

## CHAPTER I

### INTRODUCTION

This chapter presents the background of study, the problems of study, the objectives of study, the significances of study, the scope and limitation of study, and the definition of key terms.

#### A. The Background of the Study

Nowadays, English becomes indispensable language to study since its presence to be recognized as the world citizens' international language. All countries study about English with no exception. English becomes an essential thing to be learned by the world citizen because it considers to be important in every walk of life. From college admissions, cracking job interview, the importance of learning English is seen and felt everywhere.

From that fact, Indonesia tries not to be left behind by making English to be a crucial lesson to study. Although in Indonesia, English is considered as a foreign language, but the study of English has been spread out as people knows the important of it. Of course, in studying English, it needs a teacher who comprehends in mastering English, it needs good methodology to make the lesson conveyable and it needs a good language comprehension to deliver the lesson to be understood by students. But, it would be quite difficult to set

aside Native Teachers, as they consider to be an expert in English Language, in a school to teach about their language.

In the means of fulfilling this need, some Indonesian students choose their field of study as English teacher which means as Non-Native English Speaking Teachers (NNESTs). For Indonesian NNESTs, English becomes a foreign language to study. In studying the third language, it would not be easy as they studied about their first and second language. As the result, NNESTs is known to be less proficient than Native English Speaking Teachers (NESTs) do regarding to the English language proficiency.

Since English Teacher has a big role to create a high qualified students, the background of teachers, both NESTs and NNESTs, becomes the major concern to observe. The study about NEST and NNESTs becomes the current issue to discuss since English considers to be an effective tool for 'modernization'.<sup>1</sup>

The observation through NESTs and NNESTs began from Peter Medgyes, a Non-Native Speaking Teacher himself. He made a research based on his own experience as a Non-Native then published an article to the *ELT Journal* be entitled "Native or Non-Native: who's worth more?"<sup>2</sup>. On his research, Medgyes advanced four hypotheses based on his assumption that NESTs and NNESTs are 'two different species'. The hypotheses were that the NESTs and NNESTs differ in terms of (1) language proficiency, and (2)

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<sup>1</sup> Ali S.M. Al-Issa, "An Ideological Discussion of the Impact of the NNESTs' English Language Knowledge on ESL Policy Implementation", *Asian EFL Journal*, 7 (3) (2005), page 2.

<sup>2</sup> Peter Medgyes, "Native or non-native: who's worth more?", *ELT Journal*, 46 (4) (1992), page 340.

teaching practice (behavior), that (3) most of the differences in teaching practice can be attributed to the discrepancy in language proficiency, and that (4) both types of teachers can be equally good teachers on their own terms.<sup>3</sup> Since then, the Native and Non-Native issue continue to arouse tremendous interest in the field of ELT.

Although numerous studies about Native and Non-native have been conducted in to matter, but few have focused on students' perception. The researcher found some studies on Students' perception of their English Language Teachers that had been conducted by Ling and Braine<sup>4</sup>, Alseweed, Daniel Madrid, etc, as they are also Non-Native themselves and conducted the study as an attempt at mixing research with their own experience as NNESTs.

On Alseweed (2012) research, the findings revealed marked significant difference in the respondents' perceptions of their NESTs and NNESTs. The respondents on his research believe that NNESTs are contributing effectively to the field of English language teaching by virtue of their own experiences as English language learners and teachers. But, as the respondents go higher up in their education, the students' preferences for NESTs increases as the result of their previous learning experiences.<sup>5</sup>

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<sup>3</sup> George Braine, "A History Of Research On Non-Native Speaker English Teachers", In *E. Llurda* (Ed.), *Non-Native Language Teachers. Perceptions, Challenges and Contributions to the Profession*, page 14.

<sup>4</sup> Ling, C. & Braine, G, "The attitudes of university students towards non-native speakers English teachers in Hong Kong", *RELC Journal*, 38 (2007), page 257.

<sup>5</sup> Mohammad A. Alseweed, "University Students' perception of the influence of Native and Non-Native Teacher", *Canadian Center of Science and Education*, 5 (12) (2012), page 42.

On Madrid (2004) research, the results of his study portrayed that students do not evince a preference for native teachers, whom they value as much as non-native ones. Nonetheless, as the students advance on to the higher grades, their preference for the native teacher also increases.<sup>6</sup>

On Eric Brown (2013) research, the research revealed some interesting, yet contradictory results. Unlike Benke & Medgyes' study, the current study showed some significant differences of perception in respondents for their NEST/NNESTs. The results of the current study do correspond with Benke & Medgyes' study and confirm that students do in fact see differences between their NESTs and NNESTs. A small majority of students illustrated that even though they would "trade their NNEST for an NEST", the vast majority felt that it did not matter if the teacher was native or non-native "as long as they were good teachers"<sup>7</sup>

From those researches, it seems like the research about NESTs and NNESTs still need a further research to find the other probability of having a good balance both NESTs and NNESTs' ability of being a good teacher. So that, the researcher wants to observe more about the Native and Non-Native regarding the researcher herself as Non-Native. Before doing the research, the researcher made some criteria about object research (NEST and NNEST)

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<sup>6</sup> Daniel Madrid & M<sup>a</sup> Luisa Pérez Canado, "Teacher and Students preferences of Native and Non-Native Speaking Teacher", *Porta Linguarum*, 2 (2004), page 136.

<sup>7</sup> Eric Brown, "Native and Non-native English Speaking ESL/EFL Teachers in Sweden: A Study on Students' Attitudes and Perceptions towards the Teaching Behavior of Native and Non-native English Speaking Teachers", *English C*, 61-90 (2013), page 33.

through their study background, teaching experiences, the origin whether they are both really Native and Non-Native English Speaker.

Based on the researcher object research's criteria, the NEST and NNEST at Man Prambon, Nganjuk seem to be the eligible school to observe through their teaching strategies, to seek the students' perception towards their teaching strategies. So that, the research result will seem to be representatives as a thesis study research be entitled **Students' Perception towards Native and Non-Native English Speaking Teacher's Teaching Strategies at MAN Prambon, Nganjuk.**

#### **B. Research Problems**

In Native and Non-native English Speaking Teachers' teaching, for both teachers might have different way to deliver the lesson on their teaching. Therefore, the researcher generated research problems as follow:

1. What are the students' perceptions towards Native English Speaking Teachers and Non-Native English Speaking Teachers' Teaching Strategies at MAN Prambon, Nganjuk?
2. Why do the students prefer to choose Native English Speaking Teacher or Non-Native English Speaking Teacher' teaching strategies at MAN Prambon, Nganjuk?

### **C. The Objectives of Research**

The purpose of this research is to seek about the students' perception towards Native and Non-Native English Speaking Teachers' Teaching Strategies at MAN Prambon, Nganjuk. Due to the students considered as the direct object of teaching. The main purposes of this study is to know:

1. the students' perceptions towards Native English Speaking Teachers and Non-Native English Speaking Teachers' Teaching Strategies at MAN Prambon, Nganjuk.
2. the reason why the students prefer to choose Native English Speaking Teacher or Non-Native English Speaking Teacher' teaching strategies at MAN Prambon, Nganjuk.

### **D. The Significance of the Study**

The result of this research is expected to be able to give both theoretical and practical contribution. It can be specified as follows:

#### Theoretical Significance:

This study is expected to give especially for Non-Native English Teacher and Native English Speaking Teacher, to get some insights from findings about what's the students expected to have the ideal English Teachers.

### Practical Significance

Practically, the result of this study is expected to enable:

1. Take as a reference for English Foreign Learners (EFLs) to get better understanding of the students' awareness of the potentials of the different English language teachers with regard to Native English Speaking Teacher and Non-Native English Speaking Teacher.
2. Give some chances to both NEST and NNEST who seeks professional development to gain some insights from findings and take them into consideration in their teaching strategies.
3. Get the government knows about what the students need and expect to have an ideal English Teacher so that the government can make a good relationship and cooperation with Native Countries in order that Indonesia can set aside the Native Teachers more, for example the cooperation with Peace Corps.
4. Give more theoretical concepts about Native and Non-Native English Speaking Teacher to complete the previous research and to give some contributions to the further research.

### **E. The Scope and Limitations**

This research is conducted at MAN Prambon, Nganjuk as it considered as a suitable school regarding The Native and Non-Native Teachers there. The study is limited to the students' perception towards their

teaching strategies, as the students considered to be the direct object of teaching. The scope of the study is the students' perception that has experienced themselves with both teachers.

#### **F. The Definition of Key Terms**

To gain the same perception between the researcher and the reader, here, the researcher will explain about some terms used in this research. They are: Students' perceptions, Native English Speaking Teacher, Non-Native Speaking Teacher, Teaching Strategies and Focus Group Discussion.

1. Students' Perception is the students' opinion as the feedback of what the students' give to the students from their teaching. Students Perception also proposes to explain the difference in perception of the students through the teaching strategies that used by Native and Non-Native English Speaking Teacher who taught them in their class.
2. Native English Speaking Teacher is an English teacher who speaks English as his or her native language, also called mother tongue, first language, or L1. For this research, The Native Teacher at MAN Prambon is from Washington State, USA, named Miss Jammy Johnson.  
  
Native English Speaking Teachers also someone who has to have an educational study background in Education, have experience on the teaching profession, not just a Native Speaker.



3. Non-Native English Speaking Teacher is an English Teacher who speaks English as a second or foreign language, graduated from Education (English Department) and works in an English Foreign Language environment. For this research, The Non-Native Teacher is Bu Suparmi who graduated from UNP Kediri with English Department as her major of study.

#### 4. Teaching Strategies

Teaching strategies are strategies used by teachers to run teaching's activities in the classroom. There are many ways of teaching. Teachers uses strategies to make their teaching more interesting and run well. In this research the theory of teaching strategies are gained from Jeremy Harmer, Jim Schrivener and Peter Medgyes' theories.

#### 5. Focus Group Discussion

Focus Group Discussion (FGD) technique is often used by decision makers or researchers in qualitative research to explore data about the perceptions, opinions, beliefs, and attitudes towards a product, service, concept or idea.<sup>8</sup> In this research, FGD is conducting to gain students' direct perception towards Native and Non-Native English Speaking Teacher on their teaching strategies.

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<sup>8</sup> Astridya Paramita & Lusi Kristiana, "Focus Group Discussion Tehnique in Qualitative Research", *Buletin Penelitian Sistem Kesehatan*, 2 (16) (2013), page 117.