

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter briefly summarizes the research findings and data analysis. Next, pedagogical implications and suggestions is also be presented for future research or development.

5.1 Conclusion

This present study proved that “The Native Speaker Fallacy” (Phillipson, 1992a, in Alseweed, 2012, p.42) was wrong. As a matter of fact, “The Native Speaker Fallacy” refers to unfair treatment of qualified NNESTs since most people perceive native English speakers made better EFL (English as Foreign Language) or ESL (English as Second Language) teachers than NNESTs. However, not all native English speakers can be a NEST due to the demand of recognizing and accommodating the EFL or ESL students’ difficulties in learning English.

Most students who participated in this study perceived their current NESTs and NNESTs equally in almost all categories (teaching competence, cultural knowledge, teaching style, and classroom management), except cultural knowledge of English language teaching. 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. In the “X” English course under this study there were 50% of NNESTs who had such a direct and long exposure to the English culture (see appendix C55).

In the teaching of grammar, NESTs were perceived to be as good as NNESTs by most secondary students. This might be the result of the teaching training done by “X” English course and the ability of a few NNESTs in speaking the Indonesian language, which made them able to understand the different structure between the English and the Indonesian language.

In contrast to the overall findings, NESTs and NNESTs failed to anticipate the *individual students’* needs based on most students’ perceptions, but the could anticipate the *whole class’* needs. This probably happens because each level lasts for 3 months with 2 or 3

meetings per week (24 meetings in total) and teachers in the “X” English course maximally holds 12 meetings in one level (NESTs and NNESTs share 24 meetings equally).

Lastly, 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 (ten NESTs and four 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.

5.2 Pedagogical Implication

Based on the overall findings of the present study, it seems that nothing should be changed regarding both NESTs and NNESTs’ teaching competence, teaching styles, and classroom management.

Despite the fact that NNESTs has passed the critical period hypothesis (CPH) and might not be able to achieve nativelike pronunciation, more trainings for NNESTs on educated English pronunciation could be given, especially word blending or connected speech, in the hope that NNESTs would be aware of and able to teach this item to their students since word blending and connected speech are two of the factors which determines the normal speed of most NESTs’ talk.

Moreover, both NESTs and NNESTs also should introduce and then remind the students that there are many English varieties in the world, such as American English, British English, Australian English, Canadian English, etc. By doing so, the students can be aware of, respect, and even consider those varieties as valuable knowledge in learning English.

Concerning cultural knowledge of English language teaching (thus, in this case, supplying information about culture in English-speaking countries), NNESTs can keep challenging themselves in order to be able to be the students’ role model, so that NNESTs could achieve near native English speakers’ cultural knowledge concerning English-speaking countries.

5.3 Suggestion

NESTs and NNESTs issues are always interesting to explore since the fact that English no longer belongs to native English speakers. Besides, the demands for English teachers are constantly increasing.

The present study analyzed NESTs and NNESTs from the students' perceptions in terms of both teacher groups' teaching competence, cultural knowledge, teaching style, and classroom management. Hence, this study recommends further investigations which explore more categories, for instance teachers and students' personality, teacher-student talk time, etc. Besides, it would be better if NESTs and NNESTs' language competency is also taken into account for further studies.

Although this research did a triangulation by having interviews with the subjects to clarify their answers in the questionnaire, it is recommended to have a questionnaire tryout before launching it to the subjects. Thus, any ambiguous or judging words could be avoided.

Last but not least, this research would suggest a need for larger-scales studies involving more secondary students from other English courses or international schools in Surabaya and more secondary students as subjects and more NESTs and NNESTs as research objects in order to get the bigger picture of students' perceptions towards NESTs and NNESTs.

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