Native Speaker Interaction with Young Learners in English Class - Hybrid Learning Models

Hariyanti Lestari¹, Didin Nuruddin Hidayat², Nida Husna³, Alek⁴, Anita⁵

¹²³⁴Department of English Education, UIN Syarif Hidayatullah Jakarta
Jl. Ir. H. Juanda No. 95 Ciputat, Jakarta
⁵ Department of English Education, UIN Sultan Maulana Hasanuddin, Banten
Jl. Jendral Sudirman No.30 Serang - Banten

The purpose of this study is to examine a native speaker's interaction with young learners in an English class to determine (1) what types of sentences she used in instructing young learners and (2) what tenses she used in giving instruction and asking questions while teaching young learners in the classroom. The researcher used the qualitative descriptive technique in order to perform the investigation. The information was gathered via class observation, including recording three meetings' worth of teaching and learning activities. After that, the tape was transcribed to analyze the data. The participants were a native English speaker and young learners from grade two primary students. The study's results reveal that the native speaker used various phrase types in her instruction, including simple, compound, complex, and compound-complex sentences. However, the most type of sentence she used is a simple sentence followed by a compound-complex and complex sentence. A minor type of sentence she used is a compound sentence. She also used three distinct tenses during her teaching. They exist in the present, the past, and the future. The most type of tenses she used was present and future tense. She almost rarely used past tense.

INTRODUCTION

The number of Covid-19 cases in Indonesia continues to decline. According to Health Minister Budi Gunadi Sadikin, the transmission of variants of the Corona virus has decreased because more people already have antibody immunity. This is one of the reasons that the government starts opening the schools. Another reason is that most of the teachers have got shots of Covid-19.

However, school teaching and learning have not been typical yet. Only 50% of pupils can learn face-to-face with teachers. The other 50% still learn from home. This contemporary state of teaching and learning is called hybrid learning. According to Hidayah (2019),hybrid learning is a type of education that mixes online learning with traditional learning models. Hediansah and Surjono (2020) described hybrid learning as "a way of learning that combines two or more techniques and approaches to achieve a learning goal." Avgerinou (2015) explained why teachers choose hybrid learning over online and conventional learning: better pedagogy, more flexibility, and lower costs.

This hybrid learning strategy allows students to meet their friends and professors personally, something they have not done in over a year, especially for a Native English class. Students study fluent English straight from a native speaker. People who speak a language as a second language are considered non-native speakers. Mauko (2014) defined that a native speaker is a person who grew up speaking their original language rather than learning it as a second language. Based on Statista 2022, around 1.35 billion people worldwide spoke English natively or as a second language in 2021. Waddington (2021) argued learning English with a native speaker is the ideal learning experience. The students become used to immediately practicing their English abilities such as listening, speaking, reading, and writing. They also work on their pronunciation, structure, and vocabulary. It is now tied to ELT. Historically, English language instruction was structural, which meant that language was taught in isolation from its surroundings (Ali Alghamdi et al., 2019). English language teaching (ELT) has altered significantly since the advent of discourse analysis in the 1970s (Nurdiana, 2015).

Compared with the non-native speaker English teacher, the students still have a chance to speak Bahasa. They think that if they cannot speak English, they can use Bahasa in asking questions to the non-native speaker teacher. That condition makes the students mostly lazy to practice speaking English all the time. They have to know that they learn a language is to practice with that language they are learning. So, when they learn with native speaker teachers, they are reinforced and motivated to talk in English automatically (Adara, 2018). Besides, Budiarta (2020) also argues that students should experience different cultural contexts since, in an EFL lesson, a native speaker and cultural authenticity are essential. Conversations, interviews, and paragraphs are all examples of discourse analysis Richards & Schmidt (2010). Speaking data range from informal conversation to more institutionalized modes of discourse analysis. According to McCarthy (1991) discourse is a complex process with many interrelated components or elements. Psychological, social, cultural, situational, political, and personal parts of one's existence interact with other people and things. Oral and written discourse are the two forms of discourse. Speaking is the most difficult type of speech to examine. Speech events, for example, can have an influence on how people communicate, or use spoken language. Conversational storytelling, verbal sparring, puns and jokes, rumours, and gossiping are all examples of spoken discourse.

Teachers give linguistic input and serve as role models for students in the classroom. A teacher's communication actions include lecturing, asking and answering questions, explaining, and giving direction or guidance. These activities will surely educate students to communicate similarly in all of the instructor's different classroom encounters. Thus, the researcher examines how native speakers employ English structure (types of sentences and tenses), vocabulary, and pronunciation to instruct young learners.

Based on the background above, the researchers draw several questions related to the interaction between a native speaker and students in a classroom as follows:
1. What types of sentences does a native speaker usually use in teaching young learners?
2. What tenses does a native speaker use to communicate with the young learners?

Based on the problem posed in this study, this research aims to investigate the types of sentences that the native speaker usually uses in teaching young learners, and the tenses that native speaker uses to interact with young learners.

Speaking as a Productive Skill in EFL

The most critical component to develop is speaking ability. Nunan (1989) believes that mastering speaking is a crucial component of learning a foreign language. Speaking is a kind of communication that uses language. That is why good communication requires good speaking skills. Brown (2012) asserts that when someone is able to speak a language properly, he or she is able to carry in a conversation. Additionally, he asserts that the barometer for effective language learning is nearly usually the showing of the capacity to achieve pragmatic goals through interactive dialogue with other language speakers.

Furthermore, according to Richards (2001), as stated in Syafrizal and Rohmawati (2017), "the mastery of speaking competence in English is a goal for many second-language or foreign language learners. Speaking is a fundamental communication ability that allows you to tell and share thoughts with others." In other words, improving speaking abilities must be prioritized in EFL study.

Based on the definitions provided above, speaking is the ability to say something that involves the ability to use the words in the correct order, correct pronunciation, correct grammatical form, and meaningful context (fluency) and choosing the choice of words (vocabulary) in the process of interpreting and negotiating to mean in conveying messages to establish and maintain social relationships.

Aspects of speaking instruction

As stated by Harmer (2010), there are three primary reasons for requiring students to participate in class discussions. In the first place, speaking activities give training chances, i.e., opportunity to practice speaking in real life situations in a controlled environment. Second, speaking tasks in which students attempt to utilize one or all of the languages they are familiar with give feedback for both lecturers and students. Everyone can see how well they are doing, including how successful they are and whether or not they are experiencing linguistic difficulties. Finally, the greater the number of opportunities pupils have to activate the different aspects of the language they have stored in their brains, the more likely it is that they will employ these elements naturally.

Speaking is a production skill that may be divided into two categories: accuracy and fluency (or speed). Accuracy is comprised of the application of vocabulary, grammar, and pronunciation through a variety of activities, while fluency is defined as "the capacity to maintain a conversation when speaking spontaneously" (Derakhshan et al., 2016). According to Sidik (2013), it demonstrates that oral encounters may be distinctive in terms of routines, which are typical ways of providing information that might focus on information or engagement. According to Kosar, Gulten, and Bedir (2014), speech is an interactive process of meaning construction that entails both the production and reception of data.

From the above statement, it can be concluded that speaking is a language skill that focuses on how people talk to each other. This can make, send, or get information quickly and accurately. The speaker needs to pay attention to vocabulary, grammar, and pronunciation, as well as all the other parts of the speech.

Types of English Sentences

It is important to know that the English language has four types of sentences. A simple, compound, complex and compound-complex sentence are some of the types. "A simple sentence has only one separate clause." A compound sentence is made up of two or more separate clauses that are joined together. "Compound sentences are made up of two or more separate clauses that are joined together." Coordinators, also known as coordinating conjunctions, conjunctive adverbs, and semicolons, are used in the construction of compound sentences. In a "complex sentence," there is one main part and one or more secondary parts (Langan, 2010; Oshima & Hogue, 2009). There must be at least three clauses in a "compound-complex sentence," and at least two of them must be separate (Langan, 2010; Oshima & Hogue, 2009).

In other words, in a simple sentence, there are only two parts: one subject and one part of the predicate. The sentence could be long or short. There is only one subject and one verb in a simple sentence. Neither the subject nor the predicate has to be a single word. On the other hand, it is possible to construct a compound sentence out of two or more independent clauses that have been connected together. The phrase "compound sentences" refers to phrases that are made up of two or more independent clauses that are connected together. When putting up a compound phrase, coordinators, also known as coordinating conjunctions, conjunctive adverbs, and semicolons, are employed to join words together. Complex sentence is formed by utilizing conjunctions and/or relative pronouns to connect one or more subordinate (dependent) clauses to the main (independent) clause. There are at least two independent clauses and one or more dependent clauses to produce a compound-complex sentence.

Tenses

In English, to express the time when somebody talks or writes, they have to use tenses. There are three basic tenses in English; past tense, present tense, and future tense. Brunfaut et al. (2021) state that language scientists have used the timeline to explain the meanings of the tenses since it is a specific instance of the space–time analogy that has been proven to work. When we talk about the timeline, we're talking about a line (or, more accurately, an ordered set of points) that is unbounded at either end but is divided into three parts: the past, present, and future.

In addition, Brown (2016) defined tenses depict the link between the moment of speech and the activity or situation. A 'Tense' reveals whether you are referring to the past, present, or future. Simple and compound tenses are the two sorts of tenses. It is constructed without auxiliary verbs (such as 'have, be or do'), modal verbs (such as 'can, could, may, might, will, would, shall or must'), and participles (such as the Resultant, Continuous and Passive Participles. The Active Voice Simple Past Tense (I did) and the Active Voice Simple Present Tense (I did) are the sole Simple Tenses in English (I do.). The Simple Tenses are only partially simple since the auxiliary verb 'do' must be employed to (1) construct a negative form, (2) pose a question, or (3) accentuate a positive form.

From those two definitions above, it can be concluded that talking and writing in English are always dealing with the tenses so that the readers or the interlocutors know when the event happen or occur.

Some research studies focus on the analysis of types of sentences. They are; (1) research conducted by Istiqomah (2021) who stated that the average skill of students in detecting

compound-complex sentences at the fourth-semester students of the English Education Study Program at Raden Intan State Islamic University of Lampung in the academic year 2019/2020 was 66.34, according to the results of the study. It was classified as being of good quality. (2) Research conducted by Monica Roliani et al., (2019) the findings suggest various issues linked to the teacher's spoken language in SMPN 16 Palangka Raya English class as follows: the teacher used English spoken language first, then Indonesian due to the students' weakness in English. She also used simple vocabulary to make the classroom alive and give a relaxing atmosphere. (3) Curran (2020) argued in her research that children are required to read and listen to complex sentences throughout the primary school years. Speech-language pathologists should be aware of the linguistic demands of pupils of various ages by general education science courses.

Other researches were (4) teacher talk helps students learn more about English grammar (Alkhazraji, 2018). In Herani and Rachmijati (2019) research, there were 61 sentences discovered by the researchers in the usage of tense and aspect. The simple future and present perfect tense and aspect types outperformed the dominating kinds in the "Tangled" movie script's tense and aspect. Neither tense nor aspect were found in the "Tangled" movie script, which had the past perfect progressive, future progressive, future perfect, and future perfect progressive, among other things. From those research studies, there is a gap that a study can also analyse tenses, especially to the native speaker teacher on how she used the tenses and types of sentences in instructing the young learners.

METHOD

Design of the Research

As a sort of analysis, discourse analysis categorizes spoken and written language, whereas conversation analysis interprets spoken language (Troudi & Nunan, 1995). Additionally, Nunan says that the conversation analysis research examines 'turn-taking management, repair procedures, ambiguity resolution, speaker selection, and thematic relevancy. The researcher conducted a qualitative descriptive study. According to Sogunro (2001) explanations, qualitative research does not rely on numerical information. Also stated by him is that the research topic and procedure are more generic at the beginning of the investigation and get more specific as the study develops. The researcher explained how native speakers utilize English, especially grammar while teaching young learners.

The study was in an English class at Al Wildan Islamic School, Gading Serpong-Tangerang between November 2nd, November 9th, and November 16th, 2021. The participants of the research were an English Native speaker from America and the second-grade students of elementary level.

The researcher gathered the data via observation and documentation of the teaching-learning processes in an English class. There were three meetings that researcher used as the data. Then transcribed from the recording of the native speaker's usage of English; grammar during her teaching by Zoom. After that, analyzing the sentences by classifying the sentences or the statement based on the types of sentences (simple, compound, complex, and compound-complex sentences, and the tenses (present, past, and future).

RESULT AND DISCUSSION

The data revealed that the native speaker use various types of sentences in her teaching-learning process to young learners. Table 1 displays the simple sentence, table 2 shows the compound sentence, table 3 illustrates the complex sentences, and table 4 depicts the compound-complex sentences which exists in the interaction among a native speaker and her students. which exists in the interaction among a native speaker and her students.

Table 1. Simple Sentence

No	Simple Sentence
1	Today is not Monday.
2	We're gonna play two games today.
3	It's Thursday.
4	Everybody can hear Mrs. Erica
5	clearly?
6	Can you write that?
	The material for today is yesterday, today, and tomorrow.

1.

Today	*is not*	*Monday.*
subject	verb	object

In the sentence above, *today* is categorized as a subject, *is not* is categorized as a verb, and *Monday* is categorized as an object. This is the type of simple sentence since there is no conjunction word which connects to each other. Here is the tree diagram.
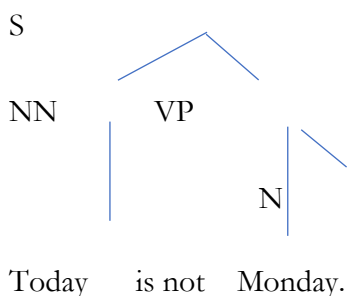
S

NN   VP

                    N

Today   is not   Monday.

Diagram 1

2. *We're   gonna play   two games today.*

   Subject   verb   object adv of time

In the sentence above, the word '*we*' is categorized as subject, '*re gonna* is the abbreviation from *are going to,* so that the verb of this sentence is *are going to play.* In formal writing, the

abbreviation (*'re gonna*) is not allowed. However, it is permitted in English spoken. This sentence also contains an object (*two games*) and adverb of time (*today*). In this statement, the subject and verb are singular, and there is no conjunction word. Hence it is a simple sentence. The tree diagram is as follows:
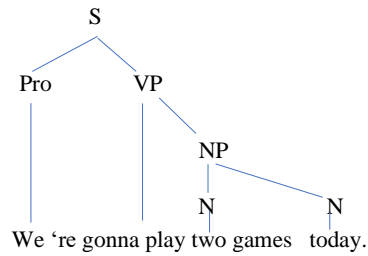

Diagram 2

3.

It	*'s*	*Thursday.*
subject	verb	object

The sentence above is simple sentence since it consists of a subject, a verb, and an object. *It* is classified as a subject. *'s* is the abbreviation of is, so it is classified as a verb. The object of the sentence is *Thursday*. The tree diagram is as follows;
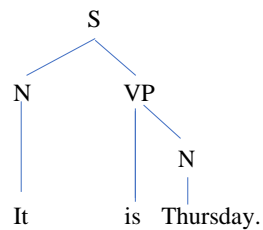

Diagram 3

4. *Everybody   can hear   Mrs. Erica clearly?*
    Subject   verb   object adv. of manner

The type of the sentence is a simple sentence. It consists of a subject and a verb. *Everybody* is classified as a subject, *can hear* is classified as a verb, *Mrs. Erica* is classified as an object, and *clearly* is classified as an adverb of manner. The following is a representation of the tree diagram:
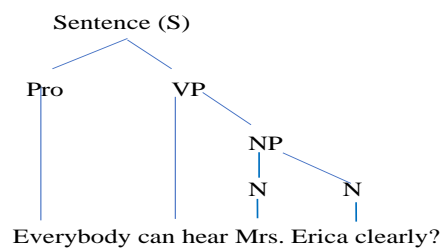

Diagram 4

5. Can   you   write   that?
    modal   subject   verb   object

The sentence above is an interrogative of a simple sentence that contains a subject and a verb. *Can* is categorized as modal, which is interrogative; it is put at the front of the sentence. '*You'* is categorized as a subject, *write* is categorized as a verb, and *that* is categorized as an object. The following is a tree diagram.
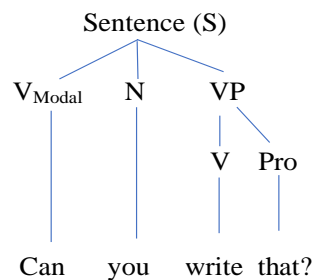

Diagram 5

6.

<u>*The material*</u>   <u>*for*</u>   <u>*today*</u>   <u>*is*</u>   <u>*yesterday, today, and tomorrow.*</u>
  Subject   pre adv of time   verb   object

The type of sentence above is a simple sentence. The simple is also called an independent clause which consists of a subject and a verb. *The material* is the subject, *is* is the verb, and *yesterday, today, and tomorrow* is the object of the sentence.
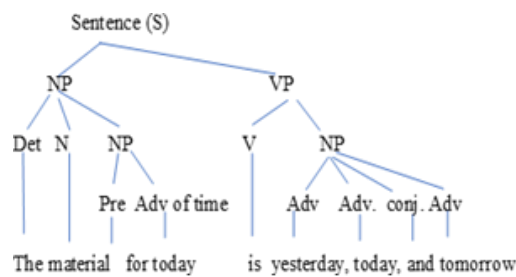

Diagram 6

As result above, it can be identified whether a sentence is a simple sentence by looking at the form or the structure of the sentence. Simple sentence is one that has at least one subject and one verb and represents a full notion (Andersen, 2014). The subject and verb might be single or compound. The form of the simple sentence is Subject + Verb Phrase.

Table 2. Compound Sentence

No	Compound Sentence
1	The 6th is Friday, and the 7th is Saturday.

The 6ᵗʰ   is   Friday,   and   the 7ᵗʰ   is   Saturday.
subject verb object conj. subject verb   object

The sentence above indicates as a compound sentence because it consists two clauses which both are independent clauses (Andersen, 2014), and it is connected by the coordinator conjunction *"and"*. According to (Hogue, 2008) there is a comma after the first independent clause in a compound sentence constructed by the coordinator. In (Cahyono et al., 2016), a compound sentence is a sentence that has two or more independent clauses. The tree diagram is as follows:
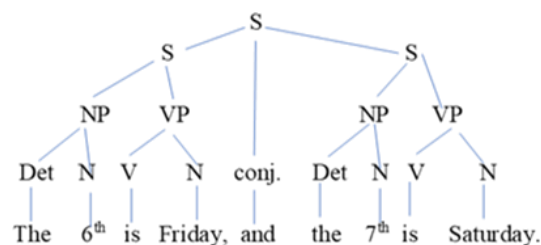
Diagram 7

Table 3. Complex Sentence

No	Complex Sentence
1	Ok Jeehan, can you tell me what doyou study on Wednesday?
2	It gives you good example ya, so thatyou know how to do what Mrs. Erica calls on you.
3	Everybody stays on mute. So, you can hear what's going on in the classroom.

"Ok Jeehan, can you tell me what you study on Wednesday?"

Independent clause   : Can you tell me
Dependent clause   : What you study on Wednesday?

This sentence is complex sentence because it consists of one independent clause and one dependent clause (Andersen, 2014).

"It gives you good example ya. So that you know how to do what Mrs. Erica calls on you."

Independent clause	: It gives you good example
Dependent clause	: so that you know how to do
Dependent clause	: what Mrs. Erica calls on you

This is a complex sentence because it consists of one independent clause and two dependent clauses.

"Everybody stays on mute. So, you can hear what's going on in the classroom."

Independent clause	: Everybody stays on mute
Dependent clause	: So, you can hear
Dependent clause	: What's going on in the classroom

These sentences also complex sentences consist of an independent clause and two dependent clauses.

Table 4. Compound-Complex Sentence

No	Compound-Complex Sentence
1	What you're gonna do is you come to the front two of you and you're gonna ask questions each other.
2	What we're gonna do together today is everybody gets turn and I'm gonna go around room.
3	We're gonna talk about what subject we study on each day and mmm… we can say something like this "what day do you study? Math or English or Islamic Studies? and we're also gonna talk about what subject we have on certain day.

Compound-Complex Sentence

"What you're gonna do is you come to the front two of you and you're gonna ask question seach other."

Dependent clause	: What you 're gonna do
Verb	: is
Independent clause	: You come to the front two of you.
Conjunction	: and
Independent clause	: You're gonna ask question each other.

This sentence is compound-complex sentences consisting of one dependent clause, a conjunction, and two independent clauses.

"What we're gonna do together today is everybody gets turn and I'm gonna go around room.

Dependent clause	: What you 're gonna do together
Verb	: is
Independent clause	: everybody gets turn
Conjunction	: and
Independent clause	: I'm gonna go round room

This sentence is compound-complex sentences consisting of one dependent clause, conjunction, and two independent clauses.

> *"We're gonna talk about what subject we study on each day and mmm... we can say something like this "what day do you study Math or English or Islamic Studies? and we're also gonna talk about what subject we have on certain day."*

Independent clause	: We're gonna talk about it.
Dependent clause	: what subject we study on each day
Conjunction	: and
Independent clause	: mmm… we can say something like this
Independent clause	: what day do you study Math or English or Islamic studies?
Conjunction	: and
Independent clause	: We're also gonna talk about it
Dependent clause	: What subject we have on certain day.

This sentence is compound- complex sentence since it consists of four independent clauses, two conjunctions, and two dependent clauses.

Those sentences above are compound-complex sentence since according to(Andersen, 2014) a compound-complex sentence is made up of at least one independent clause and at least one dependent clause. In addition (Radford, 1988) also stated that dependent clauses in complex sentences can be both finite and non-finite.

Tenses

The tables below showed that the native speaker used three types of tenses. They are *Present Tense, Past Tense,* and *Future Tense.*

Table 5. Present Tense

No	Present Tense
1	Today is not Monday, what day is it today?
2	What day is after Wednesday girls online?
3	Before is like this "Monday is before Tuesday."
4	After is like this "Thursday is after Wednesday."
5	What day comes after Monday?
6	On Monday I study Science.
7	The day comes before Friday

	is Thursday.
8	It gives you good example ya…

"Today is not Monday" indicates that the sentence is using the present tense. One of the simple present tense functions is to tell the general truth (Gonzales, 2014). That day, that was Tuesday. Thus, *"Today is not Monday"* is a general truth. Moreover, to identify whether it is present or not is by seeing the verb. The verb of that sentence is *"is"* which shows the present verb.

"What day is it today?" is a present tense in interrogative form. It is evidenced by using the verb *"is"* and the use of time adverb *"today"*. *"Today"* indicates a particular moment in the present.

"What day is after Wednesday girls online?" and *"What day comes after Monday?"*

Those sentences show present tense since they ask for the general truth or permanent action on the day after Wednesday and after Monday. All people agree that after Wednesday is Thursday, the day after Monday is Tuesday. The verbs are also a present verb "is" and "comes". -s shows the verb form in the present tense, especially in the simple present tense at the end of the verb. (Azar & Hagen, 2009) said that except for the third person singular subject, the basic form of the verb is used for all subjects. Following the subject, the verb form must include s/es at the end of the word.

Table 6. Past Tense

No	Past Tense
1	What day was yesterday?
2	Yesterday was Sunday.

"What day was yesterday?" "Yesterday was Sunday."

Those sentences above represent the past tense(Gonzales, 2014). Mustafa (2021) stated that the past tense is used to describe events that occurred in the past. It can be seen from the use of the verb *"was"*. *"Was"* indicates past form. Moreover, the time adverb *"yesterday"* also shows past time. The Simple Past is used to refer to past events that occurred at a specific period, which can be specified explicitly (*yesterday, last year*) or inferred from meaning(Murphy, 2019).

Table 7. Future Tense

No	Future Tense
1	What <u>we're gonna</u> do at the beginning is I need some help to mention the days of the week.
2	The first game <u>we're gonna</u> play is <u>I'm gonna</u> give you before and after.
3	What <u>you're gonna</u> do is you come to the front.
4	Our game <u>will start</u> with this one.
5	You're <u>gonna say</u> "on Tuesday I study Math."

*"What **we're gonna** do at the beginning is I need some help to mention the days of the week."*
*"The first game **we're gonna** play is **I'm gonna** give you before and after."*

*"What **you're gonna** do is you come to the front."*
*"You're **gonnasay,** "on Tuesday, I study Math."*
*"Our game **will start** with this one."*

The words which are underlined indicate future tense. Future tense denotes an activity that has yet to be completed or indicates that something will occur or be completed in the future (Gonzales, 2014). He also supports his explanation by adding the verb for that can be used in the future tense "- a verb phrase using the auxiliary verbs will/shall+ the simple form of the verb. - Am/is/are + going to". Oktaviani and Fajria (2019) mentioned that (*gonna, be going to, and will*) are as modal verbs. Colle and Fitriati (2019)asserted that (*gonna* and *be going to*) has same meaning as *will*.

RQ 1 What type of sentences does a native speaker usually use in teaching young learners?

Based on the research findings above, the types of sentences that the native speaker used in teaching young learners is that the native speaker used all types of sentences. They are simple, compound, complex, and compound-complex sentences. Even though the students are from the lower grade, primary two students could understand well what the native speaker said in complex, compound, and compound-complex sentences. Frizelle et al. (2019), in their results research, indicated that (a) regardless of age, participants performed better on the sentence-verification task than on the multiple-choice task, (b) each testing method revealed a distinct hierarchy of constructions, and (c) the effect of the testing method on participant performance was greater for some constructions than others. Moreover, their findings implied that when complex sentences are given in a way that more closely resembles how humans absorb language in everyday dialogue, young learners can comprehend them. These findings are significant for the study of language comprehension because they indicate that results from multiple-choice tests may not transfer to other tasks. Bland (2019)argued that the instructor's role in accommodating young learners' language needs through narrative and creative teacher speak is examined. Besides that, the teacher's role is critical. It is possible for the teacher to share with the children's educational goals of English for young learners that are associated with collateral learning, such as the pleasure of narrative, multiple literacies, and intercultural learning provided the teacher is sufficiently prepared.

Additionally, Lightbown (2008) stated that the number of years a kid is exposed to language influences their fluency. Another perspective is that very young infants are natural sponges for acquiring or learning languages; they are eager to absorb whatever languages are given to them. This concept is central to the Critical Period Hypothesis (CPH). According to CPH, young children can efficiently acquire a second language before puberty because their brains retain processes that aid in the learning of their first language Cammeron (2001). Children are capable of speaking with a near-native or native-like accent that adults would never develop.

The students had not studied sentences but knew and understood when somebody said. They learn by listening more often from the teacher's instruction directly. According to Thornton (2022), children acquire their language's syntax, or sentence structure, via exposure and interaction with caregivers and others, but not through formal instruction. Since Chomsky (1965) argued against Skinner's idea that language is a 'verbal activity,' the question of how children acquire syntactic command has been a source of contention.

RQ2: What tenses does a native speaker use to communicate with young learners?

The tenses that were used by a native speaker in teaching young learners are present, past, and future. These three tenses are the fundamental of the tenses, which are mostly used in daily speaking or interaction. Gibreel (2018), according to the study's major findings, native speaker teachers do significantly better in oral skills, listening, and speaking than non-native speaker teachers. The oral proficiency of the native teacher has a good effect on the level of the learners in the aforementioned abilities, but the oral proficiency of the non-native teacher has a negative effect on the level of the learners in listening and speaking. As a result, the native speaker class receives much higher marks than the non-native speaker class. His research examined speaking skills which include some aspects such as grammar, fluency, vocabulary, pronunciation, and background knowledge. It is possible to deduce that the presence of native speakers in teaching English as a foreign language can influence the students, especially in acquiring grammar, vocabulary, and fluency. It is supported by Hoff et al. (2020), who stated that Significant impacts of the group on the lexical and grammatical features of child-directed speech, which have been found in the literature as favourable predictors of child language development. Following these findings, it appears that the child-directed speech of native speakers and non-native speakers with high competence provides a more diverse database for language acquisition than the child-directed speech of speakers with lower skills.

Apart from influencing the acoustics of speech sounds in child-directed speech, Fish et al. (2017); Stoehr et al. (2019)proficiency has been shown to influence other aspects of child-directed speech, including lexical and grammatical features, which have been shown to aid in the acquisition of vocabulary and grammar in children. If we compare speakers with limited proficiency to native English speakers, the speakers with limited proficiency illustrated a smaller vocabulary for their children to learn, used those words in shorter utterances, and their utterances contained less diversity in the lexical items that fill grammatical roles, respectively.

CONCLUSION

In conclusion, the native speaker used simple, complex, compound, and compound-complex sentences to teach young learners. Among the many different types of sentences she employed, the most common was the simple sentence, followed by a compound-complex sentence and a complicated sentence. A compound sentence is a minor sort of sentence that she employed. She also utilized three different verb tenses during the teaching session. They exist in three different time periods: the present, the past, and the future. The present and future tenses were the most often employed types of tenses by her. She hardly ever used the past tense because the subject matter was about the number of days in a week. The researcher strongly argues that more researchers perform additional study on this topic. Future study may examine the same topic but using different data, for instance, future researchers may examine Native Speaker interaction to young learners but from years 9-12 in English class in terms of the types of sentences and tenses will be more complex since the students have been learning the tenses specifically.

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