between the result of the observation and the result of the questionnaire. The observation was done to know the atmosphere in the classroom and the questionnaire was written to know the students’ feelings when a native speaker teacher is teaching. The result of the observation was that the atmosphere is more quiet and tense when the native teacher was teaching. Meanwhile, when the local teacher was teaching, the atmosphere was more fun and relax. The result of the questionnaire was that the students felt more motivated when they were being taught by the native because it’s a chance for them to improve their speaking.

What can be concluded from this research is that a native speaker teacher gives less value to the students’ motivation than that of the local teacher. The local teacher have some better teaching methods that can increase the students’ motivation than the native. However, a native speaker is still a great addition for the students’ motivation in learning English.

Keywords: Motivation, Native, English, Impact, Teacher