
Students' perceptions on native English-speaking teacher in EFL teaching

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Abstract

English is mostly used by people throughout the world because of its role as an international language. This situation makes many non-English language speaking countries apply English Language Teaching (ELT). The existence of Native English-Speaking Teacher (NEST) then becomes an alternative way to create better atmosphere in language teaching. This research revealed how actually the students' perceptions toward the existence of NEST in ELT at the school. As the descriptive quantitative research, this research used questionnaire as the main instrument and interview as the supplemental instrument. The subjects of this study were the eleventh-grade students from a public vocational school. The students' perceptions in this research were classified into 3 aspects. They were students' perceptions toward NEST's teaching, NEST's strengths and weaknesses, and NEST's behaviour. The research found that they perceived the NEST's teaching was not understandable but they still could follow his explanation in some particular points. The students also perceived that the NEST was good in developing positive attitudes through his teaching, his confidence in using English, and his original accent. In another hand he was not really good in understanding the students' culture and he could not use the students' first language. Finally, they perceived that the NEST was a disciplinarian and strict teacher. However, he was perceived as a friendly and humorous person who totally used English in the class. and used various teaching materials.

Keywords: English Language Teaching; Native English-Speaking Teacher

INTRODUCTION

The popularity and its function as a global language makes English necessary to be learned. As a result, this emerges the term of ELT (English Language Teaching). It has been a trend in Indonesia recently. Moreover, since the fantastic trend of social media such as Facebook, Twitter, and Instagram which makes people communicate to others even from different countries or regions.

One of the important instruments which we need to pay attention in ELT is the English teacher whether it is a Native English-Speaking Teacher (NEST) or Non-Native English-Speaking Teacher (NNEST). The English teacher is the key element for conducting the language teaching activity because his role as a material transferer. So far, the number of NESTs in Indonesia is still minority. The existence of NEST in Indonesian gives the different atmosphere to the ELT as English becomes a foreign language. Qian and Jingxia (2016) found that Chinese College students preferred native English than non-native English. The traditional idea of Native English makes native English teacher was prestigious for some students.

ELT in Indonesia

As a foreign language in Indonesia, English is not commonly used for daily conversations. However, the need of English has affected enormous alterations in education system requirements (Mappiasse & Johari, 2014). Therefore, there are many aspects related with ELT such as curriculum, methodology, and evaluation which are needed to be concerned in order to improve the users' competencies.

Lauder (2008) in Mappiasse & Johari (2014) states that commonly the main purposes of ELT in Indonesia are the requirements for enrolling university, achieving better job opportunity, and reaching technology and scientific advancement. English has been obligatory subject in every Indonesian school education level. Even though it is optional for elementary schools but it is an obligatory subject in higher levels of education.

Students' perceptions of NEST

Perception is an active process as one selectively perceives, organizes, and interprets what one experiences (Tubbs & Moss, 2008). The interpreting process can be raised from many ways like experience, assumption about somebody behaviour, expectations or desire, knowledge about other circumstances, and present mood.

For school context, students definitely create perceptions toward the teachers who teach them. It is something which cannot be denied. Being taught by the teachers, the students surely create various perceptions from many aspects. They come from teachers' teaching styles, approaches, behaviours or attitudes, and physical appearance. Students' perceptions of NEST defined as all of perceptions which are referred to their native English-speaking teacher which may come from various aspects. So far, mostly in EFL (English as a Foreign Language) context, NESTs are prestigious (Qian & Jingxia, 2016). It perhaps happens because their very little number and appearance that usually different from local people. Mostly, English teachers in Indonesia are non-native English speaker, even it is very rarely that a school has NEST.

Students' perceptions toward NEST's teaching

Perceptions toward NEST's teaching becomes the most striking aspect which arises as NEST having great roles in English teaching. The learning experience in the class with NEST has made many perceptions. It comes from many aspects

such as NEST' class management, NEST' explanation method, and NEST' approaches.

Students' perceptions toward NEST's strengths and weaknesses

When students have learning experiences with NEST, they automatically make many perceptions toward NEST's strengths and weaknesses. Moreover, if they have learning experiences with both NEST and NNEST, it becomes easier for them to make perceptions.

The most common students' perception of NEST's strength is that a NEST teaches English naturally as it is his mother tongue where he has been accustomed to. Hence, NESTs are good in communicative skills and become very good influencer for the students (Al- Nawrasy, 2013 in Alghofaili & Elyas, 2017).

While the most common perception of NEST's weaknesses is the lacks of students' first language knowledge (Walkinshaw & Oanh, 2014). It is fatal if the misunderstandings happen then the NEST cannot explain for clarifying in a language which the students understand.

Students' perceptions toward NEST's behaviour

Different growing places between NESTs and students has made numerous ways to see the world. It justifies that each culture perceives the world differently (Ngabiyanto *et al*, 2019). A culture determines a society's behaviour as well. It means that NEST and students have uncommon behaviours which sometimes oppose each other.

Positive or negative perception raises when students see dissimilar behaviour from NEST. A western NEST who brings his culture to eastern students definitely causes many perceptions toward his behaviour and the conversely. Long (2003) showed that people did not fit into neatly labeled categories (NEST or NNEST) so the desire of native speaker status needed to be suppressed. Alseweed (2012) constructed that students showed positive perceptions of their NESTs and NNESTs. The students believed that motivating teaching methods were used by the NESTs which assisted in learning the language in a better and sound way. However, they were aware of the strengths of their NNESTs who could provide a serious learning environment and quite good in responding the learners' needs. Hadla (2013) found that all English speaking teachers were worth a lot if they worked collaboratively.

METHOD

This study was categorized as descriptive study. It describes and explains an event (Arikunto, 2010). It describes and interprets the problems or phenomena which going to be investigated. The researchers used descriptive research for describing and interpreting the students' perceptions toward NEST from several aspects.

Respondents

According to Mason (2002), a sample is a smaller group selected from a larger population that is representative of the larger population. Samples allow researchers to work within a smaller, more subdivision of the realistic population. sample must be able to represent the total population. One of the purposes in sampling is to produce miniature representative results by minimizing the population so that it can increase the practicality of the research.

There are two kinds of sampling techniques which are known broadly, they are probability sampling and non-probability sampling (Alvi, 2016). This study used purposive sampling which is categorized as nonprobability sampling or it is usually also called as non-random sampling. The researchers perceived that it was more practical because it would not entail long consideration to take the sample.

Notoadmodjo (2010) defines purposive sampling as the technique to take the sample by considering a certain characteristic of population. While Airasian & Gay (2000) state that it can be selected based on researcher's experience or knowledge of the group to be sampled. Based on the researchers' experience in teaching training program of a public vocational school, it was noticed that the most appropriate level to be sampled was the eleventh grade. Eventually, the researchers chose three classes to be sampled, they were 95 – 100 students. It had been agreed that using 3 classes as the samples from 15 classes was quite representative and practical.

Instruments

Arikunto (2010) states that instrument is a tool used by a researcher in collecting data to make the study becomes easy. It is anything which is used by and it facilitates a researcher to conduct research. The researchers used two instruments, they were questionnaire and interview.

According to Arikunto (2010), questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reports about his personality or things he knows. Richard and Lockhart (1994) in Hadla (2013) explain that a questionnaire is a useful tool for gathering data from the respondents that deals with affective dimension of teaching and learning, such as beliefs, preferences, attitudes, and motivations.

The first instrument used in this study was questionnaire. It was adapted from Hadla (2013) and divided into three sections. The first section consisted items of respondents' background information. The second section contained items of close-ended questionnaire by using Likert-scale 5 points scoring method: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The last section consisted questions for open-ended questionnaire in order to be supporting data which contained more detail information. In Hadla's, it observed the students' perceptions toward NEST and NNEST while here it observed the students' perceptions toward NEST only.

Table 1. Sources of questionnaire items

Sources	Number of questionnaire items
Section 1	
Moussu (2006)	1, 2
Cheung & Braine (2007)	3, 4
Section 2	
Lasagabaster & Sierra (2002)	5, 6, 7, 11
Moussu (2006)	8, 9, 10, 13, 18
Medgyes (1992)	12, 14
Cheung & Braine (2007)	16, 17, 19, 20
Section 3	
Hadla (2013)	15

Interview is one way to gather more detail information from the interviewee. The researcher used an interview as a medium to support the data. The interview was expected to cover the gaps that had not been reflected on the questionnaire.

Mason (2002) has enumerated that there are some types of qualitative interviews which tend to be used, they are in-depth, semi-structured, unstructured, or open-ended interview. The semi-structured interview was used in this study because its flexibility. The interviewer was allowed to make some new questions during the interview depended on the interviewee's responses. The interviewer prepared some general questions or topics ahead of time. There were 3 main general areas of the interview adapted from Hadla (2013), they were NEST's teaching, NEST's strengths and weaknesses, and NEST's behaviour.

Table 2. Interview scheme questions

Aspects	Question lists
NEST's teaching	What do you think about the NEST's teaching? Can you easily understand the NEST's explanation in the class? Does the NEST have structured and systematical teaching? What are the advantages and the disadvantages which are owned by the NEST?
NEST's strengths and weakness	Does the NEST's native accents increase your motivation in learning English? Does the NEST's vocabulary mastery help you to enrich your vocabulary?
NEST's behaviour	What do you think about the NEST's personality? Is the NEST a discipline teacher in the class? Does the NEST's personality reflect a good role model?

Procedure

The sequence of steps was well prepared. Firstly, the researchers ensured the validity of the instruments by preparing a validation rubric which was evaluated by the experts who were knowledgeable on the field. For the next step, the

researchers asked a permission to the school where the study was conducted by handing out an official letter. The researchers arranged a meeting with the respondents for distributing and fulfilling the questionnaires. On the same day, the respondents' responses were collected. Doing interview with the respondents was the further step. Only a few of them who could be interviewed. Audio video recorder was turned on while the researcher asked questions.

Data analysis

In this study, the researchers used the steps by Burns (2010) to analyze the data. There were five steps (1) assembling the data, the researchers collected and reviewed the data to find the board pattern of ideas that had correlation with the answers of the research question; (2) coding the data, the researchers used the pattern as the indicator to shift the data into more specific categories; (3) comparing the data, the researchers manipulated the data into concise form; (4) building meanings and interpretations, the researchers scrutinized every finding of the result; (5) reporting the outcomes, the researchers presented the result of the study and concluded the findings.

RESULTS AND DISCUSSION

Students' perception to the NEST's teaching

Table 3 illustrates the details of the respondents' responses to the NEST's teaching. The students agreed that being taught by the NEST, their grammatical element improved (42.2%); they learned more vocabulary (56.2%); their pronunciation improved (65.6%); their reading skill developed (59.4%); their writing skill improved (46.9%); and they learned better different culture (51.7%). Besides, they were in a neutral position for improving listening skill (43.8%); becoming fluent speakers (48.4%); and learning English from NEST (42.2%). In the other hand, the students disagreed that the NEST made the best language teaching (51.6%). It clarifies that the students perceived the NEST's teaching positively (53.7%).

Table 3. Respondents' responses to NEST's teaching

Items	SA	A	N	D	SD
The NEST improves my grammatical element	18.7%	42.2%	39.1%	-	-
The NEST teaches more vocabularies	17.2%	56.2%	25.0%	1.6%	-
The NEST improves my pronunciation	9.4%	65.6%	25.0%	-	-
The NEST improves my listening skill	7.7%	43.8%	43.8%	4.7%	-
The NEST develops my reading skill	12.5%	59.4%	28.1%	-	-
The NEST teaches in becoming fluent speaker	10.9%	35.9%	48.4%	4.8%	-
The NEST improves my writing skill	7.8%	46.9%	42.2%	3.1%	-
The NEST teaches better different cultures	6.2%	51.7%	35.9%	6.2%	-
The NEST makes the best language teaching	7.8%	3.1%	35.9%	51.6%	1.6%
The NEST is a good facilitator	9.4%	42.2%	42.2%	6.2%	-

Students' perception to the NEST's strenghts and weaknesses

Table 4 illustrates the details of respondents' responses to the NEST's strengths and weaknesses. The students agreed that the NEST helped them in developing positive attitudes (62.4%); he had high self confidence in using English (59.4%); the accent made his teaching in speaking better (56.2%); and he was competent in English (56.2%). On the other side, the student disagreed that the NEST could put himself to their culture (50%). It is summed up that the students perceived the NEST's strengths highly positive (58.6%).

Table 4. Respondents' responses to NEST's strenghts and weaknesses

Items	SA	A	N	D	SD
The NEST develops students' positive attitudes	14.1%	62.4%	21.9%	1.6%	-
The NEST has high self- confidence in using English	28.1%	59.4%	12.5%	-	-
The NEST's accent makes him better teacher specially in speaking	14.1%	51.6%	34.3%	-	-
The NEST is competent in using English	25.0%	56.2%	18.8%	-	-
The NEST puts himself to the students' culture	1.6%	4.7%	43.7%	50.0%	-

Students' perception to the NEST's behaviour

Table 5 illustrates the details of respondents' responses to the NEST's behaviour. The students strongly agreed that the NEST did not use their mother tongue language (43.8%). in addition, the students agreed that the NEST was discipline (56.2%); he was strict in the class (46.8%); and he was friendly (53.1%). However, the students disagreed that the NEST various materials (46.9%). It can be concluded that the students perceived the NEST's behaviour positively (52%).

Table 5. Respondents' responses to the NEST's behaviour

Items	SA	A	N	D	SD
The NEST is a discipline teacher	28.1%	56.2%	14.1%	1.6%	-
The NEST does not use the students' first language	43.8%	32.8%	18.7%	4.7%	-
The NEST is a strict teacher	17.2%	46.8%	12.5%	18.8%	4.7%
The NEST uses a variety of materials	6.2%	3.1%	43.8%	46.9%	-
The NEST is a friendly person	34.4%	53.1%	4.7%	7.8%	-

Based on the results, it can be described that the students were not sure that they could be more fluent speaker. They thought that the NEST gave much knowledges about other cultures and his teaching was not the best. Thus, the students perceived that the NEST's teaching was not really understandable but they still could follow his explanation in some particular points. In developing positive attitudes through learning English, the NEST's confidence and accent were good in teaching. While from the NEST's weaknesses, the students perceived that the NEST was not really good in understanding the students's culture and he could not use the students' first language at all.

CONCLUSION

The conclusion of this research was that mostly the students agreed that they could learn English skills from the NEST except the listening skill. The students perceived that the NEST has strengths in some matters. At last, they perceived that the NEST was a disciplinarian and a strict teacher, but also a friendly and a humorous person who totally used English in his class.

AUTHOR CONTRIBUTION

Author 1: Conceptualization, Methodology, Data Collection and Analysis, and Writing;

Author 2: Instrument Validation, Theoretical Analysis, and Reviewing

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