

EFL Secondary Students' Perceptions on
Native and Nonnative English-Speaking Teachers

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Abstract

This study examined the secondary students' perceptions towards NESTs and NNESTs in an English course in Surabaya regarding the teachers' teaching competence, cultural knowledge of English language teaching, teaching style, and classroom management. Most secondary students perceived both teacher groups were good at most categories. Using questionnaires distributed to 96 secondary school students of an English course who participated in this study, the researchers found that 38 students took part in doing a focus group interview. The interview was done to capture deeper perceptions that could be gained. The study reported that cultural knowledge of the English language teachers, especially the NESTs, exceeded that of the NNESTs. This research finding also proved that students perceived NESTs to be as good as NNESTs in such areas as teaching grammar, listening, reading, and writing. Furthermore, both NESTs and NNESTs were perceived to be not able to understand the students' special needs since teachers at the English course under study handled one level for about twelve meetings only.

Keywords: EFL Secondary Students, Native English-speaking Teachers, Nonnative English-speaking Teachers, Teaching Competence, Cultural Knowledge, Teaching Style, Classroom Management

Introduction

Since English became one of the international languages, local contents for high school in Indonesia have made it as one of the compulsory school subjects. However, most of the time, English lesson at school does not seem to completely cater for each student's capabilities in language. Therefore, a lot of English courses or language schools mushroom. Among them, there is one famous English course, which is one of the most leading English courses in Surabaya. It is the head office of five other branches in the city. This English course under study (hereinafter shall be referred to as the English course) attracts more and more students to learn English since it provides English curriculum and interactive lessons which are more suitable for the student's language capabilities. Furthermore, it also provides more English input, such as interactive teaching methods, textbooks, multimedia materials, and teachers, so students can experience English more naturally in the hope that their language abilities can be catered and even improved.

As for the English teachers, the English course under study follows the common two categories of hiring its English teachers: native English-speaking teachers (hereinafter shall be referred to as **NESTs**) and nonnative English-speaking teachers (hereinafter shall be referred to as **NNESTs**). There are currently ten NESTs and four NNESTs in the English course since its goal is to provide natural English learning environment. Coming from England, America, and Australia, most NESTs in the English course have less experience in teaching EFL students than their NNESTs counter parts. Only 50% NESTs have been teaching English in EFL countries (including Indonesia) for more than five years. Others have more or less one year experience of teaching EFL. On the other hand, NNESTs in the English course have been teaching English in Indonesia for more than five years.

Furthermore, most NNESTs are English department graduates, while most NESTs are non-English department graduates. Interestingly, half NNESTs have experienced in living in English-speaking countries.

Each teacher in the English course usually teaches a range of courses with students of different age groups (children English classes, teenager English classes, and adult English classes). As a matter of fact, the English course provides co-teaching between NESTs and NNESTs for all levels (children, teenager, and adult English level), which means NESTs and NNESTs will share 24 meetings in teaching one level, apart from the fact that NNESTs have the privilege to teach adult English classes beginner level zero, while NESTs have the privilege to teach toddler classes, conversation classes and international English test preparation classes, such as FCE (First Certificate in English), CAE (Certificate in Advanced English), and iBT-TOEFL (internet based TOEFL).

It seems that general interest of choosing NESTs as English teachers is increasing. Based on several informal interviews and informal observations, more and more parents prefer NESTs to test their children during placement test and to be their children's English teachers, because they believe that NESTs are more fun, provide a good linguistic model for their children, and are more able to teach the target language better than NNESTs. Besides, they also feel the prestige of having someone from English-speaking countries to teach their children. However, it is not parents who sit in the class and learn English, but students. The English course's student population consists of various age: kindergarten students (3-5 years old), elementary students (6-11 years old), junior high school students (12-14 years old), high school students (15-17 years old), university students (18-22 years old), and even employees as well as businessmen/women.

Nevertheless, secondary (high school) students dominate the whole population and this would be interesting to ascertain what they experience in the class.

Hence, this phenomenon should not be overlooked; rather, it should be conducted into a research expecting to ascertain the real situation, particularly in Indonesia where English is still considered as a foreign language, and more and more schools and English language schools hire NESTs and NNESTs to teach English. Studies on teachers' and students' perceptions of NESTs and NNESTs have been conducted for years to examine teachers' and students' real viewpoints and to glean the underlying matters as they are the one who knows what works and what does not for their improvement in English skills. The existence of these studies is very crucial as to help schools, teachers, employers, parents and students to see the underlying matter and true perceptions more objectively.

Interestingly, Kasai, Lee, & Kim(2011, p. 275) claimed that compared to the amount of NEST/NNEST studies conducted from teachers' perspectives (Arva & Medgyes, 2000; Reves & Medgyes, 1994; Llorca & Huguet, 2003, and Kamhi-Stein, Aagard, Ching, Paik & Sasser, 2004; Moussu, 2006), fewer studies have focused on students' views of the two groups of teachers (Lasagabaster & Sierra, 2002; Mahboob, 2004; Moussu, 2006). Therefore, this research aims to contribute more inquiry concerning students' perceptions of NESTs and NNESTs by exploring and extending previous studies, especially in the EFL context. Furthermore, this study will be only limited to secondary students as most previous studies have investigated tertiary-level students and is based on the assumption that both teachers' (NESTs and NNESTs) language competence and language skills are equal since most NESTs from the English course have EFL or ESL teaching certificates, half NNESTs from the English course graduated from an English department, and all NNESTs received internal teaching trainings.

Based on the aforementioned problems, the study aims to answer the following questions:
How do Indonesian EFL secondary students perceive their NESTs and NNESTS with regard to their teaching competence?

- a. How do Indonesian EFL secondary students perceive their NESTs and NNESTS with regard to cultural knowledge in ELT?
- b. How do Indonesian EFL secondary students perceive their NESTs and NNESTS with regard to teaching styles?
- c. How do Indonesian EFL secondary students perceive their NESTs and NNESTS with regard to classroom management?

English Language Teaching (ELT)

According to Brown (2000, p. 7), teaching cannot be defined apart from learning. He stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Furthermore, Brown (2000, p. 7) also mentioned that the teacher's understanding of how the learner learns will determine your philosophy of education, the teacher's teaching style, approach, methods, and classroom techniques.

Therefore, possessing teaching competence is very essential for every teacher. There are a lot of aspects in teaching competence, but several important issues in teaching in EFL contexts which are examined in this study are cultural knowledge in English language teaching, teaching style, and classroom management. These aspects would influence how the students will perceive both their NESTs and NNESTS. Language competence and skills are also parts of teaching competence, but this study does not examine these aspects since it is assumed that both NESTs and NNESTS' language competence and skills are equal.

Teaching competence. Teaching competence includes the awareness of the teacher's role, the understanding of their students, the understanding of what their students should learn, how to give the right feedback to his/her students and the importance of having a lesson plan. Regarding the teacher's role, Harmer (2001, pp. 56-63) stated that teachers have multiple roles in learning, such as giver of knowledge, facilitator, controller, organizer, assessor, prompter, participant, resource, tutor, observer, in order to achieve a successful lesson since one lesson can contain various activities. Then, since this study was about secondary students, an understanding about the students was needed, especially secondary students or adolescents. Ur (1991, p. 290) supports Harmer (1991) stated, "adolescents' learning potential is greater than that of young children, but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships".

Cultural knowledge in ELT. Another thing to affect students' perceptions is that cultural knowledge in teaching should always be shared to students, especially EFL students, It might be impossible for them to be fully aware of the second language culture without the help of the teacher. Brown (2000, p. 182) stated that many students in foreign language classroom have learned the language with little or no sense of the depth of cultural norms and patterns of the people who speak the language.

Teaching style. Teaching styles can also determine students' perception. Although there are many kinds of teachers, Scrivener (2005, p. 25) stated that there are three broad categories of teachers: the explainer, the involver, and the enabler. There is no right or wrong since it depends on the need of the class or the activity and every teacher certainly has unique styles and character. Regarding character or personality, there is no real definition of a perfect teacher's personality. This is due to different personality which is possessed by each teacher and students

manage to adapt themselves with it. Teaching styles can be seen from teacher's talk. It determines the improvement of the students' language skills since teacher is the important exposure for them. However, Gower, Philips, and Walters (1995, p. 33) states that teachers should remember that they must not dominate the talk in the class since the aim of most language classes is to get the students using the language. Then, teaching styles should be seen from whether the teacher can establish rapport with his/her students. Although it looks simple, but having rapport with students can make teaching and learning process go easily and smoothly.

Classroom management. Finally, classroom management also plays an important role in teaching since it determines the learning and teaching atmosphere. Traditionally, teachers might think that classroom management is all about disciplining, but that concept has changed. Bosch (1999, p. 2) describes classroom management as how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happens. Gower, Philips, & Walters (1995, p. 8) claim that classroom management covers a lot of things, such as gestures, voices, and seating arrangement Scott & Ytreberg(1990, pp. 8-27) also add student groupings as one of the elements in classroom management. Classroom atmosphere (how the teachers build a good learning atmosphere in the classroom) also plays a key role in classroom management.

Research Method

This study employed a descriptive analysis using explanatory sequential mixed method design, which means quantitative data were collected in the first phase and then qualitative data were gathered afterwards.

The quantitative data was to provide a general picture of the research problem as well as to gain the statistical data of the majority subjects by using questionnaire method. It was chosen

since it was useful for gather factual information, data on attitude and preferences as well as beliefs and predictions (Weisberg et al., 1996, in Cohen, Lawrence, & Morrison, 2000, p.207). The instrument for quantitative data is 4-point Likert-scale questionnaire. Thus, subjects were given statements concerning their teacher's teaching competence, cultural knowledge of English language teaching, teaching style, and classroom management, then they had to choose the representative number for their opinion (1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree).

In the quantitative data, the researchers employed a descriptive analysis by calculating the mean, mode, and standard deviation as well as inferential analysis by calculating the independent samples t-test. Descriptive analysis was used to find out the perceptions among students towards their current English teacher (either NESTs or NNESTs) while inferential analysis was used to find out whether or not the mean results between perceptions toward NESTs and NNESTs were reliable and could be compared since the numbers of subjects who were being taught by NESTs and NNESTs were different. The formulas are as follows:

a. Mean (M) = $\frac{\Sigma}{n}$

(Σ = sum of all data values, n = number of data items in sample)

By having mean, the researchers could easily see the average number that the subjects chose for each item in the questionnaire.

- b. Mode (Mo) is observation of the most occurring opinion chosen by the students in the questionnaire. In this study, score is represented by opinion number (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree), for example, a particular statement in the teaching competence (see Table 1), in the questionnaire which got 3 means that the subjects agreed with what was stated.

c. Standard deviation () = $\frac{\Sigma(x - \bar{x})^2}{N}$

(= standard deviation, Σ = Sum of, x = Each value in the data set, \bar{x} = Mean (M), N = Number of value in the data set)

Standard deviation () is “an indicator of the dispersion or spread of the scores” (Creswell, 2012, p. 186).

d. Independent samples t-test was used to see whether there was a difference in each group’s mean and to analyze whether these two groups could be treated as the same groups.

Below is the formula of independent samples t-test:

Besides that, degree freedom (d.f.) had to be included as well:

$$\text{d.f.} = \frac{(s_1^2/n_1 + s_2^2/n_2)^2}{(s_1^2/n_1)^2/(n_1 - 1) + (s_2^2/n_2)^2/(n_2 - 1)}$$

The level of

was 0.05. $t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{X}_1 - \bar{X}_2}}$ significance () used in $s_{\bar{X}_1 - \bar{X}_2} = \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$ this test

In the qualitative data, the researchers provided explanations of the statistical data. Specifically, they employed focus group interview method. According to Creswell (2012, p. 218), focus group interview is the process of collecting data through interviews with a group of people. Hence, the researchers asked a small number of general questions to the interviewees. The interviewees then discussed the questions together and responded when the researchers also elicited their responses. This method was very advantageous since it yielded the best information among interviewees and avoided hesitant individuals who may be reluctant to provide information in other types of interview.

Subjects. At the beginning of the study, the researchers purposively found out the subjects of secondary students to recruit a homogenous group of secondary students (aged between 15-17 years old or high school students) who learned English in the English course in various levels. According to the data, there were currently approximately 138 secondary students of the category mentioned who were actively learning there: 10 Beginner-level students, 29 Elementary-level students, 58 Intermediate-level students, 32 Upper-intermediate-level students, 4 FCE-level student, and 8 CAE-level students.

Then, in the first phase, 129 questionnaires were spread out for 129 secondary students. Those students were taught either by NESTs or NNESTs in beginner, elementary, intermediate, and upper-intermediate levels in hopes that bigger numbers of students would respond. FCE and CAE-level students were excluded from participating in the questionnaires since they were taught only by NESTs. Eventually, only 96 secondary students responded to the questionnaires; 22 were taught by NNESTs and 74 by NESTs.

Next, in the second phase, out of 96 secondary students, 38 subjects were chosen based on convenient sampling technique, meaning that only those 38 students were able to do the focus group interview. Extreme case sampling method was also used to clarify the subjects' extreme answers in the questionnaires, for instance, they responded differently from the majority of the subjects' responses about their current NESTs or NNESTs' teaching competence, cultural knowledge, teaching style, and classroom management. Because focus group interview method was used in this study, those 38 subjects were grouped on the basis of their level and current teachers, and some other interviewees on neither their levels nor their current teachers, meaning that they did not have a particular group. Thus, they were put in the so-called mixed-groups.

Research Instrument Development and Data Analysis

This study applied 4-point Likert scale questionnaire. The subjects had to choose statements concerning their teacher's teaching competence, cultural knowledge provided in class, teaching styles, and classroom management according to their opinions with a scale of 1 to 4 (1 for 'strongly disagree', 2 for 'disagree', 3 for 'agree', and 4 for 'strongly agree'). The statements for this 4-point Likert scale questionnaire were adapted from Kasai, Lee, & Kim (2011) since not all statements were relevant to the situation at the English course under study. The result of the questionnaire was analyzed using descriptive analysis (mean, mode, and standard deviation) in order to find out the majority as well as outlier perceptions from students toward their current NESTs and NNESTS. Furthermore, inferential analysis (independent sample t-test) was also applied to find out whether or not the mean results between both groups for each item (there were 21 items in the questionnaire) were significantly different.

The focus group interview in this study was carried out to clarify the subjects' responses to the questionnaires. This was conducted to get the subjects' opinions or elaborated perceptions concerning the statements in the questionnaires. Doing this, the researchers followed the interview guide (see Appendix B). The result of the focus group interview was summarized and used to support the questionnaire result.

Besides questionnaires and focus group interview, the researchers also made use of other documents, such as interviewing all teachers of the English course to gain information about their origin of countries, teaching certificate(s), educational background, and EFL teaching experience. All of these were to support the students' responses in the questionnaires and interviews regarding their current NESTs and NNESTS' cultural knowledge in ELT, pronunciation, and language skills teaching.

Findings and Discussions

This section displays the descriptive analysis and inferential analysis of teaching competence, cultural knowledge, teaching style, and classroom management. Furthermore, the discussion concerning these four categories is as follows.

Teaching Competence

In the findings of this research, both NESTs and NNESTS were equally perceived to be good at teaching grammar (as shown in item no. 2 in table 1, the t-test result is 0.172, which was higher than 0.05). Being good at teaching grammar involves the way of the teachers to teach it clearly, including how the teachers can deliver the grammar effectively by using simple vocabulary in order that the students can understand the grammar concept. The interviewees agreed that their NESTs and NNESTS used the same methods, deductive as well as inductive, in teaching grammar. Either method could make the interviewees understand the grammar concept.

On the other hand, there were also several interviewees who did not think that their current NEST explained grammar effectively, because their NESTs used complicated words to explain grammar. Thus, in delivering the grammar to the students, the NESTs seemed unable to adapt themselves with the students' vocabulary level. Although the students were in high levels, they should remember that English was still a foreign language for them and they did not get much exposure to the language in their daily lives.

Furthermore, the equal perception was given by the students concerning NESTs and NNESTS in teaching reading, writing, and listening (as seen in items no. 4, 5, 6 in the table 1, where the t-test result are 0.581, 0.309, 0.206 respectively). The interviewees found that their NESTs and NNESTS used various ways in teaching reading, writing, and listening. The teachers

used cloze exercises group and individual writings, songs, and short films to teach reading, writing, and listening respectively.

Lastly, teaching speaking was also perceived rather well (as seen in item no.3 in Table 1 below, where the t-test result is 0.057). There were some interviewees who thought that their current NNESTS did not teach speaking clearly. This might be related to the NESTs' and NNESTS' pronunciation, meaning there was a difference between the pronunciation of NESTs and that of NNESTS. This can be understood that English is the NESTs' mother tongue. Many low-level interviewees had difficulty in understanding the NESTs due to their speed and accent in speaking. They preferred NNESTS' pronunciation as it could be used as a model, meaning that NNESTS pronounced words correctly and clearly so that students with low-level of English could easily understand them. Besides, NNESTS gave encouragements to the interviewees to speak more so that they felt confident to speak.

In teaching vocabulary, most interviewees perceived that their NESTs and NNESTS could teach vocabulary effectively (as seen in item no.7 in Table 1 below, the t-test result is 0.768, which is higher than 0.05). When asked, the interviewees said that their NESTs and NNESTS taught vocabulary with examples so that the students could fathom how and when to concerning the anticipation towards students' needs; the findings showed that both use the word correctly. However, NNESTS, to some interviewees, could be easily understood when explaining particular English word which required the Indonesian way of thinking such as countable and uncountable nouns in money and fish, for example. Meanwhile, some other interviewees felt that they did not get what they expected from their NNESTS. NNESTS, according to them, gave only the meaning of a word used in the context of the text they were reading. NESTs and NNESTS were considered to be able to anticipate the students' difficulties by giving motivation and

Table 1

Descriptive analysis and Inferential analysis of Students' Perceptions on NESTs' and NNESTs' Teaching Competence

No.	Teaching Competence	NESTs			NNESTs			t-test
		Mean	Mode	Standard Deviation	Mean	Mode	Standard Deviation	
1	Current English teacher plays great role as pronunciation model	3.338	3	0.60	3.136	3	0.47	0.105
2	Current English teacher explains grammar well and can answer grammar questions well	3.432	3	0.53	3.273	3	0.46	0.172
3	Current English teacher gives speaking lesson well	3.270	3	0.67	3.000	3	0.53	0.057
4	Current English teacher gives listening lesson well	3.243	3	0.54	3.045	3	0.65	0.206
5	Current English teacher gives reading lesson well	3.162	3	0.52	3.091	3	0.53	0.581
6	Current English teacher gives writing lesson well	3.189	3	0.57	3.045	3	0.58	0.309
7	Current English teacher teaches vocabulary effectively	3.297	3	0.57	3.227	3	0.69	0.665
8	Current English teacher teaches vocabulary in isolation	2.365	3	0.87	2.318	2	0.57	0.768
9	Current English teacher can anticipate students well	3.014	3	0.82	3.227	3	0.53	0.153
10	Current English teacher's teaching and learning experience has helped students to understand English	3.446	4	0.64	3.364	3	0.58	0.573
11	Current English teacher gives contribution to Ss' English improvement	3.378	3	0.52	3.227	3	0.53	0.245
12	Current English teacher understands his/her students' special needs	2.892	3	0.79	2.727	3	0.70	0.354

encouragement in improving their English skills, for example, they were encouraged to listen more to English songs and to do more exercises (as shown in item no. 9 in table 1 above, the t-test result is 0.153, which is higher than 0.05).

Nevertheless, this present study found that both NESTs and NNESTS could not meet each student's special needs (special needs involve students' strengths and weakness in language skills) as shown in item no. 12 in Table 1 above, the mean results for NESTs and NNESTS are 2.892 and 2.727 respectively, which means most subjects did not agree that their current English teachers could meet each student's special needs. This is because a new teacher handled a new class when the students went to a higher level. Thus, handling new classes would make it hard for teachers to adapt with the students' strengths and weaknesses. To get to know the students, the teachers had to ask others who had taught them in the previous level.

Cultural Knowledge in ELT

Most interviewees perceived that both NESTs and NNESTS were able to inform the students concerning cultural information about English-speaking countries (as shown in item no. 14 in table 2 below, the t-test result is 0.284, which is higher than 0.05). NNESTS could share some cultural information about English-speaking countries, because they had lived and travelled in Europe. Thus, the factor that a NNEST had ever lived or travelled in some English-speaking countries could help students understand more about English since culture and language are interrelated things.

Interestingly, several NESTs sometimes shared their own cultural information and compared it with the Indonesian culture. This was done in order to gain awareness and respect of the differences.

To find out the descriptive and inferential analysis of cultural knowledge in ELT according to secondary students in the English course, see Table 2 below.

Table 2

Descriptive analysis and Inferential analysis of Students' Perceptions on NESTs and NNESTs in Cultural knowledge

No.	Cultural knowledge	NESTs			NNESTs			t-test
		Mean	Mode	standard deviation	Mean	Mode	standard deviation	
13	Current English Teacher is knowledgeable about English-speaking countries culture	3.230	3	0.59	2.591	3	0.85	0.003
14	Current English teacher shares cultural information about English-speaking countries	3.068	3	0.76	2.864	3	0.77	0.284

Teaching Style

The aspect of teaching styles involves four items: 1) flexibility in teaching (which means the teachers vary their strategies and materials in teaching, are able to make jokes to avoid boredom among students during the lessons, and give enough chance for the students to apply or produce the target language given), 2) use of the Indonesian language in teaching, 3) use of various media in teaching, and 4) good rapport between teachers and students. Most of students perceived their NESTs and NNESTs equally well concerning those four items.

NNESTs were as flexible as NESTs in teaching (as shown in item no. 15 in Table 3 below, the t-test result is 0.385, which is higher than 0.05), because the current NNESTs could throw some jokes and were not reluctant to laugh with the whole class. Flexibility in teaching involves the teachers' ability to break the ice. Besides, flexibility in teaching also deals with the teachers' ability to deliver the lessons in order to avoid confusion.

However, some interviewees said that their NESTs and NNESTS dominated talking. Therefore, most of the time the students just sat there quietly and listened to the teachers. It is true that a vital ingredient in the learning of any language is, of course, exposure to it (Harmer, 2001, p. 66), but EFL teachers should also give the students a chance to use their English.

As for the use of the Indonesian language, the interviewees perceived that both NESTs and NNESTS did not use the Indonesian language much in teaching (as seen in table 3 below, both mean and mode results are around 1, which means most subjects strongly disagreed that their current English teachers used the Indonesian language in teaching). NNESTS were likely to be assumed to use the Indonesian language since they had the same first language as the students. and there could be some things which are easily explained in the first language. Instead, NNESTS used English to explain vocabulary by applying the Indonesian thinking pattern.

Nonetheless, some interviewees said that their NESTs used the Indonesian language in teaching since they had ever studied the Indonesian language in Australia. Therefore, they made use of the Indonesian language to explain grammar whenever the students, especially those in the elementary level, did not understand it.

Concerning good rapport between teachers and students, most interviewees enjoyed having good rapport with both current NESTs and NNESTS (as seen in item no. 18 in Table 3 below, the t-test result is 0.262, which is higher than 0.05). The reason was both NESTs and NNESTS did not teach English as formal as their English teachers at school. They felt that their NESTs and NNESTS used more games, videos, songs, etc. to avoid boredom or tiredness. These various ways of teaching were employed as the students came and studied at the course after their long tiring school hours.

Table 3

Descriptive analysis and Inferential analysis of Students' Perceptions on NESTs and NESTs in Teaching Style

No.	Teaching Style	NESTs			NNESTs			t-test
		Mean	Mode	standard deviation	Mean	Mode	standard deviation	
15	Current English teachers is flexible in teaching	3.189	3	0.715	3.318	3	0.568	0.385
16	Current English teacher uses Indonesian language in teaching	1.568	1	0.877	1.682	1	0.839	0.582
17	Current English teacher uses a lot of media in teaching and practice	3.162	3	0.794	2.955	3	0.950	0.358
18	Current English teacher has good rapport with the students	3.230	4	0.820	3.409	3	0.590	0.262

Despite the fact that most interviewees enjoyed having good rapport with both current NESTs and NNESTs, there were some interviewees who thought that their current NESTs was unfriendly and stiff. Hence, the teachers' personality should be taken into consideration in building a good rapport with the students, because when the teacher and the students can get on well, the students are highly likely to contribute and learn to use the language more (Gower, Philips, & Walters, 1995, p. 56).

Classroom Management

As far as classroom atmosphere is concerned, both NESTs and NNESTs' classes are perceived to be equally fun and flexible. Most NESTs and NNESTs were able to throw some jokes and invite everyone to join the whole class discussion. This relaxed classroom atmosphere livened up the class.

Another important thing found in the study was both NESTs and NNESTS spoke clearly with clear pronunciation and loud voice. It can be seen in item no. 21 in Table 4 below that the t-test result is 0.677, which is higher than 0.05. Thus, both groups can be considered as the same group in this item.

Table 4

Descriptive analysis and Inferential analysis of Students' Perceptions on NESTs and NNESTS in Classroom Management

No.	Classroom Management	NESTs			NNESTS			t-test
		Mean	Mode	Standard deviation	Mean	Mode	Standard deviation	
19	Current class atmosphere is fun and flexible	3.108	3	0.751	3.227	3	0.528	0.407
20	Current English teacher uses the proper voice technique in teaching	3.108	3	0.732	3.045	3	0.575	0.677
21	Current English teacher uses pairwork or groupwork in teaching	3.419	3	0.574	3.318	3	0.568	0.471

It also seems that NESTs used groupwork and pairwork as much as what NNESTS did in teaching (as shown in item no. 20 in Table 4 below, the t-test result is 0.471, which is higher than 0.05). Based on the results of the focus group interview, there were a lot of benefits which the students felt by having groupwork and pairwork, for instance, having the chance to get to know each other, having the advantages of asking their partners when they did not understand, and having an independent discussion between classmates to solve particular problems. Hence, it seems that both NESTs and NNESTS were aware that having a groupwork and pairwork in

teaching appears to be advantageous for the students to practice what has been already explained by the teachers as well as to help each other.

Conclusion

Most students who participated in this study perceived their current NESTs and NNESTs to be equally competent in almost all categories (teaching competence, cultural knowledge, teaching style, and classroom management), except the English culture knowledge. In terms of grammar, speaking, listening, reading, writing, vocabulary and pronunciation, NESTs and NNESTs were equally competent.

In the teaching of grammar, NESTs were perceived to be as good as NNESTs as both can clearly explain the grammatical concepts to the students which easily grasped and comprehended English dictions.

In speaking, some NNESTs played an important role in the low levels as students understood better and could follow the speed and accent of the NNESTs.

In reading, writing, and listening, NESTs and NNESTs were equally good as they used various exercises and media in order to improve the students' English proficiency.

In regard to the English cultural knowledge, NESTs were in fact better than NNESTs. This English culture knowledge was well-demonstrated only by native English speakers, or nonnative English speakers who were born or who had lived in an English-speaking country for a while.

Concerning flexibility in teaching, NNESTs were as flexible as NESTs in teaching, because both NESTs and NNESTs had the ability in breaking the ice.

Besides, both NESTs and NNESTs did not use the Indonesian language much in teaching. Instead, NNESTs used English to explain vocabulary by applying the Indonesian thinking pattern, for instance, in explaining the concept of countable and uncountable nouns.

Concerning good rapport between teachers and students, both NESTs and NNESTs were equally perceived to be able to build a good rapport. It was more likely because both NESTs and NNESTs did not teach English as formal as their English teachers at school. They used more games, videos, songs, etc. to avoid boredom or tiredness of the students.

NESTs used groupwork and pairwork as much as NNESTs in teaching since the students who participated in this study felt a lot of benefits, for instance, having the chance to get to know each other, having the advantages of asking their partners when they did not understand, and having an independent discussion between classmates to solve particular problems.

In contrast to the overall findings, NESTs and NNESTs failed to anticipate the *individual students'* needs based on most students' perceptions, but they could anticipate the *whole class'* needs. It resulted from the course's system that the same teacher did not handle and teach the same class throughout all levels. Hence, based on the results of this study, the researchers did not find that native speakers are better EFL or ESL teachers than NNESTs as argued in Phillipson (1992a, in Alseweed, 2012, p.24). However, the researchers realized that she investigated the study at only one English course.

Since the present study was conducted with only a limited number of students from only one English course in Surabaya and moreover a small number of its teachers (10 NESTs and 4 NNESTs) participated in this study, it cannot generalize the findings. However, this study may provide a possible insight that NNESTs perform as well as NESTs in the EFL classrooms. Thus, the researchers recommend that another research be conducted in a larger scale involving more

secondary students from other English courses or international schools in Surabaya and more NESTs and NNESTs in order to get the bigger picture of students' perceptions towards NESTs and NNESTs.

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Appendices

A. Questionnaire

Archival number:

A. Please answer appropriately

1. Name: _____
2. Grade level: High school grade 1 / 2 / 3
3. What is your current level (circle and write the level number):
 - a. Beginner _____
 - b. Elementary _____
 - c. Pre-intermediate _____
 - d. Intermediate _____
 - e. Upper-intermediate _____
4. What is your current teacher's name: _____
5. How long have you been studying in this English course? What level did you start?

B. Read each statement concerning how you feel about the class(es) with your **current English-speaking teachers**. Please circle the number that best describes the degree of your agreement with each statement and please refer to the below box in order to know the level of agreement that each number represents.

1 = strongly disagree	3 = agree
2 = disagree	4 = strongly agree

I. Teaching Competence

1. My current English teacher is my ideal models for pronunciation.	1	2	3	4
2. My current English teacher, most of the time, can confidently answer grammar questions.	1	2	3	4
3. My current English teacher teaches speaking well.	1	2	3	4
4. My current English teacher teaches listening well.	1	2	3	4
5. My current English teacher teaches reading well.	1	2	3	4
6. My current English teacher teaches writing well.	1	2	3	4
7. My current English teacher explains vocabulary effectively and without difficulty.	1	2	3	4
8. My current English teacher often is able to anticipate their students' difficulties.	1	2	3	4
9. I often learn vocabulary and grammar in isolation with my current English teacher.	1	2	3	4
10. My current English teachers' learning experience/ know-how is helpful for my	1	2	3	4

English learning.	
11. My current English teacher contributes to my progress of English.	1 2 3 4
12. My current English teacher understands students and their special needs.	1 2 3 4

II. Cultural Aspects

13. My current English teacher is knowledgeable about the cultures of English speaking countries.	1 2 3 4
14. My current English teacher often provides cultural information of English speaking countries.	1 2 3 4

III. Teaching Styles

15. My current English teacher is flexible in teaching.	1 2 3 4
16. My current English teacher often uses Indonesian in class.	1 2 3 4
17. My current English teacher provides more variety of materials, such as videos, audio, songs, game, etc.	1 2 3 4
18. My current English teacher establishes rapport with me and other students.	1 2 3 4

IV. Classroom Management

19. The class atmosphere tends to be quite flexible and fun in my current English teacher.	1 2 3 4
20. My current English teacher uses the right voice technique in teaching (it's audible and he/she varies the quality of their voice for different class activities)	1 2 3 4
21. I have many group / pair activities in class with my current English teacher.	1 2 3 4

B. Interview Guide

Archival number:

Date:

Location:

Start: _____ a.m./p.m.

Interviewer:

End : _____ a.m./p.m

Note:

- This is a focus group interview, where 1 group consists of approximately 5 secondary students.
- The purpose of this kind of interview is to get information as many as possible while making sure that the students are not nervous in doing it since they are interviewed as a group. Please make sure that everybody in the group has equal chance to express their opinions.

- Do not restrict yourself to this interview guide. Do ask more questions to elicit and dig deeper into students' statements to find clear answers.

Introduction Session

<p>Introduction Key</p> <p>Components:</p> <ul style="list-style-type: none"> • Thank you • Your name • Purpose • Confidentiality • Duration • How interview will be conducted • Opportunity for questions • Signature of consent 	<p>Thank you for making time to meet me today.</p> <p>My name is _____ and I would like to interview you to find out about your perceptions of Native-English speaking teachers and Nonnative-English Speaking teachers' teaching competence.</p> <p>This interview will take around 30 minutes. All your comments, statements, questions, responses will be kept confidential.</p> <p>During the interview, I would tape the interview session although I would also take notes, because I cannot possibly write fast enough to write everything that you say. Besides, I do not want to miss your comments. Every comments and opinions are certainly welcome.</p> <p>More importantly, you do not have to talk anything you do not want.</p>
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	<p>Are there any questions concerning my explanation?</p> <p>So, are you willing to participate in this interview?</p> <p>_____</p> <p>Interviewee Parents / legal guardian Date</p>
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Questions Session

Question Part 1

(Interviewees' learning English background and experience in general)

1. What grade are you now in high school?
2. How long have you been learning English in this English course?
3. What level are you now in?
4. Who is your current teacher's name?

Question Part 2

(Concerning their perceptions of native and nonnative English-speaking teachers)

1. What are the positive and negative aspects of your nonnative English-speaking teachers and native English-speaking teachers?
2. Which groups do you think provide a good role model in learning English: your native or nonnative English-speaking teachers? Why (not)?

3. Do your nonnative English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar well? Do you feel that they have helped your progress in English? Please provide some examples.
4. Do your native English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar well? Do you feel that they have helped your progress in English? Please provide some examples.
5. How do your nonnative English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar? Do your nonnative English-speaking teachers use various methods in teaching English, e.g. flashcards, computer lesson, video, group/pair work, etc.? Is the class atmosphere always fun, flexible, and yet under control (not chaotic)?
6. How do your native English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar? Do your native English-speaking teachers use various methods in teaching English, e.g. computer lesson, video, group/pair work, etc.? Is the class atmosphere always fun, flexible, and yet under control (not chaotic)?
7. What are the advantages and disadvantages you feel when you do group / pair activities in class with your nonnative English-speaking teachers? Why?
8. What are the advantages and disadvantages you feel when you do group / pair activities in class with your native English-speaking teachers? Why?
9. Which groups do you think provide more cultural information of English? How often do your native and nonnative English-speaking teachers provide cultural information of English?

10. How do your nonnative English-speaking teachers anticipate your difficulties in learning English? Do you agree with his/her method?
11. How do your nonnative English-speaking teachers anticipate your difficulties in learning English? Do you agree with his/her method?

Closing Session

<p>Closing Key Components:</p> <ul style="list-style-type: none"> • Additional comments from the interviewees • Next steps • Thank you 	<p>Is there anything you would like to add?</p> <p>I will be analyzing the information you and others gave me. I will be very glad to send you an email concerning the copy of the analysis result, if you are interested.</p> <p>Thank you for your time.</p>
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