

## **CHAPTER I INTRODUCTION**

This chapter, the researcher discusses about background of the study that describes the reasons why the researcher intends to conduct this study, background of the study, limitation of the study, statement of the problem, purpose of the study, and significance of the study. Definition of key terms is given so that the readers are expected to have the same interpretation in understanding of the study and organization to close this chapter.

### **A. Background of the Study**

English is one of the foreign languages that take important role in this globalization era as it is spoken by many people worldwide. English has increased in popularity globally, and the number of people learning English from an early age has increased exponentially. In non- English-speaking country such as Indonesia, English has been taught since in elementary school until university level because English is considered as global language. A language genuinely global status when it develops a special role that is recognized in every country (Crystal, 2003).

Language is system communication of the people to express their idea, opinion, and their feeling. According to Larsen (2011), language is an instrument used for communication. There are many languages that are used by people in the entire of the world. In fact, English is one of the international languages that is used by many people in the world to communicate with others. English has become a world language. According to Canagarajah (2015), English is mostly used and learned out of its native setting; it is more commonly used in multinational contexts by multilingual speakers than in homogeneous context by monolingual speaker.

The native English-speaking Teachers NEST is unable to assist the students with a misunderstanding using

their primary (mother tongue) language. At the later stages of instruction this paradigm changes that NEST is perceived by the learners as stronger because the need to speak English is required more and more (Ma & Ping, as cited in Tosuncuoglu, 2017, p. 637). And the non-native English-speaking Teachers NNEST is able to assist the students with a misunderstanding using their primary (mother tongue) language and so this activity is very helpful especially in the beginning stages of teaching (Ma & Ping, as cited in Tosuncuoglu, 2017, p. 637). Therefore, the perceived advantages of NEST and NNEST are their good English proficiency and ability to facilitate student learning.

In addition, native English-speaking teacher has function in the development English as an international language. NEST is considered a model because it has perfection of speech, regularity of language structure, and also vocabulary. Then NEST has advantaged of communicating by using English rather than NNEST and always seen as an embodiment of language of British standards in the world (Davis, 1991). NNEST also considered NEST as an English user with a high level of credibility.

However, little research has been done on some students toward the appreciation of the value of native English teachers, and non-native English teachers are preferred them for certain classroom tasks. As a result, no clear to examine the inconsistent findings of students' preferences for learning English from native English teachers or non-native English teachers in previous studies by exploring student perceptions of both groups of teachers in the context of university level.

Therefore, the researcher wanted to observe the perceptions of students who had been taught by native English teachers and non-English teachers at the university level. There are some hidden ideas such as why students prefer native teachers over non-native teachers to teach them in teaching English, how native English teachers can make

students more fun and enthusiastic, and what the differences between native and non-native English teachers in teaching languages English.

**B. Limitation of the Study**

This study is focused on students' perceptions toward native English-speaking teachers and non-native English-speaking teachers in a university level.

**C. Statement of the Problem**

Based on the explanation in background above, the statement of the problem as follows:

1. What are the students' perceptions toward Native English-Speaking Teachers and non- Native English-Speaking Teachers in a university level?

**D. Purpose of the Study**

Since the researcher focuses on analyzing about student's perceptions, the purpose can be written as follows:

1. To explore some students' perceptions toward Native English-Speaking Teachers and non- Native English-Speaking Teachers in university level.

**E. Significance of the Study**

Based on the purpose above, the researcher has big expectation of this research. This research is expected to give useful benefits for:

1. For students, the students can find out what the differences between native English teachers and non-native English teachers are, and the students get a new experience to learn English.
2. For teachers, this research can give an insight about the students' perceptions toward native English teachers and non-native English teachers. Hence, the teachers can improve the way to teaching.
3. For researchers, this research can give the researcher information about the benefits and the impact of native or non-native speaker teacher in teaching English as foreign language to the students.

**F. Definition of the Key Terms**

To make this research simple to understand, there are some key words that guide the reader easier to understand about the content of this research properly. The researcher provided some definition of key words as follows:

1. Perceptions is influenced by a variety of factors, including the intensity and physical dimensions of the stimulus; such activities of the sense organs as effects of preceding stimulation; the subjects past experience; attention factors such as readiness to respond to a stimulus; and motivation and emotional state of the subject (Robinson, H. 1994, p. 463-466).
2. NEST is unable to assist the students with a misunderstanding using their primary (mother tongue) language. At the later stages of instruction this paradigm changes that NEST is perceived by the learners as stronger because the need to speak English is required more and more (Ma & Ping, as cited in Tosuncuoglu, 2017, p. 637)
3. NNEST is able to assist the students with a misunderstanding using their primary (mother tongue) language and so this activity is very helpful especially in the beginning stages of teaching (Ma & Ping, as cited in Tosuncuoglu, 2017, p. 637).