CHAPTER I
INTRODUCTION

A. Background of the Study

Over the past century there has been a dramatic increase in studies how native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) are perceived differently in teaching English as has been found by Benke & Medgyes (2006) in Liaw (2012). In the field of teaching English in pronunciation skill, Hadla (2013), for example, points out that based on students' lens in Lebanon context, NESTs are considered better teachers of pronunciation aspect because NESTs are more helpful in developing their oral skills. In the same vein, Sung (2010) found that only NESTs should teach English because they have the best pronunciation. Nevertheless, having good pronunciation does not automatically qualify someone to teach English well, and NNESTs can be trained and are being trained to replace the expectations of NESTs (Narayan, 2017). Moreover, NNESTs have been through intensive trainings, researcher has consistently indicated that the mostly NNESTs are regarded as deficient speakers of English with poor pronunciation and this view has been widespread among language teachers and students.

Nevertheless, in regard with the perceptions of NESTs and NNESTs, study conducted by Liaw (2012), indicates students seemed to favor NNESTs over NESTs in classroom interaction aspect, for NNESTs were regarded by the students to communicate with fewer difficulties and could understand the students' needs and solve the students' learning difficulties better than that of NESTs. Similarly, Rao (2008) in Levis (2016) found that in the classroom interaction, NESTs might have obstacles in understanding the students' needs in learning and identify the problems might raise during the classroom activities. This due to NESTs do not share similar linguistic background with the students.

In addition, NESTs and NNESTs are positioned differently, particularly in in regard with the way they teach grammar. Oanh & Walkinshaw (2014) highlight NNESTs offered more efficient teaching than NESTs in terms of grammar. This because in many

cases NESTs could not explain about grammar, as grammar is too natural for them. This finding is line with the research conducted by Arva & Medgyes (2000) Oanh & Walkinshaw (2014) which say that most native teachers never really come across the condition of teaching grammar until they started teaching it. Although, plenty of researches have revealed the strengths and limitations of NESTs and NNESTs in teaching English seen from the different perspectives, so far, however, there have been little discussion about native and non-native teachers in teaching English from the students' lens particularly the students of elementary school.

Therefore, this study will give an account of the students' perspective of NESTs and NNESTs of teaching English in Indonesian context. More specifically, this study is aimed at getting a better understanding of students' view point of NESTs and NNESTs in teaching English in one of international primary schools in Surabaya. The primary reason of capturing the students' perspective of the performance between native and non-native teachers in the language classroom is about getting authentic condition in the classroom particularly how the students perceive of the two different dichotomies between native and non-native English speakers in language teaching.

B. Limitation of the Study

The scope of this study is about English Teaching, and the limitation of this study focuses on the students' perspectives of Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) in teaching English in the primary six grade in one of International Schools at Surabaya.

C. Statements of the Problem

This study seeks to address the following questions:

1. What are students' perspectives of Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) in teaching English?
2. What are the challenges encountered by students of having native and non-native teachers in regard to their teaching English?

D. Purpose of the Study

There are two primary aims of this study:

1. To know the students' perspective of NESTs and NNESTs in teaching English.
2. To illustrate the challenges encountered when the students are taught by NESTs and NNESTs.

E. Significance of the Study

There are three important areas where this study makes an original contribution to:

1. This study will help the researcher get deeper understanding regarding to the students' perspectives of Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) in teaching English.
2. This study will help the NNESTs of English to improve their skills and engage in other excessive effective English teaching abilities to improve the lack of teaching English to the students.
3. This study will help the fledgling English teachers to further get used to the field of English as a second language teaching and learning.

F. Definition of the Key Terms

1. **NESTs** (Native English Speaking Teachers) is someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult (Cambridge Dictionary), and NESTs refers to the growing body of English language teachers whom English is their first language.
2. **NNESTs** (Non-Native English Speaking Teacher) is someone who has learned a particular language as a child or adult rather than as a baby (Cambridge Dictionary), and NNESTs refers to the growing body of English language teachers who speak English as a foreign or second language.

3. **ESL** (English as a Second Language) is the teaching of English to students whose first language is not English, but who live in a country where it is the main language (Cambridge Dictionary).
4. **ELT** (English Language Teaching) is the teaching of English to speakers of other languages (Cambridge Dictionary).
5. **EFL** (English as a Foreign Language) is the teaching of English to students whose first language is not English (Cambridge Dictionary).
6. **ELF** (English Lingua Franca) is a language that is adopted as a common language between speakers whose native languages are different (Oxford Dictionaries), and English is the first truly global lingua franca (Mauranen, 2003).