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Native Speaker's Involvement in Improving English Speaking Motivation on the English Camp Program in MTs Negeri 6 Jakarta

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ABSTRACT

Improving English-speaking skills can be conducted in many ways. By attending, native English speakers can provide an alternative. The benefits of attending a native English speaker include improving English speaking skills, motivation, and enhancing students' confidence. This research examines how native English speakers can enhance the English-speaking motivation of Junior High School students. This research uses a descriptive qualitative method, utilizing a case study method. As part of the research data, the writer observed and interviewed the seventh and eighth graders of the English Club in MTs Negeri 6 Jakarta. The findings reveal that native English speaker has an impact on improving English-speaking motivation. It can be seen from the different atmosphere in the English Camp Program that the participants (English Club students) felt motivated to practice English language skills with other students and with a native English speaker. Moreover, attending to native English speakers can be an alternative to enhance students' English-speaking motivation and has an impact on English learning.

Keywords: *English Native Speaker, English Speaking Motivation, Junior High School Students*

INTRODUCTION

Native English speakers have an impact on the English learning process. According to (Waddington, 2021) and Lestari et al. (2022) state that the best way to study English is with a native speaker. Also, the students get accustomed to developing their English speaking, listening, reading, and writing skills (Lestari et al., 2022). Furthermore, students who actively practice with native speakers find it a very effective way to improve their speaking abilities (Pranata et al., 2023). Moreover, students expected that the learning strategy used by the teacher in the classroom could affect the students' motivation in English learning (Amelia et al., 2024). Hence, the achievement of a goal or objective can be called a success. Therefore, achieving the learning objective itself is what is meant by success in English learning (Wahyudi, 2016). Further, two elements that influence students' success in English are their level of interest and enthusiasm for studying (Yusriyah et al., 2021). Additionally, in interacting with a native

speaker, linguistic success is attained when learners can communicate in both the target and native languages (Pizarro Chacón, 2022).

Attending an English native speaker can be an alternative way to enhance students' motivation to practice their English in a different atmosphere in the classroom (Ihsan, 2016). Hence, Native speakers are expected to stimulate the students in the English learning process, and increase their new spirit. The learning process will be effective if the students have positive emotions. On the other hand, the students feel comfortable, and it will be easier to gain knowledge and skills (Pribadi, 2021). Therefore, attending a native English speaker can stimulate students' motivation to practice English and improve their confidence through interaction with the native speaker in a real-life situation. So, the writer intends to answer the research questions of this study as follows:

1. How can a native English speaker improve students' English-speaking motivation?
2. What is the impact of attending a native English speaker on English learning?

This study was conducted to reveal the influence of native speakers on improving students' English-speaking motivation. Moreover, a native English speaker was presented to stimulate the students to practice English speaking. Also, the benefits of the study are expected to help students to communicate in the English language, whether with their friends or native English speakers. Furthermore, it can be a motivation to improve students' English-speaking skills. Significantly, the result of this study can be a finding.

Motivation is the most important element in achieving success in any endeavour. It has a significant impact on learning, including learning foreign languages (Damayanti et al., 2022). Moreover, to increase students' motivation, teachers need to be more inventive in how they use the media, their approach, or the content they provide during learning activities (Purnama et al., 2021). Following Gardner (2006), Tambunan & Siregar (2016) state that individuals' desire to learn in the classroom will be influenced by a variety of factors, including the instructor or teacher, the classroom environment, the course topic, resources, and facilities, as well as the students' characteristics (Tambunan & Siregar, 2016). Additionally, establishing a positive environment in the classroom is needed (Ihsan, 2016). Based on the ideas above, it can be inferred that the English-speaking motivation is affected by many factors, such as the students' willingness to practice English, the instructors' or teachers' creativity, and the learning atmosphere.

The students' characteristics will influence their willingness to practice English in the classroom or any situation, whether they can speak to their friends and the instructors or teachers. Further, the instructors or teachers must have a good qualification in applying the English process in the classroom. Besides that, one thing that can be noted is that attending an English native speaker does not mean the English teacher has a bad qualification. In line with that view, there are five aspects of students' English-speaking difficulties such as teachers' problems (traditional teaching method, poor English proficiency, and poor classroom management), students' issues (lack of practice, lack of interest, and mother tongue), mismanagement classrooms, bad course material design, and lack of internet access (Rajendran et al., 2024). Also, the learning atmosphere affects the students' English-speaking motivation. Thus, the learning process can be held either in the classroom or out of the classroom.

Native English speaker uses English as their first language to communicate. Following Cheng et al. (2021), Riski (2023) states that a native speaker is regarded as a natural expert on the language and mastering its vocabulary, idioms, syntax, and cultural quirks (Riski, 2023). Also, the students who interact with the native speaker have a good impact on their listening proficiency (Gibreel, 2018). Furthermore, native English speakers have an impact on students' motivation to speak the language (Pratama & Fridolini, 2021). The native English speaker encourages the students to speak English, which motivates their enthusiasm in learning how to communicate in the language (Pratama & Fridolini, 2021).

Moreover, practicing speaking with native speakers is essential for improving students' speaking ability (Anjarani et al., 2025). Students who practice with native speakers not only improve their language skills but also gain confidence, which prepares them for successful communication in both academic and real-world settings (Anjarani et al., 2025). Therefore, the instructor or teachers expect the students to naturally practice English by interacting with native English speakers. Further, the students' motivation will increase automatically.

METHOD

This research employed a descriptive qualitative method, utilizing a case study method. As part of the research data, the writer took the results of the interviews. Then, the source data were the students (the seventh and eighth graders) of the English Club in MTs Negeri 6 Jakarta. In this study, the writer conducted observations and took interviews using the Google Forms application as the research instrument. In the analysis process, the writer interpreted the data systematically.

The writer collected the data through the interviews, then selected the students' responses based on their achievement. The writer conducted a classification process by choosing four students, two from the high-achieving group (talkative) and two from the low-achieving group (non-talkative). After that, the writer visualized the data using a table and described the responses. Finally, the writer interpreted the findings to answer the research questions.

This was the table to present the question to organize the data (Creswell, 2012). These questions were given to the students:

Table 1. The List of Questions for the Participants after Following the English Camp 2024

No.	Questions
1.	What did you think about the English Camp with the attendance of the English Native Speaker in 2024?
2.	Did you talk to the native English speaker?
3.	What did you feel about conversing with the native English speaker?
4.	Were you motivated to speak English with your friends around the English Native Speaker?
5.	If yes, what did you feel at that time? More confident or not?
6.	Did you prefer a native English speaker to friends in practice English? Why?
7.	Did you feel more fluent when speaking to friends around the English Native Speaker? Please give the reason!
8.	Did you feel more fluent when speaking to the English Native Speaker? Please give the reason!
9.	How do you feel if there is an English Native Speaker in your classroom?
10.	If there is an English Native Speaker in your classroom, what will you say first?
11.	Did you have experience in conversation with a native English speaker before following the English Camp Program 2024?
12.	Do you want to have a conversation again with a native English speaker? Yes/No & Why?

RESULTS AND DISCUSSION

Results

The questions above were delivered to 14 students from various classes and achievements in the 2023/2024 Academic Year. The description is as follows:

Table 2. The List of English Camp Participants

No.	Participants	Genders	Graders of JHS (Junior High School)	Qualifications
1.	Students 1	Male	First	High-Achievement
2.	Students 2	Male	First	Middle-Achievement
3.	Students 3	Male	First	Low-Achievement
4.	Students 4	Male	First	High-Achievement
5.	Students 5	Male	First	High-Achievement
6.	Students 6	Male	Second	Middle-Achievement
7.	Students 7	Male	Second	High-Achievement
8.	Students 8	Male	Second	High-Achievement
9.	Students 9	Female	Second	Low-Achievement
10.	Students 10	Female	Second	Middle-Achievement
11.	Students 11	Female	Second	High-Achievement
12.	Students 12	Female	Second	Middle-Achievement
13.	Students 13	Female	Second	Middle-Achievement
14.	Students 14	Female	Second	Low-Achievement

There are several categories of students, such as the low, middle, and high achievement. The categories can be seen from the activity in speaking practice (talkative and non-talkative) during the learning process in the English Club period of 2023/2024. Based on the table above, three students were categorized as the low-achieving group. Then, there were five students categorized as the middle-achieving group. And then, there were six students categorized in the high-achieving group. Also, the writer selected four students, two from the high-achieving group and two from the low-achieving group. The answers were variable from both groups. These are the answers of the students as follows:

Table 3. The List of Participants' Responses

No.	Questions	The high-achieving group responds (Talkative)		The low-achieving group responds (Non-Talkative)	
		Student A	Student B	Student C	Student D
1.	Question 1	"It was alright, some fixes and better foresight would've definitely made it better."	"Very nice, and well spoken"	"It's really fun because I can meet English people directly, and I can learn various kinds of new vocabulary."	"Curious because I have never met an English Native Speaker."
2.	Question 2	"Yes, I did."	"Yes, I did."	"Yes, I did."	"Yes, I did."
3.	Question 3	"Excited"	"So so"	"Shy"	"Nervous"

4.	Question 4	"Yes, I did."	"Yes, I did."	"Yes, I did."	"Yes, I did."
5.	Question 5	"I was a little nervous and a little bit hyper because I have not talked to someone who is first language is English."	"Yes, because Mrs Nissa understand what we talked about."	"Very embarrassed and not confident because I don't speak English fluently."	"Yes, I feel confident, because I am curious and exited to speak with the native English speaker."
6.	Question 6	"I'd rather talk with friends because we already known each other for longer hence having more topics to talk about."	"Yes, because we get to practice our English."	"Friends because they know each other's abilities better."	"I prefer making a conversation with my friends, because I'm not confident to making a conversation to the English native."
7.	Question 7	"Not exactly, I just spoke with how I usually do."	"My friends, because I don't feel nervous."	"No, because I don't know enough to understand and remember English vocabulary."	"Yes, because I want to make Mrs. Nissa can also join our conversation."
8.	Question 8	"Not really"	"So so, because I'm a little bit nervous."	"No, because I don't know enough to understand and remember English vocabulary."	"Yes, but I feel nervous, because I need to make my English better so Mrs. Nissa can know what I'm saying."
9.	Question 9	"Ecstatic, excited, & interested"	"So so"	"Happy but I'm less interested"	"If I know him/her. I will introduce him/her to my classmate. If I don't know who he/she is, I just feel so excited, I want to know where he/she come from."
10.	Question 10	"Preferably a question, like what is your name?"	"Hello, where are you from?"	"Please teach me some English conversation."	"Maybe it's ("what is your name?" or "where are you from?")."
11.	Question 11	"Yes, I did."	"Yes, I did."	"Yes, I did."	"No. I did not."
12.	Question 12	"Yes, because I really want to know about people who speak English as their first language, like how they speak, etc."	"Yes, because I get too reactive my English."	"No, because I don't like English."	"Yes, to improve my English speaking. I want to learn how he/she speaks."

Based on the answers above, the high-achieving group (talkative students) implied that attending an English-speaking native speaker is a better way to learn English. In line with that, the low-achieving group (non-talkative students) also implied that it is very fun, happy, and curious to interact with the English native speaker. Besides that, both groups have different feelings in interacting with the English native speaker, from excited to shy and motivated to speak English to each other around the English native speaker. Unfortunately, both groups prefer to talk in English with friends to a native English speaker, because they have known each other, and the low-achieving students felt unconfident.

Furthermore, the high-achieving group did not feel nervous because they used simple utterances, whereas the low-achieving group felt in contrast. Also, the writer asked about the attendance of English native speakers in his or her classroom, and both responded feeling nervous, and then both will give some questions about self-introduction. Also, both have experience in interaction with native English speakers. Moreover, the high and low-achieving groups are very excited to practice again with native English, but there is one student from the low-achieving group who does not want to practice it because the student did not like English, whereas the student has received many chances for English improvement. Thus, it can be inferred that the low-achieving group felt motivated in English learning with an English native speaker. Also, the high-achieving groups felt excited to interact with the native English speaker. Therefore, both felt excited to practice English by attending the English native speaker.

Surprisingly, one of the students from the low-achievement group said that she does not like English. Even based on the background, that student had joined the English Club, and further, she lives in an English-speaking environment, which means she gets more schemata or input about English than her friends. Another reason is that she is not confident because she cannot speak English fluently. Besides that, by attending an English native speaker, she felt motivated to speak English. In line with that, there are certain non-linguistic elements, including fear, low self-esteem, and psychiatric issues (Ramli et al., 2021). In addition, the low-achievement group students have the willingness to practice English from the external motivation, for instance, a reward (Andhara & Alfian, 2023).

In contrast, one of the students in the high-achievement group said that “so-so” in answering the question about the feelings if there is an English Native Speaker in the classroom. She thinks it is like a common learning experience. The student will help her friends who do not understand the explanation from the native English speaker to translate the explanation from the native speaker. Further, students’ feelings also affect their participation in the English-speaking community (Dincer & Yesilyurt, 2017). Also, the instructor recognizes that the student has high self-confidence in practicing English speaking. In line with that, regarding self-confidence, the high-achievement group students have high confidence in improving their speaking skills (Ramli et al., 2021). In addition, it is caused by the intrinsic motivation of the high-achievement group students who want to master the English language (Andhara & Alfian, 2023). It can be inferred that students who have been categorized as high-achieving have good confidence.

Discussion

This study reveals that native English speakers can stimulate students’ motivation in speaking practice. It relates to the previous research that native English speaker encourages the students to speak English, which motivates their enthusiasm in learning how to communicate in the language (Pratama & Fridolini, 2021). Further, the goal of being a native speaker has some significant effects on students’ motivation (Araíz-carrillo, 2022). In addition, the motivation of students to speak English is influenced by native English speakers (Pratama & Fridolini, 2021).

Therefore, speaking practice with native speakers is essential for improving speaking skills. Additionally, the sessions provided students with the opportunity to participate in authentic conversational scenarios, fostering cultural awareness and enhancing their proficiency in using English in relevant and practical contexts. Further, students who practice with native speakers not only improve their language skills but also gain confidence, which prepares them for successful communication in both academic and real-world settings. This approach has a lot of potential for wider use in language learning initiatives (Anjarani et al., 2025).

Hence, native English speakers have a significant impact on students' confidence in demonstrating their proficiency in English speaking and vocabulary by facing a native English speaker face-to-face. It has been shown that the effect is that students are highly motivated and pushed to demonstrate their abilities and have the courage to talk in English. Students are motivated when they acquire the English language to comprehend and interact with those who speak it (Pratama & Fridolini, 2021). Moreover, native speakers' pedagogical knowledge and proficiency have a positive influence on schooling (Mangendre, 2020). Therefore, it can be inferred that attending a class with a native English speaker can stimulate students' motivation to practice English and improve their confidence through interaction with the native speaker in a real-life situation.

CONCLUSION

Learning a language is often seen as learning how to speak it (Al Noursi, 2009). This study was conducted to determine whether native English speakers could improve students' English-speaking motivation. Also, by attending a native English speaker, whether gave an impact to English learning, especially in spoken English. Moreover, this study focuses on the involvement of native English speakers in improving students' English-speaking motivation in the English Camp program. The participants are fourteen students from the first and second grades of the Junior High School. In analysing the data, the writer only selected four students, two from the high-achieving group and two from the low-achieving group.

The result is that by attending, native English speakers can stimulate students' motivation in speaking practice. Furthermore, based on the research question, the findings reveal that native English speakers have an impact and curiosity on improving English speaking motivation. This can be seen from the students' interpersonal communication skills with other students and their interaction with native English speakers. To support these findings, in another case, a student believed that he could not practice English well, but surprisingly, he can interact confidently and practice with native English speakers. In contrast, the student who has been categorized as the high-achieving group when interacting with the native English speaker did not interact with the native speaker because he felt nervous. In line with that, academic achievement is not necessarily correlated with fluency in spoken English, and psychological elements such as anxiety, fear of making errors, and lack of exposure can have a big influence on a student's readiness to interact with native speakers (Rahmawati & Rizqiya, 2023), (Fitriani et al., 2015).

Based on the findings, it can be inferred that attending to native English speakers can improve students' motivation, self-confidence, and willingness to practice English. Moreover, enhancing students' confidence in a real-life situation will be more meaningful and contextual. Hence, the students can participate in English practice in real-life communication. Therefore, attending to native English speakers can be an alternative to enhance students' English-speaking motivation and has an impact on English learning.

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