A SURVEY OF INDONESIAN EFL UNDERGRADUATE STUDENTS' ATTITUDES TOWARDS NON-NATIVE ENGLISH-SPEAKING TEACHERS

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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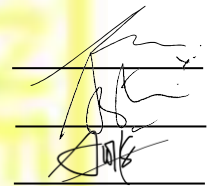
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STATEMENT OF WORK'S ORIGINALITY

I honestly state that the thesis that I have written is my work and does not contain the work of others, except what I have mentioned in the quotations and references. This thesis has never been submitted for another degree or purpose.

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Yogyakarta June 28, 2022

The Researcher

Nabila Chairunnisa

MOTTO

"The whole purpose of education is to turn mirrors into windows" – Sydney J. Harris

"What you are going through now is a process and a foundation for your future Believe in yourself, you can pass it" – For you Stray Kids

DEDICATION

I dedicate my thesis to:

1. My parents, my Dad and my Mom thank you, I am so grateful to them for the support, encouragement, and prayers that they always give me endlessly so that I can finish this thesis.

2. My sister, Nadia and Aqilla, thank you for always supporting me, and thank you for always providing jokes and laughter that allowed me to go through the process of making this thesis well.

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Wassalamu'alaikum Warohmatullohi Wabarokatuh

Yogyakarta June 28, 2022

The Researcher

Nabila Chairunnisa

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A SURVEY OF INDONESIAN EFL UNDERGRADUATE STUDENTS' ATTITUDES TOWARDS NON-NATIVE ENGLISH-SPEAKING TEACHERS

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ABSTRACT

The discussion about NEST (Native English Speaker Teacher) and NNEST (Non-Native English Speaker Teachers) has been the center point of the way they university sat their policy in recruiting their instructor for students in teaching English. This survey study aims to describe students' attitudes toward NNEST. The participant consistent of 36 undergraduate students. Data will gathered using questionnaire and supported also by an interview. The findings show that students' attitudes towards NNEST are positive. NNEST are considered fun and able to provide efficient learning like NEST. They are considered able to understand student difficulties even though there are still some disadvantages in NNEST described by students.

Keyword: NNEST, NEST, Attitude, English Learning, QUITA, Undergraduate Students.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The discussion about NEST (Native English Speaker Teacher) and NNEST (Non-Native English Speaker Teachers) has been the center point of the way they university sat their policy in recruiting their instructor for students in teaching English. This is also explained by Nayar (2002) in his analysis, and he explains that NEST is the ideal person in teaching English. NEST is said to be ideal because NEST can be trusted to teach grammar and universal language acceptance, as well as correct language representation, even though there are still many NNEST (Non-Native English Speaker Teachers) who can become good teachers with almost the same skills as NEST. According to Ousseini (2018), developing the skills of a teacher can have different characteristics in the context of EFL. For example, by using knowledge to develop issues related to learning and find out how to teach in class and plan further actions based on teaching problems that might occur during class. This could be a NNEST or NEST reference when teaching. When it comes to teaching, according to Wong (2009), NEST teaches using authentic, creative material and does not place much importance on grammar, but this is different from NNEST. According to Sung (2014), NNEST teaches grammar efficiently and teaches grammar directly to students. Regardless of the differences, NNEST often gets different treatment from students. In Mahboob (2005) research, NNEST have received discriminatory treatment from students simply because the teacher is an NNEST, not NEST.

Several scholars have carried out a lot of research on the attitude of NEST and NNEST in EFL teaching. For example, Huang (2019) found that NEST is more reliable than NNEST because NEST have more knowledge about English language especially about grammatical role. (Kirkpatrick, 2016) said that most overseas English teachers nowadays are NEST because in his opinions NEST is considered ideal to be a teacher and have better performance than NNEST. He also added that in many cases of teacher recruitment, NEST is hired faster than NNEST only because of the belief that studying with NEST will be better than NNEST even though sometimes without relevant qualifications and teaching experience. In other words, native speakers can be of practical value because they can speak and teach in the language, they are fluent in. In another study, Saipullah (2021) found that speaking accents from NEST were more quickly understood by students than NNEST.

However, Copland (2016) explained that some students also prefer to learn English with NNEST compared to NEST. This is based on NNEST using the first language accent (not English); because of the use of these accents, students become easier to understand English and NNEST also sometimes provide good explanations so that students become more motivated while learning. In the Indonesian context, Nisa (2014) found that NNEST can motivate students so that they can be more confident when speaking English. The same thing was also found by Nazara (2011), who found that NNEST motivating students could make students more confident when speaking in class and create a conducive environment. Research on attitude in the context of EFL in Indonesia has been

widely carried out and this study aims to enrich the research literature on student attitudes towards NNEST.

Therefore, the author now seeks to see how the attitude of the university level with students toward NNEST who play a role in teaching them and how students learn when they learn with NNEST. Navigate to the previous study, The authors collect data using *QUITA (Questionnaire International Teaching Assistants)* such us by Plakan (1997), Ling & Braine (2007) and Chang (2016) and also supported by an interview. The questionnaire that will be distributed online to 36 students and also will interview 2 interviewees from the students at Critical Reading and Literacy class D at the university in Yogyakarta. In this study, the author can provide an overview that can expand information about how students' attitudes towards an NNEST.

1.2 Limitation and Formulation of the Problem

Based on the explanation above, the limitations obtained are:

How are the attitudes of university students towards NNEST?

1.3 Objective of the Study

This study aims to identify Attitude of university students in a private university in Yogyakarta toward NNEST.

1.4 Significance of the Study

This study will contribute to students in similar contexts to provide information so they can reflect their attitudes in a similar context. To the teacher,

it also helps to understand students' attitude of NNEST. And for further research, this study will provide information or as a reference for people who will research on the same topic about EFL undergraduate students' attitude of NNEST.

CHAPTER II

LITERATURE REVIEW

Attitude is a way of responding, character, feeling, and position concerning someone or something, especially in thoughts. (Şentürk, 2019) Attitude is described as a tendency to respond negatively or positively to things, ideas, people, situations, etc. It means that, attitude becomes a view of how a person responds to an object that has meaning in a positive or negative form and by giving gestures as a tangible form of a response with the character possessed by a person. According to Latchanna, Dagnew (2009), attitude is accepted as an important concept for understanding human behavior. This means, from human behavior, we can judge how the attitude looks, they also said that attitude is important to understand how a person behaves based on how to respond, which involves feelings and beliefs. Based on Spada, P. M. (2013) which explains that when a person is born, that person has acquired at least one language, namely the mother tongue. It means that, a non-native is someone who learns a language when they are teenagers and adults; with a high curiosity, they learn a new language that is different from the language they have acquired from infancy. The same thing was said by Oanh (2014), who said that a non-native speaker is someone who learns a language when they learn the language they acquired when they were teenagers or adults.

2.1 NEST vs NNEST (Native English Speaking Teacher vs Non-Native English Speaking Teacher)

NNEST is an English teacher who uses English as a second language. This is an excellent point for NNEST because they can teach using two languages

(English and Mother Language) in class. This is quite different for NEST who only teach using one language, namely English. According to Sung (2014) For pronunciation, NEST have an advantage because NEST will be better at pronouncing English vocabulary or speaking in English. After all, English is the primary language, but now many NNEST have started to pronounce English well like NEST. According to Wang, Feng (2020) NNEST has a good relevant cultural connotation, allowing NNEST to choose the right words to say when teaching. NEST also benefit from teaching grammar to students, because NEST have known good English grammar since they were little, and this makes NEST even more ideal as English teachers, but now NNEST are also able to teach English grammar. Good as a NEST. This is because NNEST have a greater capacity to see good grammar. When it comes to teaching, according to Wong (2009), NEST teaches using authentic, creative material and does not place much importance on grammar but is different from NNEST. According to Sung (2014), NNEST teaches grammar efficiently and teaches grammar directly to students. Getting to know students is one way to create a class that has a good atmosphere. Based on Spada, P. M. (2013) they explained that NEST was born with English and didn't learn it from scratch and could understand students but compared to NNEST, NNEST could understand students better. This is because, NNEST is a learner in learning English and has gone through various difficulties, based on the experiences that NNEST have gone through, this makes NNEST more empathetic to students in facing possible challenges that students will face in the future and can be better at help students.

Based on the same source, described that sometimes NNEST could make mistakes because English is not the primary language, and NEST, of course, explain well because English is their primary language but NNEST can correct it by explaining the wrong things in the same language as the students they teach. Furthermore, according to recent research on NNEST. Now NNEST are seen as good teachers to teach English almost like NEST. Moreover, they also explained that NEST is good at making teaching strategies for students by setting learning goals based on the established curriculum. However, NNEST are also good at making realistic teaching strategies but there are still clear goals that are still related to the teaching curriculum. This is explained by Medgyes (1999), writing that NNEST are good at setting realistic learning goals for students. A common language and native culture and a common background, this can allow NNEST to build closer relationships with students.

2.2 Research on Attitude on non-native speakers in EFL learning contexts

According to Chang (2016), NNEST is considered to be better at teaching English to EFL learners. This is because NNEST can use a second language that students can understand when teaching a material. NNEST is also considered to understand student learning problems because NNEST has the same background and sometimes has the same way of learning as students. Also, according to Ousseini (2016), developing a teacher's skills can have different characteristics in the EFL context. It can be a reference for NNEST or NEST when teaching. In a linguistic context, NEST focuses more on the pronunciation and use of language, while NNEST is more focused on explaining grammar and communicating with students. Regardless of the differences, NNEST often gets different treatment

from students. In Mahboob (2005) research, NNEST have received discriminatory

attitudes from students simply because the teacher is an NNEST, not NEST.

2.3 Theoretical Framework

The present study will be guided by a framework that focuses on EFL

undergraduate students Attitude towards NNEST.

UNDERGRADUATE
ATTITUDE (Plakan (1997)

LEARNER ATTITUDE on
NNEST (Chang (2016)

A SURVEY OF INDONESIAN EFL LEARNERS' ATTITUDES

TOWARDS NON-NATIVE ENGLISH-SPEAKING TEACHERS
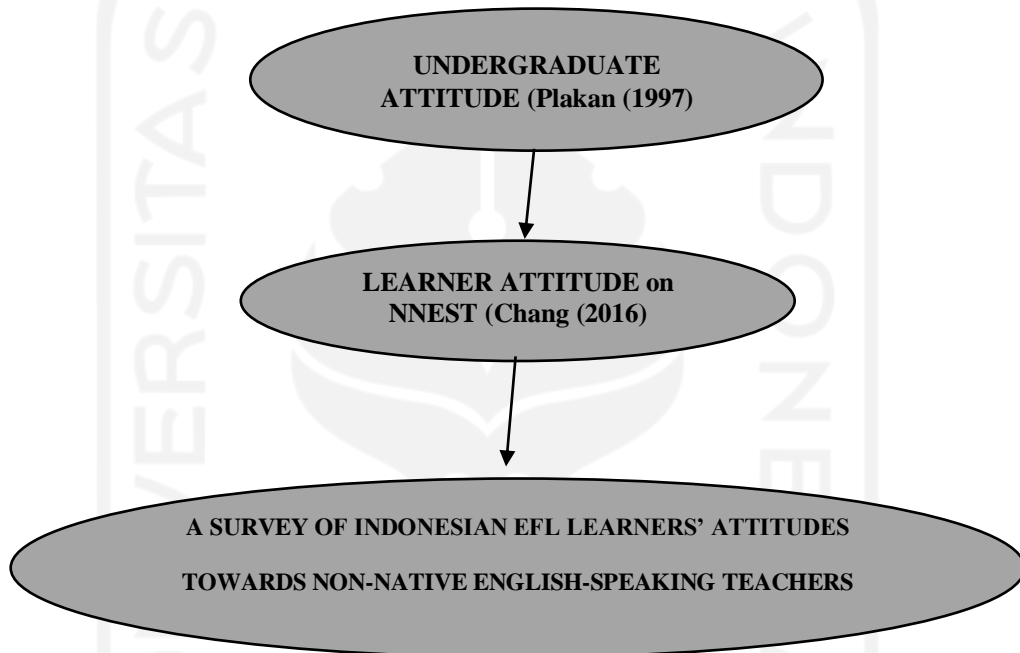
Figure 1

CHAPTER III

METHODOLOGY

This chapter will explain the study's methodology. The chapter begins with an explanation of the research design, continues with population and sample, and follows data collecting and analysis techniques.

3.1. Research Design

The current study was in a survey study and followed by an interview. According to Creswell (2014), A survey study is an investigator conducting a survey of a sample or an entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The survey study results will be in the form of numerical figures in the form of descriptions. From these results, the author will conclude. Referring to Chang (2016), This survey study will conduct in two phases, a questionnaire survey and supported by an interview. This research is a replication study of Chang (2016), which was applied on a smaller scale in different contexts. The reason why the scale used is smaller is because of limited time and resources. The use of this method is due to data collection carried out on a small scale. So, if it is done using only one method, it is possible that the data obtained is not too deep. Therefore, if the data collection is carried out in large quantities, the time and participants available are not sufficient for this study and in this study, there are only a few participants. The reasons why both methods are needed in this study are; Quantitative research was chosen based on the purpose of the research, which determines the relationship between variables with only one study. This research will begin with a questionnaire

survey to see how students' attitude towards NNEST. The research will be followed with an interview to see and confirm how the student's attitude is based on the questionnaire that has been distributed. This study also required student interviews. The interview was chosen so that it can help to explore, provide detailed explanations and provide careful analysis from the questioner.

Furthermore, not all students as participant will be interviewed, but the students interviewed are students who are the highest and lowest ranking students in survey research. This is because the student can represent the answer to the student's attitude towards NNEST. The survey was conducted to see the highest, lowest and average in the data and then explored in more detail through interviews to see an explanation of the survey that had been given. Although this research can only describe how the learner's attitude is to non-native speakers, and the results do not describe in detail how the learner's attitude is to NNEST, this research shows a representation of the average population studied.

3.2. Population and Sample

3.2.1 Population

The writer chooses Critical Reading and Literacy class D at the English Language Education Department. The class has a population of about 36 students' batch 2020 in the English Language Department at a private university in Yogyakarta, Indonesia. The reason why this class was chosen to be the place for researchers to collect data is that this class has experienced how to learn together with two teachers with NEST and NNEST. Students in this class will be able to distinguish how to learn when with NEST and

NNEST and representative to see how the learning differences between NEST and NNEST.

3.2.2 Sample

The author took all students from the Critical Reading and Literacy class D students to be used as a sample. There are 36 students in batch 2020.

$$= \frac{N}{1 + Ne^2}$$

Explanation:

n = Number of Sample

N = Population

e = Error rate (5%=0.05)

$$n = \frac{100}{1 + 36\,(0.05)^2}$$

$$n = \frac{100}{1 + 36\,(0.0025)}$$

$$n = \frac{36}{1.0925}$$

$$n = 33.8672 \; or \; 34 \; students$$

$$n = 34$$

Based on the results of the sample calculation above, the minimum of samples required is 33.8672 or 34. In counts that produce a fraction (there

is a comma) should be rounded up. Therefore, the sample that must be used from the 36 students is 34 students.

Data Collecting Technique

The author took several steps to this research:

1. *Chang (2016)* the questionnaire of attitudes QUITA as the instrument.

2. Checked and translated one by one item in the questionnaire to make sure that the meaning was easy to understand.

3. Permission from lecture using chat to distribute questionnaires is necessary so that it can be done properly at the time of data collection.

4. Distributed the online questionnaire google form link to 36 students, and all the questionnaires were returned.

5. The distribution of the questionnaire will be carried out online with students. Researchers accompany for approximately 15 minutes until students complete the questionnaire.

6. Using Microsoft Excel to transport the data, then move the already available data to SPSS to analyze the data statistically from the questionnaire to numerical data.

7. Interview questions in an adaptation based on Chang (2016). Interview two students selected based on ranking from the questionnaire next using Microsoft Word to interview data analysis.

3.3 Research Instrument

3.3.1 Questionnaire International Teaching Assistants (QUITA)

The original questionnaire was a questionnaire from QUITA (Questionnaire International Teaching Assistants) by Plakan (1997). Later adapted QUITA by Ling & Braine (2007), this questionnaire was adopted for their research on its suitability to the research context. Furthermore, this questionnaire was re-adapted by Chang (2016).

No	Domain	Number of Item	Item Number
1	Communication	6	1,2,3,4,5,6
2	Learning	7	7,8,9,10,11,12,13
3	Learning Experiences	12	14,15,16,17,18,19, 20,21,22,23,24,25,26

Table 3 Domain Questionnaire International Teaching Assistants (QUITA)

In the questionnaire, there are 2 sub-sections. sections 1 and 2 will be combined, this is because the questions contained in that section are few, so to save time in filling out data, it was decided to combine them. On the questionnaire with 4-point Likert-Type scale, ranging from 1 refers to strongly agree, 2 agree, 3 disagree and 4 strongly disagree. There are several questions; first, in sub-1, there are 13 questions and in sub 3 there are 13 questions for a total question of the questionnaire is 26.

This was done to see how students respond to NNEST regarding their communication and student learning experiences with NNEST. The author hopes that students can fill out the questionnaire voluntarily in order to help the author obtain data for this research. The identity of students who fill out the

questionnaire will be kept confidential and will not be disseminated to maintain student comfort. The estimated time of filling out the questionnaire is 15 minutes and will continue to be followed-up to ensure all students fill out the questionnaire properly.

3.3.2 Validity

According to Heale and Twycross (2015), validity is an accurate measurement concept in a quantitative study. Validity is also explained to have 3 main types: content validity, constructs, and criteria. In this study, the author uses content validity, and content validity will focus on all content related to the accuracy of a measuring instrument that will determine the aspects of a questionnaire. The questionnaire used will be translated first with the aim that it is easier for students to answer if they use their language.

The author here will also use SPSS 26 to test whether the data is valid. Before proceeding to the data collection process, the questionnaire has been checked first by the supervisor or supervisor in the field. Based on the result of questionnaire data that has been processed through SPSS 26, the data shows that it is 100% valid.

		N	%
Cases	Valid	35	100,0
	Excluded[a]	0	,0
	Total	35	100,0

*Listwise deletion based on all variables in the procedure
Table 3.1 Validity

The following are the results of the analysis of the validity of the questionnaire used by researchers:

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Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q01	35	2,00	4,00	3,2000	,58410
Q02	35	2,00	4,00	3,4286	,55761
Q03	35	1,00	4,00	2,2000	,93305
Q04	35	1,00	4,00	2,4000	,84714
Q05	35	1,00	4,00	2,8857	,71831
Q06	35	2,00	4,00	3,1714	,66358
Q07	35	1,00	4,00	2,0286	,85700
Q08	35	1,00	4,00	3,2286	,68966
Q09	35	2,00	4,00	3,2286	,54695
Q10	35	2,00	4,00	2,8571	,69209
Q11	35	1,00	4,00	2,4000	,81168
Q12	35	1,00	4,00	1,9714	1,04278
Q13	35	2,00	4,00	3,4286	,60807
Q14	35	2,00	4,00	3,1143	,75815
Q15	35	2,00	4,00	3,1143	,58266
Q16	35	2,00	4,00	3,2571	,61083
Q17	35	2,00	4,00	3,2000	,53137
Q18	35	1,00	4,00	2,5429	,78000
Q19	35	2,00	4,00	2,9714	,66358
Q20	35	2,00	4,00	3,1714	,51368
Q21	35	3,00	4,00	3,3143	,47101
Q22	35	1,00	4,00	2,3714	,91026
Q23	35	1,00	4,00	2,2571	,65722
Q24	35	2,00	4,00	3,3429	,59125
Q25	35	2,00	4,00	3,3143	,52979
Q26	35	3,00	4,00	3,3714	,49024
Valid N (listwise)	35				

Table 3.2 Following result validity

3.3.3 Reliability

Heale and Twycross (2015) explain that Reliability is closely related to consistency in a measure. Testing for Reliability in this study, data collected with questionnaires that have been distributed online will be managed using SPSS and

will only retrieve valid data to continue the following percentage. According to
Creswell (2012) the score should be almost the same when the researcher
administers the instrument several times and must be consistent. Based on the
results of the questionnaire data that has been processed through SPSS 26, the
data has 0,858 Cronbach's alpha for all items question.

Cronbach's Alpha	N of Items
,858	26

Table 3.3 Reliability

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the research is in the form of descriptive research. Numerical data will be displayed so that the data can be seen transparently and shows some general characteristics of students towards NNEST. Based on the results of the data that has been processed, this questionnaire data has several aspects sorted from the highest to the lowest. Those aspects are: Communication with NNEST, Learning from NNEST, and Students' Learning Experiences with NNEST. Furthermore, this section will also explain the interview data. The interview data is described complement and further elaborate the questionnaire results. Based on the data that has been processed, the interview data has several aspects supporting the questionnaire data. Those aspects are: the use of a second/foreign language to support student learning, The use of a second language makes students comfortable, NNEST learning experience, NNEST advice on how to use language learning strategies, NNEST's understanding of students learning problems, and realizing student needs during the learning process.

EFL Learners' Attitude	N	Mean
Communication with NNEST	35	3,4286
Learning from NNEST	35	3,4286
Students' Learning Experiences with NNEST	35	3,3714

Table 4 Ranking of Category Attitude towards NNEST

4.1 Research Findings

4.1.1 Quantitative Result

4.1.1.1 Communication with NNEST

Table 1 presents the questionnaire results concerning the students' attitude toward NNEST in terms of their communication. This data has several aspects sorted from the highest to the lowest.

Table 1. Communication with NNEST

Question	N	Mean
2. Many non-native English instructors usually communicate effectively in the classroom.	35	3,4286
1. If I had trouble understanding a non-native English instructor, I would talk with her or him about it during office hours.	35	3,2000
6. On the whole, non-native English instructors show about the same level of concern for students as do native English instructors.	35	3,1714
5. I feel comfortable talking about personal concerns with non-native English instructors.	35	2,8857
4. When there are communication problems between students and non-native English instructors, students cannot do anything to improve the situation.	35	2,4000
3. I make friends with my native English instructors more than my non-native English instructors.	35	2,2000

*Valid N (listwist) 35

The survey results in table 1 show that most of the students show a good attitude and also a positive attitude toward the teacher based on the teacher's performance and how the teacher's background is the same as the student. For example, At the highest data (3.4286) and the second-highest data (3.2000), students showed that the communication between students and the NNEST in the class was excellent, this was also supported by when students found difficulties in understanding, students could ask the NNEST on working hours. Moreover, based

on the lowest (2.2000). Students outside the classroom may tend to be less comfortable being friends with their NEST. In the Indonesian context, this is probably to the deficiency of NEST in Indonesia, which makes students less sure if they want to be friends with NEST.

In addition, cultural differences are also one of the factors why students feel less comfortable when making friends with NEST, and their attitudes tend to be lower than their NNEST. At the following lowest data (2.4000) the average student disagrees if there is a communication problem with the NNEST. Students perceive that NNEST can help when students have communication problems. This is because students have the same background as NNEST and use a second language that can enable them to explain something or their opinion if there is a situation related to communication.

4.1.1.2 Learning from NNEST

Tables 2 prese questionnaire results concerning the students' attitude toward NNEST in terms of their learning in class. This data has several aspects sorted from the highest to the lowest.

Table 2. Learning from NNEST

Question	N	Mean
13. There are many non-native English instructors who teach just as effectively as native English instructors.	35	3,4286
9. Students' attitudes affect their ability to understand non-native English instructors in class.	35	3,2286
8. I can learn just as well from a non-native English instructor as I can from a native English instruction.	35	3,2286
10.If I could choose the course myself, I would choose a course taught by a non-native English instructor.	35	2,8571
11.Many non-native English instructors have difficulty	35	2,4000

Question		
understanding and answering students' questions.		
7. If I got a non-native English instructor with a weak foreign accent, I would try to transfer to another course.	35	2,0286
12.It would be better if non-native English instructors were not allowed to teach in ESL programmers.	35	1,9714

*Valid N (listwist) 35

The survey results in table 2, based on the highest (3.4286) show that students believe NNEST teaching methods are as effective as NEST. This is also supported by the second and third highest (3.2286), indicating that students can learn well with NNEST as well as when they study with NEST, and after all, the effectiveness of teaching to students from NEST and NNEST also depends on the attitude of the students.

Furthermore, the lowest data (1.9714) shows that most students disagree that NNEST should not teach English. Probably because the findings from this research show that students are more comfortable studying with NNEST, and students can share more experience with NNEST as well as from several aspects such as teaching about grammar, structure, and vocabulary NNEST teach well in English subjects as well as NEST.

4.1.1.3 Students' Learning Experiences with NNEST

Table 3 presents the results of the questionnaires concerning the students' learning experiences with NNEST. This data has several aspects sorted from the highest to the lowest.

Table 3. Students' Learning Experiences with NNEST

Question	N	Mean
26. The NNS English teachers can know my needs and learning problems.	35	3,3714
24. The NNS English teachers will use some Bahasa in class to	35	3,3429

help students to learn when most of the students reflect that
they do not understand what the teachers are teaching.

25. The teaching performance of NNS English teachers is as good as native speaker English teachers.	35	3,3143
21. The NNS English teachers' speaking speed is not too fast to follow.	35	3,3143
16. The NNS English teachers' pronunciation is much easier for me to understand	35	3,2571
17. The accent of the NNS English teachers is easy to understand.	35	3,2000
20. The teaching materials prepared by NNS English teachers are much understandable for me to follow.	35	3,1714
15. The NNS English teachers' teaching style is easy for me to follow.	35	3,1143
14. I think that the NNS English teachers will pay more attention to grammar.	35	3,1143
19. The NNS English teachers tend to correct the grammatical mistakes I made.	35	2,9714
18. The NNS English teachers will pay less attention to correcting my pronunciation.	35	2,5429
22. The NNS English teachers cannot help me to learn more about the culture of the target language.	35	2,3714
23. There will be less interaction between the NNS English teachers and the students in class.	35	2,2571

*Valid N (listwist) 35

The survey results in table 3 show that the student learning experience
with NNEST is good. This is supported by the highest mean data (3.3714), which
indicates that NNEST can understand and know what learning problems are
experienced by students. This is because NNEST and students are NNEST
students with the same background, namely learning English together. This
information is also supported by the second highest (3.3429) and third (3.3143),
which states that NNEST can use language to help students when most students
have difficulty understanding what NNEST are teaching. In addition, students also

gave their opinion that the performance of NNEST in teaching in class was as good as that of NEST. They think that NNEST teaches well in their own way as well as NEST.

Furthermore, based on the second-lowest average data (2.3714), students think that NNEST can help them learn how to learn English culture; this is because NNEST is a teacher who has the same background as students, and English is a second language. This is also supported by the lowest data (2,2571), which states that this can reduce interaction between NNEST students and teachers in the classroom. However, because of the cultural similarities found in NNEST, this does not become an obstacle for students in the learning process.

4.1.2 Qualitative Result

The result interview with two students to complement and further elaborate on the results of the questionnaire. The interview questions were adapted from Chang (2016) and interview data analysis was also adapted from Chang (2016). The interview was conducted using one of the online meet facilities and the interview was added with online correspondence to confirm several interview points which were explained in the explanation below the interview. The interview data concerned with NNEST several advantages based on the students' learning experience with NNEST as well as their perception of them. The data were discussed and presented in terms of NNEST several advantages and a view research advantage by excerpts from the students' responses in the interview. Based on the interview results, students consider learning together with NNEST more fun, comfortable and easier to understand the material presented by NNEST. This is because NNEST uses a second language to further explain the

material taught. But that doesn't mean NEST is not good; NEST is also good, but students consider that cultural and language barrier that use full English language in the class make students feel less pleasant, and the sense of comfort when studying is also reduced.

4.1.2.1 The use of a mother language to support and make student comfortable when learning

Based on the results of existing interviews, students showed that when NNEST used their mother language when teaching in class, it helped students to understand better the material presented compared to using full English. One of the students mentioned that:

> In my opinion, yes, it is very helpful. because we as students find it difficult to grasp the material presented when the teacher teaches using a full English language. thus, the mother tongue is very helpful in the learning process. This is also because the mother tongue can be easier to understand and understand (Student A).

When the learning process takes place, sometimes students find it difficult to understand the learning material being taught. The use of full English in the classroom also makes understanding the material more difficult, but when NNEST uses a second/foreign language to explain the material after using English, students give the opinion that it really helps them in understanding the material. Students also gave an opinion that the use of a second language that is commonly used in everyday life can better help them in understanding the material being studied.

In addition, with the help of the mother language when in the learning process between NNEST and students, it shows that students feel more

comfortable and relaxed when NNEST use their mother language. This was also mentioned by student B:

> As a student, for myself, it is comfortable, yes, because that is because we can better understand the learning material because it uses the language, we use daily (Student B).

The use of a mother language in the classroom makes students more comfortable when compared to classes that use full English. Students think that when NNEST uses a second language when explaining the material, they feel more comfortable listening to the material and it is easier to express their opinion about the material being taught. Students also confirmed that because the use of a second language that is often used in everyday life makes them better in understanding the material.

4.1.2.2 NNEST learning experience

Based on students' perceptions, NNEST can share their experiences when NNEST become EFL learners like them. This makes the students think they can learn from the experiences of the NNEST that have been told and can help them in the language learning process. Student B commented that:

> One of my teachers once shared his teaching experience. According to him, by teaching the language using a foreign language / mother language, it does make it easier for students to understand the material. However, according to him, some of his students can only understand the material but cannot practice the language well because when in class because according to him because we often use a second language / mother tongue so that the use of foreign languages is rare to use and this according to him is less likely to make students able to practice the language well (Student B).

As the learning process progresses, there are times when NNEST sometimes shares their experiences as an EFL learner. Based on the experiences

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shared by NNEST, students think that there are many positive things they can take as lessons that can help them in the language learning process. However, the student also explained that, according to him, English becomes ineffective if it is not used to communicate in daily life. Students also confirmed that if they only understand the material without applying the language to their daily life, this can make the material that has been studied not run well.

4.1.2.3 NNEST advice on how to use language learning strategies

Moreover, in sharing experiences, NNEST also shared how language learning strategies are helpful for students. Students A and B mentioned that:

One of my teachers once shared his teaching strategies. According to him, if in my opinion it has been, namely by often practicing speaking using the foreign language both in class and outside the classroom and it would be even better if we use the foreign language every day, so that we can get used to using the foreign language (Student B).

One of my teachers once shared his teaching strategies. He said namely by communicating a lot with friends using the second language. Then, the most important thing besides that is the environmental factor (Student A).

Not only sharing experiences as an EFL learner, NNEST also occasionally shares advice to students on how to use useful language strategies. Students explained that NNEST gave suggestions by improving communication using English not only in the classroom but outside the classroom so that they could improve their speaking skills. Students also confirmed that if the use of language is carried out in daily life, it can also make their way of speaking better.

4.1.2.4 NNEST's understanding of students learning problems

Based on the interview above, in general, students are kind to NNEST, but in the same interview, students also stated that there were differences of opinion

on the question. This is related to the NNEST understanding of the problems experienced by students. Student B is of the opinion that:

In my opinion, it seems that not all teachers can understand student learning problems well, sis, because everyone's way of teaching is different and not all teachers also cannot understand student learning problems well. However, it all depends on how the teacher is able to understand the learning problems of his students. So, for non-native or native teachers, it all depends on how the teacher can understand the learning problems of his students so that the teacher can teach well and comfortably. Usually, there are those who are indeed teachers who do not really understand the problem of learning students where they are so that when teaching the teacher does not make the students comfortable when learning (Student B).

However, it was different from student A, who gave quite different opinions from student B. Student A argued that:

In my opinion, non-native teachers are quite familiar with the needs of their students. Native and non-native teachers are definitely different, sis, how to teach and in my opinion non-native teachers are quite deep in understanding the needs of their students, because cultural and strategic differences in my opinion only understand enough for non-natives, brother and we as students also feel a little objection if we learn a full second language or English like a learning system by native speakers (Student A).

Based on students' experiences, they explained that both NNEST and NEST can understand students well and students' learning problems depend on how to teach NNEST/NEST. However, according to them based on their personal experiences who have studied with either NNEST or NEST, they feel that NNEST is better at understanding student learning problems. This is based on NNEST's experience when they became EFL and the same background as NNEST which made students more comfortable when discussing their learning problems. Students confirmed that if they study with NEST, which has a different background and culture with students and a significant language difference, they feel that NEST will find it difficult to understand students' learning problems.

4.1.2.5 Realizing student needs during the learning process

Furthermore, students think NNEST can be aware of students' needs in the language learning process. This was also explained by students A and B who argued that:

> Yes, very aware. In my opinion, Non-native speaker teachers must have thought carefully before starting learning or giving learning to their students. For example, what they need what needs to be taught, and what they don't know so that they are better than before (Student A).

> Yes, in my opinion, because some non-native teachers can realize the needs of their students because they often interact using a second language / mother tongue like the daily language that we use, sis, making the teacher more aware of the needs of his students. But back again sis, as I explained earlier this also depends on the teacher as well as the sis but for this question non-native teachers are more aware of the needs of their students (Student B).

Based on their learning experiences with NEST and NNEST, students explained that while learning Languages, they saw that NNEST was able to realize what students needed when they were in the process of learning Languages. They explained that NNEST had prepared the material to be taught well and would think about what the students might need. In addition, students also confirmed that the interaction or communication between teachers and students who use a second language that they can use every day can enable NNEST to better understand and be aware of what students might need.

4.2 Discussion

Based on the quantitative results, most the EFL learners tend to have a positive attitude towards NNEST. The result of this study is also related to the results of research by Burcu (2019). The findings on their research explain that there is a positive attitude from students when they study. This can be seen from

the average score of the questionnaire the student has answered. This is also following the findings in research conducted by Mahboob (2005). Communication between EFL learners and NNEST is reasonably decent, with no difficulties when learners engage with NNEST, and when answering questions, NNEST are nearly as good as NEST. Furthermore, students tend to prefer to study with NNEST this is because the teaching abilities of NNEST are almost as good as NEST. The results also confirm Medgyes' findings which is re-explained by Chang (2016) that NNEST can be good language learning models for learners because of their good understanding of students' language and culture as well as their experience as second language learners. NNEST tend to focus more on grammar, vocabulary and pronunciation. Teaching focusing on these 3 things will produce knowledge about the importance of speaking, listening, and proficiency in English. Concerning understanding English culture, students also showed positive attitudes towards NNEST. The results show that NNEST can also help students understand English culture even though they are not native English speakers. Based on the qualitative result, students responded positively by saying that when NNEST used a second language in the learning process, it helped them understand the material being taught. In addition, using a second language/foreign language also helps students feel more comfortable learning. The results of this study are also the same as the research conducted by Nina, Dwi (2021). Their research results explain that the positive attitudes created are because in general students feel comfortable and pleasant when studying. In the learning process, sometimes NNEST give their experiences when they were EFL learners, students use the experience as learning for students, and students also think that NNEST can help

them in the language learning process. Students also perceive that NNEST are more aware of what students need during the learning process. Some NNEST also advise students and also provide strategies on how to learn a language in order to be good at theory or conversation. Students gave an opinion that NNEST could understand the learning problems that students experienced because of the similarity of learning backgrounds and experiences, making them think that NNEST could understand their learning problems. However, some students say that not all NNEST understand with student learning problems because it can also depend on how the NNEST teaches students. It is also supported by research from Medgyes (1994, p. 25) re-explained by Chang (2016).

CHAPTER V

CONCLUSION

This chapter describes the summary of the research-based on research findings in the previous chapter and the recommendation for further research.

5.1 Conclusion

Based on the findings, the conclusions in this study indicate that students majoring in English Education class 2020 in the Critical Reading and Literacy class show a positive attitude towards NNEST. They consider that NNEST can also be good role models for them in the English learning process because they think non-native teachers have the same English learning experience as them. In addition, the performance of NNEST is effectively that of NEST, and some even think that NNEST can perform much better than NEST. This is because NNEST can teach using two languages, anticipate student learning difficulties, share experiences, and provide language learning strategies so that the language learned can be helpful to for the future. The results of this study are also supported by research from Medgyes (1994, p. 25), which is re-explained by Chang (2016). They explained that NNEST and NEST were "two different species". This seems to suggest that no one is superior to the two, but both NNEST and NEST can be good teachers in their way by making students feel comfortable and happy when studying with them. In addition, students' positive attitudes towards NNEST in this study indicate that NNEST are generally considered capable of providing efficient teaching. Students also benefit from their teaching and learning strategies.

The limitations of this study are the scale of the study, and the sample is relatively small. This is because of the limited time and research on the topics discussed. Thus, future research should cover a larger sample as much as possible. In addition, this research was conducted in a class at one of the universities in Yogyakarta which had a situation only in that class that met the data qualifications desired by the researcher. Despite its limitations, the study would like to show some attitudes towards NEST and NNEST, particularly towards NNEST. Therefore, further research needs to be carried out with sufficient situations and participants to re-examine students' attitudes towards NEST and NNEST.

5.2 Suggestions

The authors provide recommendations for obtaining data using only one method for subsequent researchers. However, using two methods is also possible if the situation is the same as the authors. This is done so that understanding the Attitude towards NNEST can be continued in more detail.

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APPENDIX 1

(https://docs.google.com/forms/d/1wp_-m7DM0UdniMlU3_gITYWWOurMglaeA_CqtUbyv-0/edit)

Table 1. Komunikasi dengan Pengajar yang bukan penutur asli Bahasa Inggris

Table 1. Communication with NNEST

No	English	Translate
1.	If I had trouble understanding a non-native English instructor, I would talk with her or him about it during office hours.	Jika saya kesulitan memahami pengajar yang bukan penutur asli Bahasa Inggris, saya akan membicarakan kesulitan tersebut dengan beliau di luar jam kelas.
2.	Many non-native English instructors usually communicate effectively in the classroom.	Ada banyak pengajar yang bukan penutur asli Bahasa Inggris yang biasanya mampu berkomunikasi secara efektif di dalam kelas.
3.	I make friends with my native English instructors more than my non-native English instructors.	Saya lebih memilih berteman dengan pengajar penutur asli Bahasa Inggris, daripada pengajar yang bukan penutur asli Bahasa Inggris.
4.	When there are communication problems between students and non-native English instructors, students	Ketika ada masalah komunikasi antara mahasiswa dan pengajar yang bukan penutur asli Bahasa Inggris, mahasiswa

		cannot do anything to improve the situation.	tidak dapat berbuat apa-apa untuk memperbaiki situasi.
5.		I feel comfortable talking about personal concerns with non-native English instructors.	Saya merasa nyaman untuk membicarakan masalah pribadi dengan pengajar yang bukan penutur asli Bahasa Inggris.
6.		On the whole, non-native English instructors show about the same level of concern for students as do native English instructors.	Secara keseluruhan, pengajar yang bukan penutur asli Bahasa Inggris menunjukkan tingkat kepedulian yang sama kepada mahasiswa seperti pengajar penutur Bahasa Inggris asli.

Table 2. Belajar dari Pengajar yang bukan penutur asli Bahasa Inggris

Table 2. Learning from NNEST

7.		If I got a non-native English instructor with a weak foreign accent, I would try to transfer to another course.	Jika saya mendapatkan pengajar yang bukan penutur asli Bahasa Inggris dengan aksen Bahasa Inggris yang lemah, saya akan mencoba untuk pindah ke mata kuliah lain.
8.		I can learn just as well from a non-native English instructor as I can from a native English instruction.	Saya bisa belajar dengan baik dari pengajar yang bukan penutur asli Bahasa Inggris sama seperti dengan pengajar penutur Bahasa Inggris asli.
9.		Students' attitudes affect their ability to understand non-native English instructors in class.	Sikap mahasiswa mempengaruhi kemampuan mereka untuk memahami pengajar yang bukan penutur asli Bahasa Inggris di kelas.
10.		If I could choose the course myself, I would choose a course taught by a non-native English instructor.	Jika saya dapat memilih mata kuliah sendiri, saya akan memilih mata kuliah yang diajarkan oleh pengajar yang bukan penutur asli Bahasa Inggris.
11.		Many non-native English instructors	Banyak pengajar yang bukan penutur

	have difficulty understanding and answering students' questions.	asli Bahasa Inggris mengalami kesulitan dalam memahami dan menjawab pertanyaan mahasiswa.
12.	It would be better if non-native English instructors were not allowed to teach in ESL programmes.	Akan lebih baik jika pengajar yang bukan penutur asli Bahasa Inggris, tidak diizinkan untuk mengajar dalam program atau mata kuliah Bahasa Inggris.
13.	There are many non-native English instructors who teach just as effectively as native English instructors.	Ada banyak pengajar yang bukan penutur asli Bahasa Inggris yang mengajar dengan efektif sama seperti pengajar penutur Bahasa Inggris asli.

Table 3. Pengalaman Belajar mahasiswa dengan Pengajar yang bukan penutur asli Bahasa Inggris

Table 3. Students' Learning Experiences with NNEST

14.	I think that the NNS English teachers will pay more attention to grammar.	Saya rasa pengajar yang bukan penutur asli Bahasa Inggris akan lebih memperhatikan tata bahasa.
15.	The NNS English teachers' teaching style is easy for me to follow.	Gaya mengajar pengajar yang bukan penutur asli Bahasa Inggris mudah untuk saya ikuti.
16.	The NNS English teachers' pronunciation is much easier for me to understand.	Pengucapan (pronunciation) pengajar yang bukan penutur asli Bahasa Inggris jauh lebih mudah saya pahami.
17.	The accent of the NNS English teachers is easy to understand.	Aksen pengajar yang bukan penutur asli Bahasa Inggris mudah dimengerti.
18.	The NNS English teachers will pay less attention to correcting my pronunciation.	Pengajar yang bukan penutur asli Bahasa Inggris tidak akan terlalu memberi perhatian untuk mengoreksi pengucapan saya.
19.	The NNS English teachers tend to	Pengajar yang bukan penutur asli Bahasa

		Inggris cenderung mengoreksi kesalahan tata bahasa yang saya buat.
	correct the grammatical mistakes I made.	
20.	The teaching materials prepared by NNS English teachers are much understandable for me to follow.	Materi ajar yang disiapkan oleh pengajar yang bukan penutur asli Bahasa Inggris sangat mudah untuk saya pahami.
21.	The NNS English teachers' speaking speed is not too fast to follow.	Kecepatan berbicara pengajar yang bukan penutur asli Bahasa Inggris tidak terlalu cepat.
22.	The NNS English teachers cannot help me to learn more about the culture of the target language.	Pengajar yang bukan penutur asli Bahasa Inggris tidak dapat membantu saya untuk belajar lebih banyak tentang budaya Bahasa Inggris.
23.	There will be less interaction between the NNS English teachers and the students in class.	Akan ada lebih sedikit interaksi antara pengajar yang bukan penutur asli Bahasa Inggris dan mahasiswa ketika di kelas.
24.	The NNS English teachers will use some Chinese in class to help students to learn when most of the students reflect that they do not understand what the teachers are teaching.	Pengajar yang bukan penutur asli Bahasa Inggris akan menggunakan Bahasa Indonesia di kelas untuk membantu mahasiswa belajar ketika sebagian besar mahasiswa sepertinya tidak mengerti dengan apa yang diajarkan oleh pengajar tersebut.
25.	The teaching performance of NNS English teachers is as good as native speaker English teachers.	Kinerja mengajar pengajar yang bukan penutur asli Bahasa Inggris sama baiknya dengan pengajar penutur asli Bahasa Inggris.
26.	The NNS English teachers can know my needs and learning problems.	Pengajar yang bukan penutur asli Bahasa Inggris dapat mengetahui kebutuhan dan masalah belajar saya.

Question Interview

No	English	Terjemahan

1.	When the teacher uses the mother tongue when teaching, does it help students in learning? The reason?	Ketika guru menggunakan bahasa ibu pada saat mengajar, apakah membantu mahasiswa dalam belajar? Alasan nya?
2.	When teachers teach using assistance in the form of their mother tongue, do students feel comfortable?	Ketika guru mengajar menggunakan bantuan yang berupa bahasa ibu, apakah mahasiswa merasa nyaman?
3.	Have non-native teachers ever shared their experiences when they were EFL learners?	Apakah pengajar non-native pernah berbagi pengalaman ketika mereka menjadi EFL learners?
4.	Have non-native teachers ever gave advice on how to use language teaching strategies?	Apakah guru non-native pernah memberikan saran tentang bagaimana strategi mengajar bahasa yang berguna?
5.	In your opinion, are non-native teachers better able to understand student learning problems than native speakers?	Menurutmu, apakah guru non-native lebih bisa memahami masalah belajar siswa daripada native speaker?
6.	In your opinion, are non-native teachers aware of the needs of their students during the language learning process?	Menurutmu, apakah guru non-native menyadari kebutuhan siswa mereka selama proses pembelajaran bahasa?

APPENDIX 2
DATA ANALYSIS

	N	Minimum	Maximum	Mean
Q01	35	2,00	4,00	3,2000
Q02	35	2,00	4,00	3,4286
Q03	35	1,00	4,00	2,2000
Q04	35	1,00	4,00	2,4000
Q05	35	1,00	4,00	2,8857
Q06	35	2,00	4,00	3,1714
Q07	35	1,00	4,00	2,0286
Q08	35	1,00	4,00	3,2286
Q09	35	2,00	4,00	3,2286
Q10	35	2,00	4,00	2,8571
Q11	35	1,00	4,00	2,4000
Q12	35	1,00	4,00	1,9714
Q13	35	2,00	4,00	3,4286
Q14	35	2,00	4,00	3,1143
Q15	35	2,00	4,00	3,1143
Q16	35	2,00	4,00	3,2571
Q17	35	2,00	4,00	3,2000
Q18	35	1,00	4,00	2,5429
Q19	35	2,00	4,00	2,9714
Q20	35	2,00	4,00	3,1714
Q21	35	3,00	4,00	3,3143
Q22	35	1,00	4,00	2,3714
Q23	35	1,00	4,00	2,2571
Q24	35	2,00	4,00	3,3429
Q25	35	2,00	4,00	3,3143
Q26	35	3,00	4,00	3,3714
Valid N (listwise)	35			

INTERVIEW DATA TRANSCRIPTION

Interviewees   : Wina Putri (A) & Nurul Syifatul (B)

                            Students batch 2020

Interviewer   : Nabila Chairunnisa (I)

Interview type   : Online

Day/Date   : 21 – April – 2022

Time   : 15.25 – 15.55

Place   : Zoom

Ket
A: Students A
B: Student B
I: Interviewer

No	Interview Answers	Advantages	Disadvantages
1.	A: In my opinion, yes, it is very helpful. because we as students find it difficult to grasp the material presented when the teacher teaches using a full second language. thus, the mother tongue is very helpful in the learning process. This is also because the mother tongue can be easier to understand and understand. B: I think it's quite helpful, because by using our mother tongue or language which is commonly used daily, students can understand well what the non-native speaker teacher is saying. So, it's easier to understand the material.	Assisting students in understanding the material presented Assist students in understanding the explanation of the material	
2.	B: For myself, it is comfortable, yes, because that is because we can better understand the learning material because it uses the language, we use daily. A: yes, I am also the same sis, very comfortable, because it makes it easy for us to feel easy when asked to express an opinion.	Better understanding of learning materials Very convenient in expressing opinions	
3.	A: sorry sis in advance, as I remember there is	The use of a second language	The use of a second

	no sis, forgot hehe B: One of my teachers once recounted his teaching experience. According to him, by teaching the language using a second language / mother tongue, it does make it easier for students to understand the material. However, according to him, some of his students can only understand the material but cannot practice the language well because when in class because according to him because we often use a second language / mother tongue so that the use of foreign languages is rare to use and this according to him is less likely to make students able to practice the language well.	or foreign language makes it easier for students to understand the learning material	language or mother tongue makes English for everyday use ineffective
4.	B: if in my opinion it has been, namely by often practicing speaking using the foreign language both in class and outside the classroom and it would be even better if we use the foreign language every day, so that we can get used to using the foreign language A: if I've heard of it too, what I remember is by memorizing a lot of vocabulary I: Vocabulary? That's what that means? A: By learning good and correct vocabulary, sis, sometimes if for example the vocabulary is unfamiliar and we rarely know sometimes we also have a headache to string it into sentences continue to speak also sis I: Speaking? A: yes sis, by communicating a lot with friends using that second language. then, the most important thing besides that is the environmental factor, sis, don't be afraid to talk, the important thing is to just talk first, right or wrong later.	Often practicing by communicating using English will make students become accustomed to Increase communication with friends using English	
5.	B: In my opinion, it seems that not all teachers can understand student learning problems well,		Not all teachers can understand student

	sis, because everyone's way of teaching is different and not all teachers also cannot understand student learning problems well. However, it all depends on how the teacher is able to understand the learning problems of his students. So, for non-native or native teachers, it all depends on how the teacher can understand the learning problems of his students so that the teacher can teach well and comfortably. Usually, there are those who are indeed teachers who do not really understand the problem of learning students where they are so that when teaching the teacher does not make the students comfortable when learning. A: In my opinion, non-native Teachers are quite familiar with the needs of their students. Native and non-native teachers are definitely different, sis, how to teach and in my opinion non-native teachers are quite deep in understanding the needs of their students, because cultural and strategic differences in my opinion only understand enough for non-natives, brother and we as students also feel a little objection if we learn a full second language or English like a learning system by native speakers.		learning problems but it depends on how the teacher can understand Some students object if the class must be fully in English
6.	A: In my opinion, yes, very aware. Non-native speaker teachers must have thought carefully before starting learning or giving learning to their students. For example, what they need what needs to be taught, and what they don't know so that they are better than before. B: In my opinion, yes, sis, because some non-native teachers can realize the needs of their students because they often interact using a second language / mother tongue like the daily language that we use, sis, making the teacher more aware of the needs of his students. But back again sis, as I explained earlier this also depends on the teacher as well as the sis but for this question non-native teachers are more aware of the needs of their students.	Realizing the needs of students in the learning process Realizing the needs of students because they often interact or communicate with students	

INTERVIEW DATA TRANSCRIPTION

Interviewees   : Wina Putri (A) & Nurul Syifatul (B)

Students batch 2020

Interviewer   : Nabila Chairunnisa (I)

Interview type   : Online

Day/Date   : 01 – June – 2022

Time   : 13.00 – 13.30

Place   : WhatsApp

Ket
A: Students A
B: Student B
I: Interviewer

No	Interview Answers	Advantages	Disadvantages
1.	A: yes, very helpful. because we as students find it difficult to grasp the material presented when the teacher teaches using a full second language. thus, the mother tongue is very helpful in the learning process. B: I think it's quite helpful because by using the mother tongue students can understand well what the non-native speaker teacher is saying.	Assisting students in understanding the material presented Assist students in understanding the explanation of the material	
2.	B: Yes, because it can better understand the learning material A: very convenient, because it makes us feel easy when asked to express an opinion.	Better understanding of learning materials Very convenient in expressing opinions	
3.	A: as I remember there is no sis, forgot hehe B: One of my teachers once recounted his teaching experience. According to him, teaching language using a second	The use of a second language or foreign language makes it easier for students to understand the	

	language / mother tongue does make it easier for students to understand the material. However, some of his students can only understand the material but cannot practice the language well because when he is in class, he often uses a second language / mother tongue so according to him it does not allow his students to practice the language well.	learning material The use of English for everyday use becomes ineffective	
4.	B: Ever, that is by often practicing speaking using language at least in class and it would be even better if it was outside the classroom. So that we can get used to using Language A: Ever, that is, by way of communicating a lot with friends using that second language. then, the most important thing besides that is the environmental factor.	Often practicing by communicating using English will make students become accustomed to Increase communication with friends using English	
5.	B: In my opinion, not all teachers can understand student learning problems well and not all teachers can also not understand student learning problems well. However, depending on how the teacher can understand the student's learning problems so for non-native or native teachers it all depends on how the teacher can understand the student's learning problems so that the teacher can teach well and comfortably A: Yes, because non-native teachers understand the needs of their students better. And we as students also object to learning a full second language like a learning system by native speakers.		Not all teachers can understand student learning problems but it depends on how the teacher can understand Some students object if the class must be fully in English
6.	A: Yes, well aware. Because in my opinion, non-native speaker teachers must have thought carefully before starting learning or giving learning to their students. For example, what they need what needs to be taught, and what they don't know so that they are better than before. A: Yes, I think some non-native teachers can be aware of the needs of their	Realizing the needs of students in the learning process Realizing the needs of students because they often interact or communicate with students	

students because they often interact using a second language/mother tongue so as to make teachers aware of the needs of their students. Sorry sis, I mean the mother tongue/first languge.		