

**EFL SECONDARY STUDENTS' PERCEPTIONS  
TOWARD NATIVE AND NONNATIVE ENGLISH-  
SPEAKING TEACHERS**

**A THESIS**



**By**

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**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL  
WIDYA MANDALA SURABAYA CATHOLIC  
UNIVERSITY  
2013**

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**A THESIS**

Presented to Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for  
the Degree of  
Magister in Teaching English as a Foreign Language



**By**

**Angelia Tjokrokanoko**

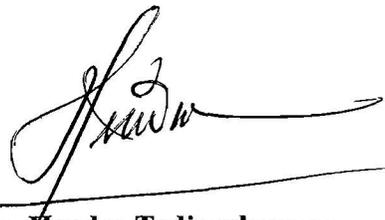
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2013**

# APPROVAL SHEET

(I)

This thesis entitled 'EFL Secondary Students' Perceptions toward Native and Nonnative English-Speaking Teachers' prepared and submitted by Angelia Tjokrokanoko / 8212712007 has been approved to be examined by the Thesis Board of Examiners.

A handwritten signature in black ink, appearing to read 'Hendra Tedjasuksmana', written over a horizontal line.

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# APPROVAL SHEET

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This thesis entitled 'EFL Secondary Students' Perceptions toward Native and Nonnative English-Speaking Teachers' prepared and submitted by Angelia Tjokrokanoko / 8212712007 has been approved to be examined by the Thesis Board of Examiners on **Friday, 16 August 2013**



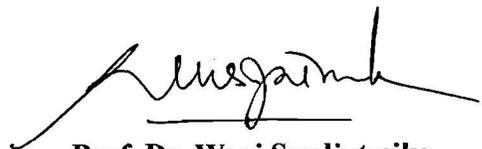
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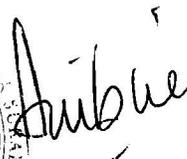
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## STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 30<sup>th</sup> July 2013



Angelia Tjokrokanoko

8212712007

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# TABLE OF CONTENTS

INSIDE COVER PAGE .....	i
INSIDE TITLE PAGE .....	ii
THESIS ADVISOR’S APPROVAL PAGE .....	iii
THESIS EXAMINERS’ APPROVAL PAGE .....	iv
STATEMENT OF AUTHENTICITY .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	ix
LIST OF APPENDICES .....	xiii
LIST OF TABLES .....	xvii
LIST OF FIGURES .....	xx
ABSTRACT .....	xxiv

## CHAPTER I

1.1	Background of the Study .....	1
1.2	The Problems .....	4
1.3	The Objectives .....	4
1.4	Theoretical Framework .....	5
1.5	Scope and Limitation of the Study .....	6
1.6	The Significance of the Study .....	7
1.7	Definition of Key-terms .....	7

## CHAPTER II

2.1	Aspects in Teaching .....	9
2.1.1	Teaching Competence .....	9
2.1.1.1	The Roles of a Teacher .....	9
2.1.1.2	Understanding Who The Learners Are .....	12
2.1.1.2.1	Age and Personality .....	12
2.1.1.3	What a Language Student Should Learn .....	14

2.1.1.4	Giving Feedback to students .....	16
2.1.1.5	Lesson Planning .....	17
2.1.2	Cultural Knowledge in Learning English .....	18
2.1.3	Teaching Styles .....	20
2.1.3.1	Teacher’s Personality .....	21
2.1.3.2	Teacher Talk .....	22
2.1.3.3	Establishing Rapport With the Students .....	22
2.1.4	Classroom Management .....	22
2.1.4.1	Gestures and Voice .....	23
2.1.4.2	Seating Arrangement .....	24
2.1.4.3	Grouping the Students .....	25
2.1.4.3.1	Pairwork and Groupwork .....	26
2.1.4.3.2	Whole Class .....	26
2.2	NEST and NNESTs: An Overview .....	27
2.2.1	Defining Native and Non-native English speakers .....	28
2.2.2	The Status of NESTs and NNESTs in ELT .....	30
2.3	Positive and Negative Aspects of NESTs and NNESTs .....	31
2.4	Studies on NESTs and NNESTs .....	34
2.4.1	Teachers’ Perspectives of NESTs and NNESTs .....	34
2.4.2	Students’ Perspectives of NESTs and NNESTs .....	35

### **CHAPTER III**

3.1	Research Design .....	37
3.2	Subjects .....	38
3.3	The Research Instrument .....	40
3.4	Data Collection .....	41
3.4.2	Week 1-4: Questionnaires Distribution .....	42
3.4.2	Week 5-8: Focus Group Interview .....	42
3.4.3	Week 6: Teachers’ data Interview .....	43
3.5	Data Analysis .....	43

## CHAPTER IV

4.1	Result of Data Analysis .....	61
4.1.1	Teaching Competence .....	61
4.1.1.1	Students' Perceptions towards NESTs and NNESTs Teaching performance .....	70
4.1.1.2	Statistical Analysis of Students' Perceptions towards All Teachers, NESTs, and NNESTs in Teaching Competence .....	80
4.1.2	Cultural Knowledge .....	83
4.1.2.1	Students' Perceptions towards NESTs and NNESTs Cultural Knowledge .....	85
4.1.2.2	Statistical Analysis of Students' Perceptions towards All Teachers, NESTs, and NNESTs in Cultural Knowledge .....	88
4.1.3	Teaching Styles .....	90
4.1.3.1	Students' Perceptions towards NESTs and NNESTs Teaching Styles .....	93
4.1.3.2	Statistical Analysis of Students' Perceptions towards All Teachers, NESTs, and NNESTs in Teaching Styles .....	97
4.1.4	Classroom Management .....	99
4.1.4.1	Students' Perceptions towards NESTs and NNESTs Classroom Management .....	102
4.1.4.2	Statistical Analysis of Students' Perceptions towards All Teachers, NESTs, and NNESTs in Teaching Competence .....	105
4.2	Discussion .....	117
4.2.1	Teaching Competence .....	117
4.2.1.1	How to Teach Language Skills .....	117
4.2.1.2	How to Teach Language Components .....	119
4.2.1.3	How to Meet the Students' Learning Need .....	120
4.2.2	Cultural Knowledge .....	122
4.2.3	Teaching Styles .....	123
4.2.4	Classroom Management .....	125

**CHAPTER V**

5.1 Conclusion .....127

5.2 Pedagogical Implication .....128

5.3 Suggestion .....128

BIBLIOGRAPHY .....130

## LIST OF APPENDICES

A. Questionnaire .....	133
B. Interview Guide .....	136
C. Raw Data .....	139
1. Raw Data on The Aspect of Teaching Competence .....	139
2. Raw Data on The Aspect of Cultural Knowledge .....	143
3. Raw Data on The Aspect of Teaching Style .....	147
4. Raw Data on The Aspect of Classroom Management .....	151
5. Total Score of Each Item in Teaching Competence Aspect and All Items Based on the Opinion .....	155
6. Total Score of Each Item in Cultural Knowledge Aspect and All Items Based on the Opinion .....	156
7. Total Score of Each Item in Teaching Style Aspect and All Items Based on the Opinion .....	156
8. Total Score of Each Item in Classroom Management Aspect and All Items Based on the Opinion .....	157
9. The Percentages of Each Item and All Opinions in Teaching Competence Aspect .....	157
10. The Percentages of Each Item and All Opinions in Cultural Knowledge Aspect .....	158
11. The Percentages of Each Item and All Opinions in Teaching Style Aspect .....	158
12. The Percentages of Each Item and All Opinions in Classroom Management Aspect .....	159
13. Overall Descriptive Analysis Of Teaching Competence Aspect .....	159
14. Overall Descriptive Analysis Of Cultural Knowledge Aspect .....	160
15. Overall Descriptive Analysis Of Teaching Style Aspect .....	160
16. Overall Descriptive Analysis Of Classroom Management Aspect .....	161
17. Raw Survey or Questionnaire Data of Students who were being taught by NESTs for Teaching Competence Aspect .....	161

18. Raw Survey or Questionnaire Data of Students who were being taught by NESTs for Cultural Knowledge Aspect .....	165
19. Raw Survey or Questionnaire Data of Students who were being taught by NESTs for Teaching Style Aspect .....	171
20. Raw Survey or Questionnaire Data of Students who were being taught by NESTs for Classroom Management Aspect .....	177
21. Raw Survey or Questionnaire Data of Students who were being taught by NNESTs for Teaching Competence Aspect .....	174
22. Raw Survey or Questionnaire Data of Students who were being taught by NNESTs for Cultural Knowledge Aspect .....	175
23. Raw Survey or Questionnaire Data of Students who were being taught by NNESTs for Teaching Style Aspect .....	176
24. Raw Survey or Questionnaire Data of Students who were being taught by NNESTs for Classroom Management Aspect .....	177
25. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Teaching Competence Aspect .....	178
26. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Cultural Knowledge Aspect .....	178
27. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Teaching Style Aspect .....	179
28. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Classroom Management Aspect .....	179
29. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Teaching Competence Aspect .....	180
30. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Cultural Knowledge Aspect .....	180
31. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Teaching Style Aspect .....	181
32. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Classroom Management Aspect .....	181

33. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Teaching Competence Aspect .....	182
34. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Cultural Knowledge Aspect .....	183
35. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Teaching Style Aspect .....	183
36. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Classroom Management Aspect .....	184
37. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Teaching Competence Aspect .....	184
38. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Cultural Knowledge Aspect .....	185
39. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Teaching Style Aspect .....	185
40. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Classroom Management Aspect .....	186
41. Descriptive Analysis of Students who were being taught by NESTs for Teaching Competence Aspect .....	186
42. Descriptive Analysis of Students who were being taught by NESTs for Cultural Knowledge Aspect .....	187
43. Descriptive Analysis of Students who were being taught by NESTs for Teaching Style Aspect .....	187
44. Descriptive Analysis of Students who were being taught by NESTs for Classroom Management Aspect .....	188
45. Descriptive Analysis of Students who were being taught by NNESTs for Teaching Competence Aspect .....	188
46. Descriptive Analysis of Students who were being taught by NNESTs for Cultural Knowledge Aspect .....	189
47. Descriptive Analysis of Students who were being taught by NNESTs for Teaching Style Aspect .....	189

48. Descriptive Analysis of Students who were being taught by NNESTs for Classroom Management Aspect .....	190
49. Independent Sample t-test for Individual Items of Teaching Competence Aspects .....	190
50. Independent Sample t-test for Individual Items of Cultural Knowledge Aspects .....	194
51. Independent Sample t-test for Individual Items of Teaching Style Aspects .....	195
52. Independent Sample t-test for Individual Items of Classroom Management Aspects .....	197
53. Summary of the results of the focus group interview .....	199
54. NESTs' data .....	216
55. NNESTs' data .....	219

## LIST OF TABLES

Table 2.1 <i>Perceived Differences in Teaching Behavior Between NESTs and NNESTs</i> .....	33
Table 3.1 <i>Raw Data on the Aspect of Teaching Competence</i> .....	45
Table 3.2 <i>The Total score of Each Item in Teaching Competence Aspect and The Total score of All Items Based on the Opinion</i> .....	46
Table 3.3 <i>The Percentages of Each Item and All Opinions in Teaching Competence Aspect</i> ...	47
Table 3.4 <i>Overall descriptive Analysis of Teaching Competence Aspect</i> .....	49
Table 3.5 <i>Raw Data on the aspect of Teaching Competence of Students' who were being taught by NESTs for Teaching Competence Aspect</i> .....	50
Table 3.6 <i>Raw Data on the aspect of Teaching Competence of Students' who were being taught by NNESTs for Teaching Competence</i> .....	50
Table 3.7 <i>The Total of Each Item and All Items Total Score of Each Item and All Item Based onthe Opinion of Students who were being taught by NESTs for Teaching Competence Aspect</i> .....	52
Table 3.8 <i>The Total of Each Item and All Items Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs for Teaching Competence Aspect</i> .....	53
Table 3.9 <i>The Percentages of Each Item and Overall Items of Teaching Competence Aspect for Students Who Were Being Taught by NESTs</i> .....	54
Table 3.10 <i>The Percentages of Each Item and Overall Items of Teaching Competence Aspect for Students Who Were Being Taught by NNESTs</i> .....	54
Table 3.11 <i>Descriptive Analysis of Students' who were being taught by NESTs for Teaching Competence Aspect</i> .....	55
Table 3.12 <i>Descriptive Analysis of Students' who were being taught by NNESTs for Teaching Competence Aspect</i> .....	56
Table 3.13 <i>The mean of Students' Perception toward their NESTs concerning Teaching Competence Aspect</i> .....	58
Table 3.14 <i>The mean of Students' Perception toward their NNESTs concerning Teaching Competence Aspect</i> .....	58

Table 3.15 <i>The result of independent sample t-test for item number 1 (“Current English teacher is a great model for the student’s pronunciation”) of teaching competence aspect</i> .....	59
Table 3.17 <i>Summary of the results of the focus group interview</i> .....	60
Table 4.1 <i>Overall Students’ Perceptions of Their Current English Teacher’s Teaching Competence in Numbers and Percentages</i> .....	62
Table 4.2 <i>Students’ perception of their current NESTs’ (native teachers’) teaching competence</i> .....	70
Table 4.3 <i>Students’ perception of their current NNESTs’ (local teachers’) teaching competence</i> .....	71
Table 4.4 <i>Descriptive Analysis of Students’ Perceptions towards all current English teachers in Teaching Competence Aspect</i> .....	80
Table 4.5 <i>Descriptive Analysis of Students’ Perceptions towards NESTs and NNESTs in Teaching Competence</i> .....	82
Table 4.6 <i>The number of students who perceive their current English teacher’s cultural knowledge</i> .....	83
Table 4.7 <i>Students’ perceptions of cultural knowledge demonstrated by their current NESTs</i> .....	85
Table 4.8 <i>Students’ perceptions of cultural knowledge demonstrated by their current NNESTs</i> .....	85
Table 4.9 <i>Descriptive Analysis and Independent t-test Result for Students’ perceptions of cultural knowledge demonstrated by their current English teachers</i> .....	88
Table 4.10 <i>Descriptive Analysis and Independent t-test Result for Students’ perceptions of cultural knowledge demonstrated by their current NESTs and NNESTs</i> .....	89
Table 4.11 <i>Students’ Perceptions towards all teachers’ teaching styles</i> .....	90
Table 4.12 <i>Students’ Perceptions towards NESTs’ Teaching Styles</i> .....	93
Table 4.13 <i>Students’ Perceptions towards NNESTs’ Teaching Styles</i> .....	93
Table 4.14 <i>Descriptive Analysis and Independent t-test Result for Students’ perceptions towards their current English teacher’s teaching styles</i> .....	97

Table 4.15 <i>Descriptive Analysis and Independent t-test Result for Students' perceptions towards their current NESTs and NNESTs' teaching styles</i> .....	98
Table 4.16 <i>Students' perceptions towards all teachers' classroom management</i> .....	99
Table 4.17 <i>Students' Perceptions towards NESTs' Classroom Management</i> .....	102
Table 4.18 <i>Students' Perceptions towards NNESTs' Classroom Management</i> .....	102
Table 4.19 <i>Descriptive Analysis and Independent t-test Result for Students' perceptions towards their current English teacher's classroom management</i> .....	105
Table 4.20 <i>Descriptive Analysis and Independent t-test Result for Students' perceptions towards their current NNESTs' (local teachers') classroom management</i> .....	106

## LIST OF FIGURES

Figure 2.1 <i>Different Seating Arrangement</i> .....	25
Figure 2.2. <i>Kachru's Three-circle model of World Englishes</i> .....	28
Figure 3.1 <i>The symbol of explanatory mixed method design</i> .....	37
Figure 4.1 <i>Percentages of overall students' perceptions of their teacher's pronunciation for their role model</i> .....	63
Figure 4.2 <i>Percentages of students' perceptions towards their current English teacher whether he/she can explain grammar and answer grammar questions</i> .....	64
Figure 4.3 <i>Percentages of students' perceptions towards their current English teacher gives speaking lesson well</i> .....	64
Figure 4.4 <i>Percentages of students' perceptions towards their current English teacher gives listening lesson well</i> .....	65
Figure 4.5 <i>Percentages of students' perceptions towards their current English teacher gives reading lesson well</i> .....	65
Figure 4.6 <i>Percentages of students' perceptions towards their current English teacher gives writing lesson well</i> .....	66
Figure 4.7 <i>Percentages of students' perceptions towards their current English teacher whether he/she can teach vocabulary effectively</i> .....	66
Figure 4.8 <i>Percentages of students' perceptions towards their current English teacher whether he/she teaches vocabulary in isolation</i> .....	67
Figure 4.9 <i>Percentages of students' perceptions towards their current English teacher whether he/she can anticipate the students' difficulties</i> .....	67

Figure 4.10 <i>Percentages of students' perceptions towards their current English teacher whether his/her teaching and learning experience helps the students</i> .....	68
Figure 4.11 <i>Percentages of students' perceptions whether their current English teacher give contribution to students</i> .....	68
Figure 4.12 <i>Percentages of students' perceptions whether their current English teacher understands each student's special needs</i> .....	69
Figure 4.13 <i>Percentages for comparing students' perceptions of their current NESTs and NNESTs' pronunciation for their role model</i> .....	72
Figure 4.14 <i>Percentages for comparing NESTs and NNESTs' ability in explaining grammar and answering grammar questions</i> .....	73
Figure 4.15 <i>Percentages for comparing NESTs and NNESTs' performance in giving speaking lesson</i> .....	73
Figure 4.16 <i>Percentages for comparing NESTs and NNESTs' performance in giving listening lesson</i> .....	74
Figure 4.17 <i>Percentages for comparing NESTs and NNESTs' performance in giving reading lesson</i> .....	74
Figure 4.18 <i>Percentages for comparing NESTs and NNESTs' performance in giving writing lesson</i> .....	75
Figure 4.19 <i>Percentages for comparing NESTs and NNESTs' performance in teaching vocabulary effectively</i> .....	76
Figure 4.20 <i>Percentages for comparing NESTs and NNESTs' vocabulary teaching in isolation</i> .....	76
Figure 4.21 <i>Percentages for comparing NESTs and NNESTs' ability in anticipating the students' difficulties</i> .....	77

Figure 4.22 Percentages for comparing NESTs and NNESTs' teaching and learning experience which helps the students .....	78
Figure 4.23 Percentages for comparing NESTs and NNESTs' contribution to students according to students' perceptions .....	78
Figure 4.24 Percentages for comparing NESTs and NNESTs' understanding each student's special needs according to students' perceptions .....	79
Figure 4.25 Percentages of students' perceptions whether their current English teacher is knowledgeable about English-speaking countries culture .....	84
Figure 4.26 Percentages of students' perceptions whether their current English teacher shares cultural information about English-speaking countries culture .....	84
Figure 4.27 Differences in perceptions of NESTs and NNESTs' knowledge about English-speaking countries .....	86
Figure 4.28 Differences in perceptions of NESTs and NNESTs' cultural sharing information about English-speaking countries .....	87
Figure 4.29 Percentages of students' perceptions whether their current English teacher is flexible in teaching .....	91
Figure 4.30 Percentages of students' perceptions whether their current English teacher uses Indonesian language in teaching English in class .....	91
Figure 4.31 Percentages of students' perceptions whether their current English teacher uses various media in teaching .....	92
Figure 4.32 Percentages of students' perceptions whether their current English teacher has good rapport with his/her students .....	92
Figure 4.33 Comparison in perceptions of NESTs and NNESTs' flexibility in teaching .....	94

Figure 4.34 <i>Comparison in perceptions of NESTs and NNESTs' Indonesian language usage in teaching English as the students' foreign language</i> .....	95
Figure 4.35 <i>Comparison in perceptions of NESTs and NNESTs' various media usage for teaching</i> .....	95
Figure 4.36 <i>Comparison in perceptions of NESTs and NNESTs' good rapport toward the students</i> .....	96
Figure 4.37 <i>Percentages of students' perceptions whether their current English teacher is able to make fun and flexible class atmosphere</i> .....	100
Figure 4.38 <i>Percentages of students' perceptions whether their current English teacher uses proper voice technique in teaching</i> .....	100
Figure 4.39 <i>Percentages of students' perceptions whether their current English teacher uses pairwork or groupwork in teaching</i> .....	101
Figure 4.40 <i>Differences in perceptions of NESTs and NNESTs' class atmosphere</i> .....	103
Figure 4.41 <i>Differences in perceptions of NESTs and NNESTs' proper voice technique usage</i> .....	104
Figure 4.44 <i>Differences in perceptions of NESTs and NNESTs' usage of pairwork or groupwork in teaching</i> .....	104

## ABSTRACT

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It is no longer a secret that nonnative speakers of English far exceed the number of native speakers of English since English has become the uncontested lingua franca of the world. This phenomenon affects the increasing number of NNESTs (Nonnative English-speaking Teachers) around the world. In spite of the bigger numbers, the credibility of NNESTs as ESL (English as a Second Language) or EFL (English as Foreign Language) teachers have been constantly questioned and compared with NESTs (Native English-speaking Teachers).

Since it is essential to glean the real phenomenon, this present study examined the secondary students' perceptions towards NESTs and NNESTs in "X" English course in Surabaya. Secondary students were chosen, because they are the biggest population in "X" English course. Besides, the students are the ones who directly receive the lesson. There were 96 secondary students of "X" English course who participated in this study. They were asked to fill in the questionnaires by choosing the representative numbers of their opinion (1 for totally disagree, 2 for disagree, 3 for agree, and 4 for strongly agree). Then, out of 96 students, 38 students took part in doing a focus group interview, so that deeper perceptions could be gained.

The results of the questionnaires, then, were analyzed by using descriptive analysis (mean, mode, and standard deviation) and inferential analysis (independent sample t-test). Meanwhile, the results of focus group interview were summarized and used to support the questionnaire results.

This present study found that most secondary students perceived both teacher groups equally, except for cultural knowledge of English-speaking countries. Actually, it can be understood since all of those items naturally belong to native speakers of English or nonnative speakers of English who have lived in one of English-speaking countries for quite a long time. Meanwhile, most NNESTs in "X" English course were not born or do not have the experience in living in an English-speaking country. Regarding NESTs, this research finding proved that students perceived NESTs to be as good as NNESTs in the areas, such 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 "X" English course handle one level for about twelve meetings only.

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