

**AN ANALYSIS OF ENGLISH STUDENTS' PERCEPTIONS OF NATIVE
AND NON-NATIVE ENGLISH-SPEAKING TEACHERS AT THE SEVENTH
GRADE OF THE SECOND SEMESTER AT ANGLO-CHINESE SCHOOL
(ACS) JAKARTA FOR THE 2019/2020 ACADEMIC YEAR**

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BY

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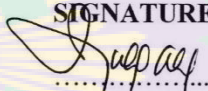
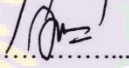
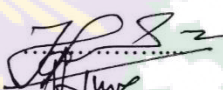

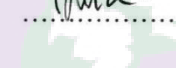
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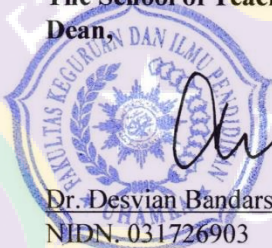
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ABSTRACT

AMALIA ARZAQI. NIM. 1601055057. *An Analysis of English Students' Perceptions of Native and Non-Native English-Speaking Teachers at the Seventh Grade of the Second Semester at Anglo-Chinese School (ACS) Jakarta for the 2019/2020 Academic Year.* A paper, Jakarta: The Study Programme of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof DR. HAMKA, 2020.

The objective of the study is to find the empirical evidence of English students' perceptions regarding Native and Non-Native English-Speaking teachers while teaching English lesson in the classroom. The research was conducted at Anglo Chinese School (ACS) Jakarta. The study participants are students of the seventh grade, only 20 students (12 females and 8 males) out of four classes can be sampled.

The method that is used in this research are both quantitative and qualitative or mix method. The instrument used Questionnaire of open and closed-ended questionnaire. The techniques of collecting the data used Google surveys.

The findings showed that both NEST and NNEST perceived strengths and weaknesses. Students held different beliefs about the personal traits: NESTs are casual, friendly, open minded, fluent, helpful, and organized, whereas NNESTs are friendly, motivating, kind, casual, understanding. In English competence, NESTs are more competent in teaching listening, speaking, fluency, and were good at providing knowledge about the western cultures. Students noticed the classroom performances by NESTs utilized a greater variety of teaching methods, while students noticed that NNESTs are thoroughly prepared for class. Students believed, generally that they are motivated in NESTs classes. Students believed that NNESTs can also share sufficient knowledge of English to the students as NESTs. Students understood the variance in effectiveness at different stages of learning. Students were more likely to agree that NNESTs are more suitable for beginning-level students whereas NESTs are better-suited for advanced-level students

Keywords: Students' Perception, Native English-Speaking Teacher, Non-native English-Speaking teacher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Due to the impact of the Globalization Era, English is an international language which is spoken by many people overseas, either as a first language (L1) or second language (L2). English should be taught in every school in Indonesia as a foreign language in order to improve the students' communication skills and global skillset. Over the past decade, the number of second and foreign language speakers of English has increased considerably. Students nowadays have the opportunity to learn English from Native English-speaking teachers as most people know them as NESTs. There are now many Native English-Speaking Teachers (NESTs) who teach English in schools across Indonesia.

A wide variety of Native English-speaking Teacher (NESTs) and Non-Native English-Speaking Teachers (Non-NESTs) were trained to teach the English language, but the perceptions of which group were better educators was not clear. Since many people consider that Native English-Speaking Teachers as role models and better teachers. In literature on Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs), the topic of which group are better teachers has gained significant academic attention recently.

Kramsch (2012) stated that NESTs are often considered as a teacher who has an accurate oral communication and a linguistic model to help the students learn a target language. Some people agree and prefer native English-speaking teachers because they are fluent, speak idiomatically, and accurately pronounce words. While English learners often consider Non-NESTs as adept at pedagogy, because they understand student difficulties better than NESTs. Llurda (2004) stated Non-NESTs are considered be qualified as an EFL teachers, because they could provide learners with information about the English language. Non-NESTs could teach learning strategy effectively, and they able to anticipate students. However, they believe that the opinion that NESTs are more suited to teach English than non-NESTs as unfounded. Peter Medgyes (2015) pointed out that both these two groups of teacher Native and Non-Native English-speaking teachers could be successful ESL/EFL teachers.

In order to implement the students' perceptions of Native and Non-Native English-Speaking Teachers, the writer held an observation and interview on Monday, December 2nd 2019 at Anglo-Chinese School (ACS) Jakarta. The writer interviewed the "Home" teacher Mr. L as a Native English-Speaking Teacher (NESTs), Ms. M as a Non-Native English-Speaking teacher (Non-NESTs) and also four students in order to get the facts and their opinions. The writer found that the students had their own perceptions of their teachers (both NESTs and Non-NESTs). Regarding the students' perception of the way that NESTs and Non-NESTs teach in the

classroom, most of them enjoyed when they had been taught by NESTs, yet sometimes the native English-speaking teacher's lesson plan was unstructured when they taught and jumped between topics quickly, whereas the Non-Native English-speaking teacher taught consistently from one topic to another in a clear and concise manner. The writer also asked the students about the qualifications that are required for English language teachers (NESTs and non-NESTs) to have in the classroom and most of students answered that the teacher should have to be good at English, have proper qualifications, not to be too strict, If they are easy-going the students will learn better, because when the teacher is too strict, students become too scared to make mistakes which hampers their learning. In the process of teaching English, NESTs had a good relationship with the students because NESTs could bring a fun and interesting environment while teaching English. While for Non-NESTs, the students also felt close with them because Non-NESTs know more about the students' problems and difficulties in the classroom. NESTs and Non-NESTs collaborate regarding their curriculum and work close together as a team. NESTs will take many ideas from Non-NEST and vice versa.

Based on the results of the observations conducted by the writer, NESTs and Non-NESTs perceived some strengths and weaknesses with each other's competency. Therefore, the writer wanted to find the empirical evidence of the students' perceptions regarding Native English-Speaking

teachers and Non-Native English-Speaking teachers while teaching English lesson in the classroom for this study.

The writer is therefore interested in conducting a study about “An Analysis of English Students’ Perceptions of Native and Non-Native English-Speaking Teachers at the Seventh Grade of the Second Semester at Anglo-Chinese School (ACS) Jakarta for the 2019/2020 Academic Year.”

B. The Scope and Limitations of the Study

The study is limited in scope as it was only conducted relating to English students’ perceptions of Native and Non-Native English-Speaking Teachers at the Seventh Grade of the Second Semester at Anglo-Chinese School (ACS) Jakarta. In this study the writer focused on themes, such as the: pedagogical, personal, professional, and social cultures of NESTs and NNESTs.

C. The Question of the Study

Based on the background of the study, the identification of the problems, and the limited scope of the sample group, the writer asked:

“What are English students’ overall perceptions regarding to Native and Non-Native English-Speaking teachers while teaching English lesson in the classroom?”

D. The Objective of The Study

The objective of the study is to find the empirical evidence of English students' overall perceptions regarding Native and Non-Native English-Speaking teachers while teaching English lessons in the classroom.

E. The Significance of The Study

The results of this study are expected to be useful for both Native English-Speaking Teacher (NESTs) and Non-Native English-Speaking (NNESTs), the principal of the school, and for the writer also readers.

For both NESTs and NNESTs, this research can be used as constructive feedback from the students in order to improve their teaching competency in future English lessons.

For the Principal of the school, this can be used as a reference for other schools to determine which group is more suitable to teach English in their classrooms and for accepting NESTs and NNESTs in their schools.

For the writer and the readers, so that they can used this evidence-based research to further their understanding related to this field.

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