

**A STUDENT' PERCEPTIONS OF THE NATIVE
AND THE NON-NATIVE ENGLISH-SPEAKING TEACHERS: A QUALITATIVE
STUDY IN INDONESIAN ENGLISH MEDIUM HIGHER EDUCATION (EMHE)
SETTINGS**

A Thesis

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



Conveyed by:

Vivi Rinawati

19322022

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA
2023**

APPROVAL SHEET
A STUDENT' PERCEPTIONS OF THE NATIVE
AND THE NON-NATIVE ENGLISH-SPEAKING TEACHERS: A QUALITATIVE
STUDY IN INDONESIAN ENGLISH MEDIUM EDUCATION HIGHER
EDUCATION (EMHE) SETTINGS

Conveyed by:

Vivi Rinawati

19322022



Approved on 20th September

2023By:

Supervisor

Nizamuddin Sadiq

Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D.
NIK 092210201

RATIFICATION SHEET

A STUDENT' PERCEPTIONS OF THE NATIVE AND THE NON-NATIVE ENGLISH-SPEAKING TEACHERS: A QUALITATIVE STUDY IN INDONESIAN ENGLISH MEDIUM HIGHER EDUCATION (EMHE) SETTINGS

By

Vivi Rinawati

19322022

Defended before the Head of Examiners on October 20th 2023 and

Declared Acceptable.

Board of Examiners

Chairperson : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D.

First Examiner : Anandayu Suri Ardini, S.S., M.A.

Second Examiner : Banatul Murtafi'ah, S.Pd., M.Pd.

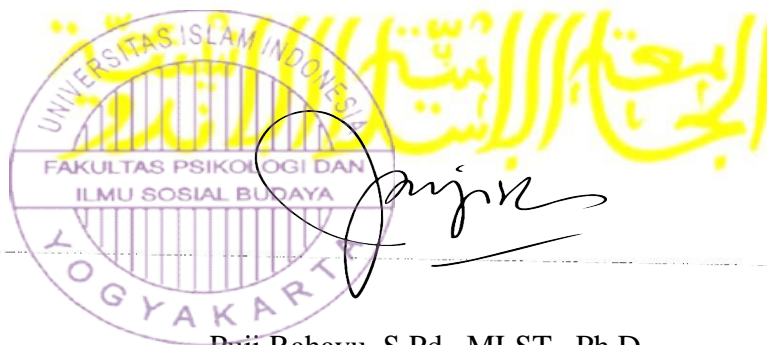
Yogyakarta, October 20th, 2023

Department of English Language Education

Faculty of Psychology and Socio-cultural Sciences

Universitas Islam Indonesia

Head of Department



Puji Rahayu, S.Pd., MLST., Ph.D.

NIP.0505077502

STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis is originally written by me and does not contain any work or part of other people, except those cited in quotations and references as a scientific paper should.

Yogyakarta, 17 October 2023

The Writer



Vivi Rinawati

19322022

MOTTO

“Adopting the right attitude can convert a negative stress into positive one”
(Hans Selye)

DEDICATION

This undergraduate thesis is dedicated to my beloved parents, **Ibu Sutinah** and **Bapak Sugiri**. I am very grateful to have my parents who always support me and strive for my education tirelessly. I would not be where I am today without my parents, this has been such a blessing to have you.

ACKNOWLEDGEMENT

First of all, I would like to say alhamdulillah and many thanks to Allah SWT for giving me power, patience, and everything I need to finish this undergraduate thesis. And also, pray and peace be delivered to our prophet Muhammad SAW. Another utterance of gratitude also delivered for:

1. My undergraduate thesis supervisor and my lecturer as well, Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D. always supported and patiently guided me in writing this undergraduate thesis. I would not have finished this undergraduate thesis without your help. I cannot thank you enough.
2. My academic supervisor and my lecturer, Willy Prasetya S.Pd, M.A. always addressed the problems I experienced during my study. I thank you for always signing the document I need even on weekends.
3. My lecturers of the English Language Education Department have supported and given valuable insight during my study. I thank you for your knowledge, and support. Hopefully, all of the knowledge that you taught me could be a continuous, flowing and ongoing charity (Sadaqah jariyah).
4. My little sister and brother, Vina and Irman, are always supporting me. You guys will always be my motivation to achieve my life dreams.
5. My beloved friend for four 4 years and still counting, Dwika Salsabila aka Uphill, always be my good listener, accompanied me, bought me all the snacks I needed, prayed for me, and always supported everything I did. I thank you for being a friend, and sister, and thank you for the experience of trying the most delicious Indomie. My gratitude knows no bounds.
6. My classmate, Dwi Nilasari, is special. I thank you for being friendly. I hope you could get someone that loves you so much. Going with your long-distance religion (LDR) relationship is harder than finding someone new, go find someone with the same religion as you!
7. My big boy, Bagas Rihananto, is a huge thanks for everything. Your patience, kindness, and the cuteness things you did meant so much to me. We never know where fate will take us, but let's try our best!
8. My girls, the occupants of Griya Santig, Fina, Kristi, Dilla, Widya, Vira, and Keyra always fill my day with happiness. You guys always make me feel that I am not even alone in this rude world. I am very grateful to have friends like you guys.
9. My ex-boyfriend is coloring my life. I am thankful for the experience. If you did not exist in my life, I would not know the pain of being cheated on.
10. The kind people I met that have not been mentioned. I extend my colossal thanks to all of you.
11. Last but not least, I am so grateful for myself. I appreciate myself for trying hard, being able to adjust myself to a hard time, and being brave enough to go through this process.

TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT OF WORKS ORIGINALITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF FIGURES	x
LIST OF TABLES	x
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER I. INTRODUCTION	1
1.1 Introduction.....	1
1.2 Identification of the Problem	2
1.3 Limitation of the Problem.....	2
1.4 Objectives of the Problem.....	2
1.5 Problem Formulation	2
1.6 Significance of the Study	2
CHAPTER II. LITERATURE REVIEW	3
2.1 Perception of Native and Non-Native English Teachers	3
2.2. English as a Medium of Instructions	5
2.3 The Flow of Reviewed Literature	6
CHAPTER III. RESEARCH METHODOLOGY	7

3.1 Research Design.....	7
3.2 Research Setting and Participant	7
3.3 Research Instrument and Data Collection Techniques	7
3.4 Data Analysis	9
3.5 Trustworthiness.....	9
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION.....	10
4.1 Introduction.....	10
4.2 Findings.....	10
4.2.1 NESTs.....	10
4.2.1.1 Pedagogical	11
4.2.1.1.1 Pedagogical Strength	11
4.2.1.1.2 Pedagogical Weakness.....	12
4.2.1.2 Linguistic	13
4.2.1.2.1 Linguistic Strength.....	13
4.2.1.2.2 Linguistic weakness	14
4.2.1.3 Socio-cultural	15
4.2.1.3.1 Socio-cultural Strength	15
4.2.1.3.2 Socio-cultural Weakness.....	16
4.2.2 NNESTs	17
4.2.2.1 Pedagogical	17
4.2.2.1.1 Pedagogical Strength	18
4.2.2.1.2 Pedagogical Weakness.....	18
4.2.2.2 Linguistic	19
4.2.2.2.1 Linguistic Strength.....	19
4.2.2.2.2 Linguistic weakness	20

4.2.2.3 Sociocultural	21
4.2.2.3.1 Socio-cultural Strength	21
4.2.2.3.2 Socio-cultural Weakness	21
4.3 Discussion	22
4.3.1 Perception of the NESTs/NNESTs toward English Proficiency	22
4.3.2 Teaching Behaviors of the NESTs/NNESTs	23
4.3.3 Perception of Socio-Cultural Background of the NESTs/NNESTs.....	24
4.4 Answering the Research Question: Student Perceptions of the NESTs/NNESTs.....	25
CHAPTER V. CONCLUSION	27
5.1 Conclusion	27
5.2 Implications of the Study	27
5.3 Limitations of the Study.....	27

LIST OF FIGURES

Figure 2.1 The Flow of Reviewed Literature	6
Figure 4.1. Student perceptions of the NESTs.....	11
Figure 4. 2. Student perceptions of the NNESTs.....	17
Figure 4.3 General student perception of the NESTs and the NNESTs	25

LIST OF TABLES

Table 3.1 Formulation of Interview Questions	8
--	---

LIST OF APPENDICES

Appendix 1.1 Consent Forms	32
Appendix 2.1 Interview Transcriptions	33
Appendix 3.1 Data theme	46

ABSTRACT

The study that researched the different strengths and weaknesses between native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in higher education settings were rarely discussed in the Indonesian context. Thus, to fill this void, this study examines the perceptions of a student towards the NESTs and NNESTs in Indonesian English medium higher education (EMHE). An undergraduate student from a private Islamic university in Indonesia was recruited as a participant in this study. Employing qualitative study, data was collected by using semi-structured interviews. The result findings revealed the divergence of the NESTs and the NNESTs in three major themes namely (1) pedagogical, (2) linguistic, and (3) socio-culture both positive and negative perceptions. The findings suggest that the dichotomy of NESTs and NNESTs should not be done because both the two types of teachers have their own strengths and weaknesses.

Keywords: Student' perception, native English-speaking teachers, non-native English-speaking teacher, EMHE, higher education

CHAPTER I

INTRODUCTION

1.1 Introduction

English has been spread to all regions of the world at the current time. The spread of English is theorized by Francis and Kachru (1992) into a plurality of English in which the non-native English speakers (NNESTs) outnumbered native English speakers (NESTs). During the spread of English, a lot of people wanted to learn English and more NESs were interested in being teachers including non-native English teachers (NNETs) who were encouraged to teach content through English as a medium of instruction (EMI) in higher education (Moussu and Lurda, 2008).

In conjunction with EMI contexts, Inbar-Lourie and Donitsa-Schmidt (2019) investigated the student's perception of the influence of language background of the native/non-native teachers in EMI classes. They used a method to find out students' perceptions for the native/non-native lecturers in the EMI class. In their research, the quantitative method in the form of open-ended questions was used to identify participant perceptions regarding lecturer background and whether students' English language proficiency, ethnic background, institutional affiliation, and familiarity affect their perception of native and non-native EMI lecturers. On the other hand, students' expectations of the qualities possessed by the native and the non-native lecturers were investigated using qualitative research methods. The 465 undergraduate students in Israel who came from different courses that used English as English media instruction were joined in this research. In the study of Inbar-Lourie and Donitsa-Schmidt (2019), the researcher also found that students considered if lecturers should be native English, and the students who had a high self-assessment of English also had a tendency to choose native English lecturers. In addition, students' expectations about the lecturer's qualities are related to language expertise, subject matter expertise, international expertise, pedagogical expertise, and second language pedagogical expertise.

The research related to the NESTs and the NNESTs was also carried out in Indonesia. Rahman and Yuzar (2020) investigates Indonesian students perspectives related to the NESTs and the NNESTs by combining questionnaires and interviews to collect data in conjunction with characteristics of the NESTs and the NNESTs. The study found that the students tended to have a lively class when they were taught by the NESTs compared to the NNESTs. Meanwhile, the NNESTs have the capability to stabilize and give attention to the student needs

because they have the same background so that they better understand the problems faced by students related to cultural values.

Although students' perceptions of the NESTs and the NNETs in EMI classes have been frequently discussed (Moussu & Lurda, 2008; Rahman & Yuzar, 2020), the literature regarding the NESTs and the NNETs in EMHE settings needs to be expanded, including to Indonesian EMHE contexts. Therefore, this study aimed to explore the Indonesian undergraduate students' perceptions of native and non-native English-speaking teachers in EMI classes.

1.2 Identification of Problem

The developments of the world of education resulted in the growth of EMI growing in many different countries. Indonesia is one of the expansion areas of EMHE. In the use of English as a medium of instruction, the student has two categories of teachers, that is the NESTs and the NNETs who educate them. For the student, from the two categories, teachers have a difference that exists as a form of student perceptions. Therefore, as EMHE growth increases, there is a gap between the difference of two categories of the teacher who favor one of the teachers resulting in different perceptions between the NESTs and the NNETs.

1.3 Limitation of the Problem

To limit the scope of the investigation, this study focuses on student's perceptions of EMI in higher education teachers, the NESTs, and the NNETs.

1.4 Objectives of the Study

This study aims to investigate the student's perceptions related to the NESTs and the NNETs in EMHE classes.

1.5 Problem Formulation

The research question of the study is formulated as: what are the Indonesian student's perceptions of the native and the non-native English-speaking teachers in EMHE classes?

1.6 Significance of the Study

The results of this research are expected to provide information about the NESTs and the NNETs to help to identify the characteristics of the NEST and the NNET which might be useful while taking an EMHE class.

CHAPTER II

LITERATURE REVIEW

2.1 Perception of the NNESTs/NNESTs in EMI Settings

As an international language, English has been taught in all levels of education all over the world. In this respect, native English teachers are mainly preferred to teach. According to Ngoc (2009), this situation exists as a result of the perspective that native speakers of English have more capabilities in teaching their mother tongue than people with non-English mother tongues. Not only about native speakers' capabilities, Philipson (1992a) also pointed out that the NESTs have a 'native speaker fallacy' which mistakes of the NESTs in the use of English may be justified and enables the NNESTs to be marginalized in the profession of teaching English. Medgyes and Reves (1994) in their research found that there is a differentiation in teaching behavior between the NESTs and the NNESTs. In addition, Florence (2012) reported that students have a good perception of the NESTs because they are considered more proficient, especially in helping students improve pronunciation and listening skills. It means that there are still many students who think that the NESTs are better than the NNESTs. It is important to realize that the NESTs and the NNESTs have different strengths and weaknesses in the educational field. Sung (2014) investigated the strengths and weaknesses of the NESTs and the NNESTs through in-depth interview sessions and found the difference which related to the teaching including materials and activities categorized as pedagogical, the use of English that concerned with pronunciation and grammar which identified as linguistic, and social culture that as an activator to develop a close relationship between students and teachers.

At the present time, the current understanding of the NESTs and the NNESTs was present in Martinez (2021). His research focused on the categorization of the teacher identities which found the perception that the NESTs is categorized as a privileged category and the NNESTs is categorized as conversely. Other research relating to how the NESTs and the NNESTs are two different types is in Reves and Medgyes (1994) where the research tried to find about the difference between two groups of teachers the NESTs and the NNESTs which focus on teaching practice behavior. The difference in the teaching practice behavior of the NESTs and the NNESTs comes in contact with the use of language, general teaching approach, and specific language teaching approach. It means that there are differences between native and non-native English speakers in teaching.

Other empirical studies regarding the NESTs and the NNESTs have been well documented. A study by Qiu and Fang (2019) investigated Chinese undergraduate students' perceptions of native and non-native English-speaking content teachers and their experiences through a questionnaire survey and interviews related to the differences and similarities in the attitudes of two groups of EMI teachers in several aspects. This research revealed four aspects related to the teaching style, content organization, language issue, and effectiveness of EMI courses. In the use of English as a medium of instruction, the researchers found that there are positive and negative consequences being taught by the NESTs and the NNESTs. The other difference related to the behavior of the NESTs and the NNESTs is the NESTs tend to have a more diverse teaching approach and interact with students without having cultural competence. While the NNESTs have a cultural competence that makes them preferable to identify and communicate the gap that their students have.

Furthermore, Chun (2014) investigated the student's beliefs about the NESTs and Korean English teachers. He recruited 125 Korean EFL university students to participate in this research. This study found that Korean students imagined that the personality of the NESTs is considered superior because they can bring out the personality traits of teachers who are open-minded and interesting, but on the other hand, Korean English teachers are believed to be more capable of motivating and inspiring students in learning.

The adoption of English cannot be separated from globalization. Through globalization, many the NNESTs wanted to become English teachers (Lagabaster & Sierra, 2002) because NNESTs have the ability to develop better strategies for helping students by linking learning with their cultural background (Adara, 2018). In addition, Tsou and Chen (2017) in their research also found the fact that the NNESTs help students with lower levels of English proficiency, while students with higher abilities tend to choose the NESTs because they are considered more facilitating in teaching, especially in teaching grammar. This could happen because the students with lower English proficiency feel more enjoyment in explaining the difficulties that they faced using their first language.

Like many countries that have implemented EMI in their learning system above, which are influenced by the global influence of English as an international language, Indonesia is relatively new to adapting EMI in higher education. In the current situation, Kohler (2019) stated that internationalization has led to increasing demand for teaching English as a subject, extracurricular activities, or even a new curriculum that brings up English as the main medium

of instruction in Indonesia. In the same way, Simbolon (2018, p.113) also stated that the English medium of instruction in Indonesia was also raised by Ministry of Education, Culture, Research, and Technology (Menristekdikti) in 2015 which is also known as 'bilingual curriculum' in higher education. Due to the increase in the use of English in Indonesia as a medium of instruction, these classes allow for two different types of teachers, namely the NESTs and the NNESTs.

2.2 Studies of English as a Medium of Instruction

In the era of globalization, there is a phenomenon of the use of English which is no longer only used in the community. The phenomenon of the use of English may consider as proof of the global hegemony of English including in the world of education. The use of English in an educational setting as a medium for teaching and learning in higher education (EMHE), or it is often called in short as English as medium instruction (EMI) that requires the students and teacher to gather in interactions of teaching-learning activities that use English as communication tools (Knagg, 2020; Mujico, 2020). Macaro, Curle, Pun, et al., (2017) pointed out that English is currently used as language instruction in teaching academic subjects or in specific contexts in an educational setting called English Medium Instruction (EMI). Indonesia is one of the expanding countries, as English is considered as English as a Foreign Language (EFL). The use of EMHE or EMI is a relatively new but rapidly growing phenomenon that is used in international based schools. A study conducted by Simbolon (2021) found that the use of EMI in a learning subject is considered more capable of accommodating content and assisting collaborative activities on a global scope and some facts that exist in the EMI phenomenon in Indonesia as a EFL learners are it could help the world of education in Indonesia to raise a potential new course. Moreover, Qiu and Fang (2019) focused on the NESTs and the NNESTs in terms of attitudes toward teaching in EMI classes in several aspects. The aspect of the frame, the difference between the two groups of teachers, is related to the attitudes in teaching style, content organization, language issues, and effectiveness in EMI class.

There has been much research done regarding the application of EMI in educational settings. The result found by Inbar-lourie and Donitsa-schmidt (2019, p.9) examined the EMI in the Israel context. Students in Israel have consciousness associated with the use of global and local in the EMI setting that helps the student's academic proficiency and facilitates the 'International expertise' program for students. In the same way, Rose, Sahan, and Zhou (2022,

p.168) in their research focused on the importance of synergies between global Englishes and EMI becoming a ‘Global EMI’ which is implemented in the classroom. One of the benefits of implementing ‘Global EMI’ in the classroom is to realize the appropriate curriculum to address students' requirements, especially in informing best practices.

2.3 The Flow of Reviewed Literature

Guided by Sung’s (2014) study of the strengths and weaknesses of the NESTs and the NNEST, this study focuses on pedagogical, linguistics, and social culture aspects. Reviewed by the above literature, the flow of reviewed literature is presented below

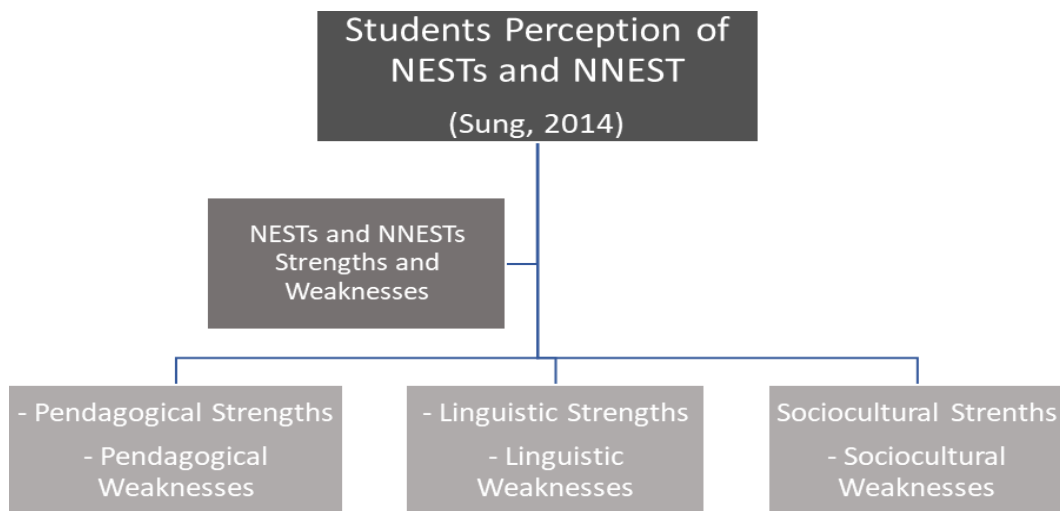


Figure 2.1 The Flow of Reviewed Literature

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This current research is designed using a qualitative study to examine how Indonesian EFL student perceive the NESTs and the NNESTs in EMI classes. In this research, the narrative approaches are used to examine how the student perceive the NESTs and NNESTs in EMI in higher education based on their experiences.

3.2 Research Setting and Participant

The setting of this study is conducted at a private Islamic university in Yogyakarta, Indonesia. This campus was chosen because it has an international program that can clearly represent EMI in higher education in this study because there is student who are taught by the NESTs and the NNESTs.

There is only one participant who was interviewed by the researcher from majors in undergraduate international programs. The participant in this research was chosen because the first language of the participants is Bahasa Indonesia but he takes part in international program classes that make the participant experience being taught by the NESTs and the NNESTs while attending classes that certainly use English as a medium of instruction. This makes participant suitable to represent perceptions of the NNESTs and the NNESTs in EMI higher education class.

The participant from the international relations program was frequently experienced being taught by the NESTs and the NNESTs in the international relations class. Additionally, he also exposed being taught by the NESTs in multicultural classes through AFS (American Field Service) exchange program and IISMA (Indonesian International Students Mobility Awards) for six months in Brighton, United Kingdom. The participant started to learn English when he was in Elementary school taught by the NNESTs and spent more than ten years learning English.

3.3 Research Instrument and Data Collection Techniques

The data were obtained through semi-structured interviews with undergraduate student in the EMI higher education classes. The semi-structured interview was chosen since the data collection of this research is focused on the verbal data of the participant viewpoint (Flick,

2009) surrounded by the informal style which uses a guideline that provides a formulation of the questions of the interview (Manson, 2002, p.62). The formulation of interview questions is concluded in the following table.

Table 3.1 Formulation of Interview Questions

Subject	Conceptual Definition	Components	Interview Question
NESTs and NNESTs	Sung (2014) stated that the difference between Native English-Speaking teachers and Non-Native English-Speaking teachers could be divided into strengths and weaknesses.	<ul style="list-style-type: none"> • Pedagogical strengths and weaknesses • Linguistic strengths and weaknesses • Sociocultural strengths and weaknesses 	<ul style="list-style-type: none"> • Could you explain the teaching strengths and weaknesses of NESTs/NNESTs in the class? • Why is it considered a teaching strength or weakness of NESTs/NNESTs? • How do you perceive those strengths or weaknesses that NESTs/NNESTs has while teaching? • How do NESTs and NNESTs reflect their English proficiency? • Could you tell me any dissatisfaction that you might feel towards teachers' use of English as a medium of instruction? • How do you perceive those proficiency and dissatisfaction that NESTs/NNESTs have while teaching? • Could you explain the cultural strengths and weaknesses of NESTs/NNESTs in the class? • Why is it considered as a teacher's sociocultural strength or weakness of NESTs/NNEST

-
- How do you perceive those sociocultural strengths that NESTs/NNESTs has while teaching?
-

3.4 Data Analysis

Thematic analysis is employed in this study because this design is suitable to help the researcher to examine student perceptions. Maguire and Delahunt (2017) stated that thematic analysis is the most influential approach that can be used in all probability, in social sciences at least, because it provides clarity and is very flexible. To examine how student perceive, thematic analyses are used to identify, analyze, and report themes within the data (Braun & Clark, 2006).

3.5 Trustworthiness

Lincoln and Guba (1985) stated that trustworthiness criteria need to deal with credibility, transferability, dependability, and conformability. To achieve trustworthiness in this research which has credibility, the data should be credible by involving the lecture supervisor in verifying the interpretation of the researcher and member check by the participant to ensure the data in this research matches what the participant intended which makes the data in this research more credible. Equally important, together with transferability, the data and findings of this research could be applied in another context by creating a report that provided detailed, clear, systematic, and reliable descriptions. Last, to get dependability and confirmability on this research, the lecture supervisor was also invited to review during the research process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and is followed by the discussion. Detailed descriptions of findings and discussions are presented in the following sections.

4.1 Introduction

This chapter reports the research findings (4.2), discussions (4.3), and the answers to the research question (4.4). The research findings were divided into two sub-chapter which related to the student's perception of the NESTs and the NNESTs. Those research findings were discussed with reference to existing theories or empirical studies and specifically elaborated and summed up in sub-chapter 4.4. Furthermore, research findings are detailed in the following sub-chapters.

4.2 Findings

The research findings are divided into two main points, that is student perceptions of the NESTs (4.2.1) and student perceptions of the NNESTs (4.2.2). These perceptions are described in pedagogical, linguistic, and socio-cultural aspects. Each aspect is further elaborated into positive and negative perceptions. The following sub-chapter elucidates student perspectives of the NESTs.

4.2.1 NESTs

The student perceptions of the NESTs reveal both positive and negative perceptions in pedagogical, linguistic, and socio-cultural aspects. Detailed descriptions of these aspects are presented in sub-chapter 4.2.1.1, 4.2.1.2, and 4.2.1.3 respectively. General findings of student perceptions of the NESTs are displayed in the chart below.

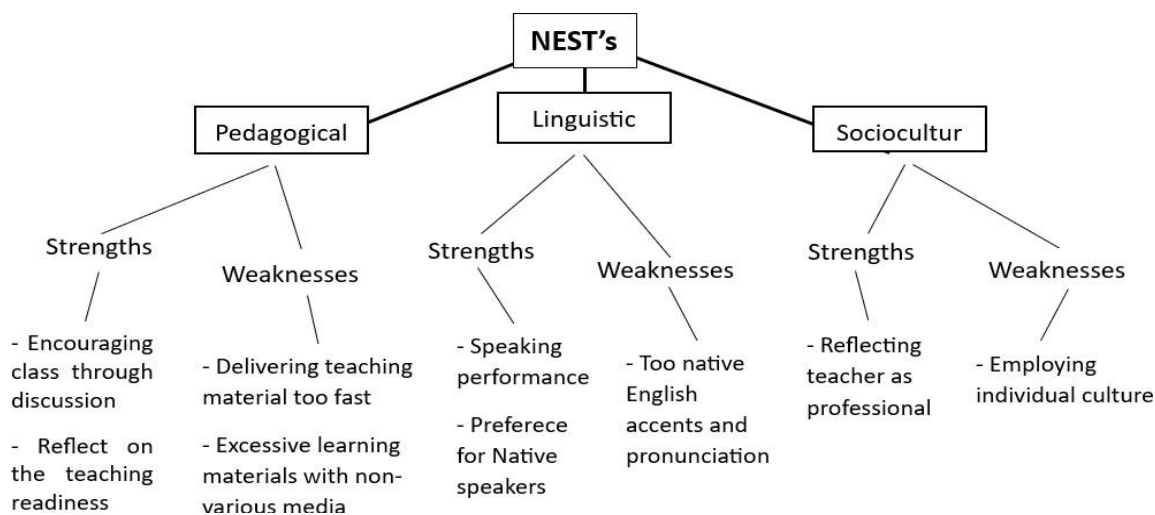


Figure 4.1. Student Perceptions of the NESTs

Figure 4.1 helps to figure out the research findings of this research that showed several categorizations of student' perceptions of the NESTs. A more detailed explanation of the schematic chart above is presented in the sub-chapters below.

4.2.1.1 Pedagogical

The student perceptions of pedagogical aspects are divided into pedagogical strengths (4.2.1.1.1) and pedagogical weaknesses (4.2.1.1.2). Detailed descriptions of student perceptions of the NESTs in terms of pedagogical strengths are further elaborated below.

4.2.1.1.1 Pedagogical Strength

In general, student' perceptions of the pedagogical strength of the NESTs are divided into two themes. The first is the NESTs encourage the class through the discussion and the second is the NESTs reflect the teaching readiness.

The first theme shows that the NESTs are perceived by the participant as teachers who could encourage students to learn through interactive activities such as discussions. The NESTs seem to be able to manage a lively discussion in the classroom and students take part in the discussion and these students seem to engage with this activity. In addition, the student could get new insight and even understand the material better through discussion. The student elaborates on this matter in his accounts below.

Excerpt 1:

“The discussion is interesting cause helps me to understand the material because it's just like we can get new insights from our friends during the discussion.” (PS-NEST/Q001/02)

The excerpt above reveals a positive view of student toward the NESTs strength in the pedagogical aspect. The status of the NESTs encourages student to take part in discussions. In other words, the determining factor of learning engagement is their native of English.

The second theme refers to student perceptions of the NESTs who are good at teaching preparation. They are ready to share the materials at the beginning of the semester, or even a month earlier than the semester began. This issue is elucidated by the participant in the following excerpt.

Excerpt 2:

“They (NEST) prepared all of the teaching material in one media and shared those materials at the beginning of the semester. for example, when we started school in September, then in August the material already started sharing.”
(PS-NEST/Q002/03/05).

The excerpt above reveals that the NESTs have prepared the learning materials completely a month before the commencement of the semester. This readiness makes the NESTs different from the NNESTs. On several occasions, the NNESTs could not share the learning materials at the beginning of the semester. For students, the readiness of learning materials is one characteristic of professional teachers.

4.2.1.1.2 Pedagogical Weakness

There are two themes regarding how student perceive the pedagogical weaknesses of the NESTs. Those pedagogical strength themes are delivering teaching material too fast, and excessive learning materials with non-various media.

The first theme showed that the student has such a hard time adjusting the speed at which the material is delivered by the NESTs. Moreover, as a result of these weaknesses, the learning activities in the class will be ineffective. The participant expresses this matter in the following excerpt.

Excerpt 3:

“Sometimes they (NESTs) deliver the material too quickly, so sometimes the material that they deliver cannot be effectively understood.” (PW-NEST/Q009/14/15)

Excerpt 3 reveals that managing teaching speed is one of the important teaching strategies. Even though every teacher has their own style to manage how their lesson goes by, the excerpt above showed that the participant experienced that the NESTs have unclear explanations because of ineffective teaching strategies. This makes it difficult for student to understand the material or even decreases their learning engagement.

Together with the NESTs which deliver material too fast, there is excessive learning material with non-various media as **a second theme** of pedagogical weaknesses. Student think that the NESTs force them too many materials in a class. The student elaborated on this issue in his accounts below.

Excerpt 4:

“They (NESTs) teach very fast and also have much material. I cannot imagine spending an hour on a hundred PPT slides.” (PW-NEST/Q009/17-19)

The excerpt above reveals that the NESTs have much material without putting interactive media on that material. Even though having much of the material is aimed at providing student with learning something, measuring students' material on learning is equally important. Too much material conveyed through less attractive media becomes an obstacle for students that makes the student may not grasp what's being taught or have difficulty understanding the material.

4.2.1.2 Linguistic

From the research findings, the aspect of linguistics is divided into positive and negative. The detailed description of students' perception of the NEST's pedagogical weaknesses and strengths will be explained sequentially in 4.2.1.2.1 and 4.2.1.2.2 below.

4.2.1.2.1 Linguistic Strength

Student perceptions about linguistic strength are divided into two themes, speaking performance and preference for Native Speakers. In the linguistic strength of the NESTs, both themes are related with native speakerism.

The first theme showed that the participant mentioned the way the NESTs speak could be very interesting. The interest in the NESTs speaking style could exist through the use of informal expressions or make use of colloquialisms. The student elaborates on this matter in the following excerpt. His account is below.

Excerpt 5:

“Their English is more interesting to listen to, maybe because it is not so formal but still polite; there is slang too”. (LS-NS/Q014/29)

The excerpt above reveals that the student perceives the NESTs through their excellent English-speaking proficiency. This positive attitude towards the NESTs seems that student are still under the influence of native speakerism in which the NESTs are viewed above the NNESTs.

In the same way as native speakerism, **the second theme** shows that the student have a strong impression by defining levels of language proficiency of the NESTs as highly standard English. Thus, the participant believed that the NESTs tend to be superior in the use of language because they are native and student could not detect the mistake of it. The student elaborated on this issue in his accounts below.

Excerpt 6:

“What I am thinking about is like, because they’re native, so, I would think that what they say and how they pronounce is correct” (LS-NEST/Q018/42)

The excerpt above showed that the participant thinks that the NESTs teacher was capable in the use of language. It is possible to believe that students who defined the level of language proficiency seem superior since the different levels of those students who are learning English as a foreign language, instead of the NESTs as a first language.

4.2.1.2.2 Linguistic Weakness

On the negative side, **this theme is** regarding how students perceive the NESTs in linguistic aspects, English native accents, and pronunciations. Even though speaking with an accent seems to be natural in communication, on the other hand, it could be a hindrance for students who learn English as a foreign language. Below is a student elaboration of his accounts.

Excerpt 7:

“Me as a layperson, I can say is that sometimes the weakness of natives the accent they have is a real accent, a pure accent with a good pronunciation, so it is difficult for us to understand what they say.” (LW-NEST/Q009/12)

The excerpt above reveals that the student has a hard time understanding what the NESTs are speaking about, because of the accent with good pronunciation that the NESTs have. The accent comes tied to the identity of the speakers, even though some language learners remove the traces of the accent of their first language. Whereas, Indonesian students only get exposure to English with a British or American accent, which makes it hard to understand the speaker with an unfamiliar accent.

4.2.1.3 Socio-Cultural

The findings in sociocultural aspects consist of two perceptions of positive and negative. The detailed description of students' perception of the NEST's pedagogical weaknesses and strengths will be explained sequentially in 4.2.1.3.1 and 4.2.1.3.2 below.

4.2.1.3.1 Socio-Cultural Strength

The student perceptions of the NESTs related to the socio-cultural aspect is found in a theme that shows the NESTs reflecting teachers as professional. This theme reflects how students perceive the NESTs in the social culture aspect.

Socio culture can be established from the social environment and reflect the attitudes, beliefs, or behavior of the person. **In this theme** participant perceptions show that the NESTs reflect teachers as professionals. The participant think that the NESTs behave as good educators that are expected to train disciplined students to improve their skills and motivate the

student to achieve their learning goals. The student elaborates on this issue in his accounts below.

Excerpt 8:

“The native is more disciplined and stricter than the non-native. So first, we as students are getting more motivated to do all kinds of assignments. Secondly, they are very professional and give time for student consultation.”(SCS-NEST/23/46-48)

The excerpt above reveals that the participant thinks the NESTs give an assertive impression and show their professionalism as a teacher through how the NESTs guide their student through their discipline. For the student, professionalism in teaching helps to improve students' achievement in learning.

4.2.1.3.2 Sociocultural Weaknesses

In the interview about student perceptions of the NEST in the Sociocultural weaknesses, the perception of the NEST is the participant thinks that the NESTs tend to be employing individual culture. The NEST appeared to be the teacher that brings the social culture which is in contrast with the student's background culture. Below are the expressions of the student.

Excerpt 9:

“The very professional and individualistic culture makes it difficult for them to meet, get close, or interact outside of class other than if we had some course issues.”(SCW-NEST/Q028/58)

Excerpt 9 shows that the participant could not relate to the social-cultural background of the NESTs because they make a strict line between professionalism and personal relationship. Therefore, the student could not really get closer or get a good rapport with the NESTs, compared to what the NNESTs did with him.

In addition, the participant elaborates more on this point by saying that Western culture is individualistic so it is quite impossible for him to be closer with the NESTS. His expressions on this issue are presented in excerpt 10 below.

Excerpt 10:

“As we know native culture is very individualistic, so I do not think that I would be as close as an Indonesian lecturer because Indonesians are usually easygoing or humble.” (SCW-NEST/Q027)

The excerpt 10 above reveals that the student compares the situation he faced between the NESTs cultural background and the NNESTs. The participant perceives that the NESTs have an individual opposite of the background culture of the NESTs. For example, the NESTs are not easygoing and humbled, compared to the NNESTs.

4.2.2 NNESTs

The findings of student’s perceptions of the NNESTs toward three main aspects including pedagogical, linguistic, and socio-cultural are indicated as positive (strengths) and negative (weaknesses). As an illustration, general research findings about student’s perceptions of the NNESTs were presented in the chart below.

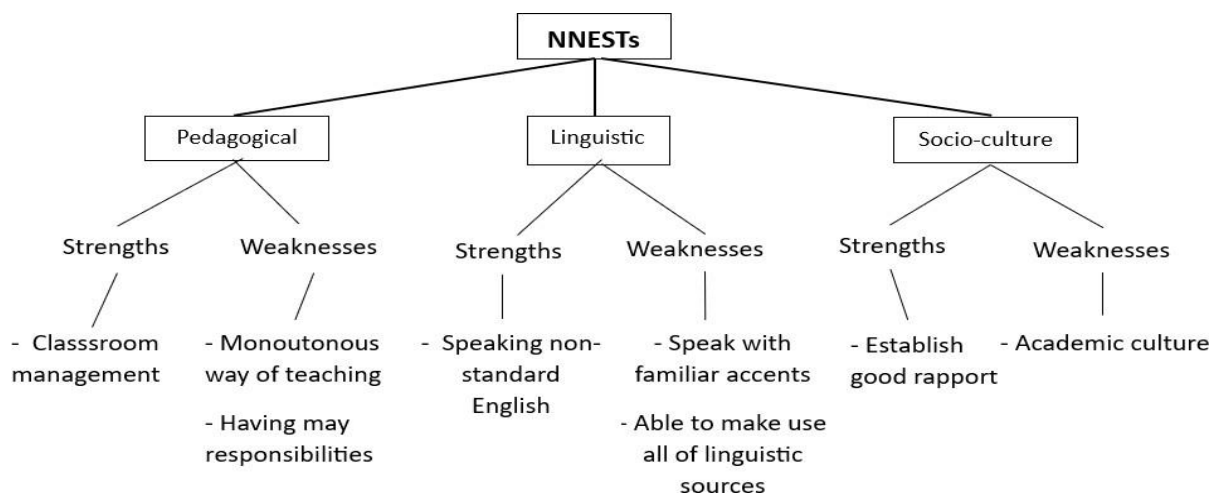


Figure 4. 2: Student perceptions of the NNESTs

Figure 4.2 helps to figure out the research findings of this research that showed several categorizations of student's perceptions of the NNESTs. A more detailed explanation of the schematic chart above is presented in the sub-chapters below.

4.2.2.1 Pedagogical

This aspect is also categorized into positive and negative components. The detailed descriptions of student's perceptions of the negative and positive side of the NNESTs in pedagogical aspects describe sequentially in 4.3.1.1 and 4.3.1.2 below.

4.2.2.1.1 Pedagogical Strength

In the pedagogical aspect of the NNESTs, the theme that reflected the NNESTs pedagogical strength is classroom management. The classroom management of the NNESTs which has been highlighted in **this theme** is related to the NNESTs seems to be a good teacher who prepares material creatively on various platforms. The participant accounts for this issue in the following excerpt below.

Excerpt 11

"In terms of teaching, maybe it is more about the media that they use because there are so many media, like Mentimeters and Quizizz, I enjoy it."(PS-NNEST/Q005/08)

The excerpt above reveals that the NNESTs interactive platform could help the teacher to conduct student comfortably to follow the lesson. This classroom management makes a good impact on student, especially in creating a sense of comfort in learning. The teacher can provide various learning media such as Mentimeter and Quiz. The use of these learning media is perceived by the student as a great way of making a good learning atmosphere.

4.2.2.1.2 Pedagogical Weakness

Student's perceptions of the NNESTs in pedagogical weaknesses are divided into two themes. There are monotonous ways of teaching and having many responsibilities.

The first theme is the monotonous way of teaching. This theme showed the negative side of the NNESTs which use various platforms, but on the other hand, they tended to use the same template from previous years. Surprisingly, the monotonous way of teaching is not only related to the template of the platform medium did not vary but also to the lack of discussion sessions. From the two sub-themes that have been mentioned before, the monotonous way of teaching leads to a lack of interest in the student. This issue is elaborated on by the student in his account below.

Excerpt 13

“The use of media templates does not change from previous years. Also there is rarely a discussion; we feel we are not given enough space to have an opinion.” (PW-NNEST/Q012-13/25-26)

From the excerpt above, the participant feels like there is no modification of the template of the media and the participant does not get enough learning experience through discussion. The NNESTs were considered by the participant as a teacher who did not provide space for their student to express their opinions which took away student’s engagement in learning.

The second theme is the NNESTs reflected as a teacher with many responsibilities. In the Indonesian context, teachers have a wide range of responsibilities to student whether it is preparing teaching materials, teaching, or obligations from the academic field by the school. Both the NESTs and NNESTs are required to provide educational guidance and administrative tasks but student consider that the NNESTs have some difficulties in dealing with the responsibilities mentioned before that affect the teaching and learning process, as shown in students accounts below.

Excerpt 15

“Lecturers not only teach and do academic research, but they have a lot of academic responsibilities that make their teaching not powerful enough sometimes.” (PW-NNEST/Q013/26)

The excerpt 15 reveals that the NNESTs has difficulty managing the job responsibilities that he has. The common responsibility of the NNESTs for the student is giving effective teaching in the classroom. If these common responsibilities could not be done properly because of the academic responsibilities of the NNESTs, it will have an impact on the student. For student, this difficulty is perceived as a barrier to getting effective learning.

4.2.2.2 Linguistic

The aspect of linguistics in research findings is divided into positive and negative. The detailed description of these positive and negative sides from the student's perspective will be explained sequentially in 4.3.2.1.

4.2.2.2.1 Linguistic Strength

There are two themes that reflect on how student perceive the linguistics of the NNESTs in the classroom. The theme is inserted in speaking with a familiar accent and being able to make use of all linguistic sources.

The first theme, student perceived on the linguistic strength of the NNESTs was concerned with the accent that they bring into the classroom. The NNESTs preferred to produce their own accent or Indonesian accent. Generally, the NNESTs speak with familiar accents as the students are seen as good speakers for student. Thus, the students expressed that they enjoyed being exposed to the NNESTs' accent, as shown in the following excerpt below.

Excerpt 16

“They speak with Indonesian accent, so it's easier for us to understand” (PS-NNEST/Q14/34)

The transcript above shows that student's perception of the NNESTs is linked with linguistic aspects. In this point, the linguistic strength of the NNESTs is abstracted into teacher competency on how to speak interestingly through the accent that student are familiar with. For the student who are bilingual, speaking with a familiar accent is easier to understand.

One of the main things that is highlighted as **the second theme** in the linguistics strength of the NNESTs is being able to make use of all linguistic sources. The student perceive that the NNESTs are able to provide examples in the Indonesian context of learning. The student elaborates on this issue in his account below.

Excerpt 17

“ This helps us easier to know something that we are confused about. If that happens, the lecture will try to find the similarities of language.”
(LS/NNEST/Q033/65)

The excerpt above revealed that the NNESTs have the ability to use all of the linguistic sources which helps to understand the students more easily. This could happen because of the similarities of their first language. Thus, this ability is perceived to avoid the consequences of having a language barrier such as hindering understanding in the learning process which makes it hard for the student to understand the material that is being taught by the teacher.

4.2.2.2.2 Linguistic Weaknesses

Another part of the linguistic aspect besides the linguistic strength in this research is linguistic weaknesses. This research found only one theme for linguistic weaknesses, which is speaking non-standard English.

This theme details the student perception of the NNESTs who teach and use English as a second language in English medium instruction classes, which probably have some weaknesses. The weakness that student noticed from the NNESTs is speaking non-standard

English especially on their English pronunciation. However, the student perceived that the NNESTs did not speak with ‘standard’ pronunciation. Below is the student’s elaboration of this issue.

Excerpt 19

“Language error or the way that they pronounce is not quite right” (LW/NNEST/Q20/44)

The excerpt above indicated that the student think that the NNESTs need to pay attention to their pronunciation. In the classroom, the NNESTs are not only expected to teach the content but are also expected to master the use of English. This reason could influence student’s tendency to choose teachers who do not make language mistakes such as the NNESTs.

4.2.2.3 Socio-Cultural

Socio-cultural is one aspect of research findings divided into positive and negative sides. The detailed description of these aspects from students' perspectives will be explained sequentially in 4.3.3.1 and 4.3.3.2 below.

4.2.2.3.1 Socio-Cultural Strength

Sociocultural strength is part of an aspect of this research that is categorized as **the theme** is establishing good rapport. From the social-cultural aspect, the student perceives that the NNESTs are easy to develop close relationships with their students. For some reason, this relationship between student and teachers could be built through their perceived cultural similarities. The student also reported that understanding the social and cultural backgrounds of each other could keep them from getting burned, as presented in his accounts below.

Excerpt 20

“Most of the lecturers in the International relations major are intended to understand their students, we are not burdened, because we already understand their language or their cultural background that they have“ (SC/NNEST/Q16/39)

The excerpt above revealed that student feel easier to build a good relationship with the NNESTs because of having the same cultural background as the NNEST. The NNESTs could easier to get closer relationships with their student because both of them communicate without language and social-culture barriers. The student and the NNESTs seem to already know each other because of language and cultural similarities.

4.2.2.3.2 Socio-Cultural Weaknesses

The **academic culture** comes across as themes that reflect student's perceptions related to the socio-cultural weaknesses. In terms of the social culture, the NNESTs seem to have a weak academic culture. The student thinks that the NNESTs academic culture cannot be managed well. Below is his expression related to the NNESTs socio-cultural weaknesses.

Excerpt 21

“Because of their culture such a culture of lack of discipline, sometimes the lecture is coming late in the class or even suddenly there is campus event that changes the class to asynchronous” (SCW-NNEST/Q013/27)

The excerpt 21 above showed that the NNESTs seem to ignore the discipline, especially by coming to the class late from the schedule. On other occasions when there is, for example, a campus event, the NNESTs would change the face-to-face meeting to asynchronous immediately without any prompt discussion with students. These kinds of unmanageable circumstances lead the student to perceive that the NNESTs are not good at academic culture.

4.3 Discussion

4.3.1 Perceptions of the NESTs/NNESTs toward English Proficiency

This research examines the perceptions of student regarding the role of the NESTs and the NNESTs in the classroom. The findings allow us to represent two types of teachers that have certain distinctions. As revealed in this study, the NESTs seem to exceed student's expectations in the use of English. Thus, these cannot be separated from the fact that the first language of the NESTs is English. This fact brings up the stereotype of the student that the NESTs get the privilege of the use of language. Because of this privilege, the NESTs are judged to be more competent in the use of English and the student need help to recognize the mistakes that the NESTs made. This research finding corresponds with Holliday's (2015) study saying that the NESTs are considered as superior teachers to the presentation of language in the classroom.

However, previous studies also indicated that the NESTs have a strong emphasis on the use of language skills, such as being able to use idiomatic expressions, slang, and accents (Arva & Medgyes, 2000; Huang, 2018; Philipson, 1992b; Wang & Fang, 2020). Surprisingly, the

results of this research are somewhat different from the previous study (Butler, 2007 p.745) which found that Korean student perceive the “goodness” of the NESTs accents. The student in this research have difficulty handling the NESTs accent in the classroom. Whereas, the student prefers the NNESTs who speak with a familiar accent. A possible reason such student has the tendency to choose familiar accents of the NNESTs is probably due to the same accent characteristics and accent perception with the NNESTs which involve the cognitive process such as speech perception and language perceptions (Ikeno & Hansen, 2007). Not only are familiar accents that attract student preference the NNESTs but the NNESTs are also perceived as a teacher who is able to make use of all of the linguistic resources. The NNESTs help to provide the student with the similarities of the content of the first language of the student. These findings are consistent with previous studies by Qiu and Fang (2019) on Chinese students who find the NNESTs help to facilitate their understanding by switching the content into their context.

On the other hand, in this research, the student recognized the weakness of the NNESTs is in their pronunciation. The previous study also reported that one of the frequent difficulties of the NNESTs is pronunciation (Florence, 2012; Medgyes, 1994; Wang & Fang, 2020). The weakness in the use of language such as the pronunciation of the NNESTs is hinder their teaching effectiveness in the classroom, which corroborates the findings of previous studies (Abayadeera, Mihret, & Hewa, 2018) that indicates the NNESTs viewed had poor oral communication were affected on learning effectiveness.

4.3.2 Teaching Behavior of the NESTs/NNESTs

In the learning with the NESTs and the NNESTs, it is found that the student are engaged in the NESTs class. This engagement is supported by interactive learning activities such as discussions set up by the NESTs. This finding supports what has been addressed by Akiba and Liang (2016) that facilitating students with interactive activities could increase the interesting study of the students in achievement growth. Another point to note is that the NESTs also have a strength in preparing material in teaching. These findings are in line with a study by Chun (2014) saying that the NESTs have pedagogical expertise to plan, prepare and convey the course material. Correspondingly to the NESTs that attract students' engagement through interactive activities, the NNESTs have different strategies to engage student learning. The NNESTs prepare their material on various platforms such as Quizizz. Applied engaging platforms such as Quizizz for student in learning could help to increase student engagement.

This platform advocates another empirical study that reveals Quiziz is an effective and interactive platform at the university level (Zuhriyah & Pratolo, 2020).

Turning to the weaknesses of the NNESTs, the participants of this study perceive that the teaching behavior of the teachers seems to reuse media templates that they used in the previous year. It makes the media become monotonous. This finding is in correlation with Florence's (2012) study in which the teaching styles of the NNESTs are considered to not vary in inflexible ways. Another NNESTs pedagogical weaknesses that found in this research, the NNESTs have difficulties in dealing with their responsibilities, for example, enabling them to adhere to their teaching schedules. These weaknesses may have an effect on student learning. Therefore, teachers' responsibility management is essential for student motivation for successful learning (Mevlut, 2016).

However, not only the NNESTs, but the NESTs are also shown their weaknesses which are perceived by the student. Delivering material too fast is marked as one of the weaknesses of the NESTs. The participant in Florence's (2012) research exactly experiences the same thing as the participant in this research. He finds that the NESTs as perceived are difficult to understand because the NESTs speak too fast in the classroom. A further weakness of the NESTs as mentioned by the student in this study is providing too much material. Opposing views are found by Abayadeera, Mihret, & Hewa (2018) that the NESTs are generally perceived as teachers who focus on only presenting the important point of the content of the material.

4.3.3 The perception of the socio-cultural background of the NESTs/NNESTs

The social-cultural background of the NESTs and the NNESTs influence student-teacher relations. The empirical studies show that the NNESTs may be better qualified in having better relationships with students which are caused by the influence of their cultural similarities (Phillipson, 1992a; Brain 2005; Florence, 2012). This is reflected by the participant of this study that the NNESTs are easier to get closer with their student than the NESTs because there are no social-culture barriers among them. The previous study by Raves and Medgyes (1994) also found that the NNESTs are generally better qualified than the NESTs, by having an opportunity to interact with the students who have the same cultural background. In contrast, the NESTs show an individual's culture that is quite different from the sociable background culture of the student. Student views of the NESTs in this study are similar with the previous study by Huang (2018) found that Chinese participants also experienced traces of the Western individualism in their NESTs.

Although it may be true that the individualism is the socio-culture weakness of the NESTs. On the other hand, the NESTs also have sociocultural strength. The student in this research perceive that the NESTs reflect the culture of professionals as a socio-cultural strength. Similarly, Pae (2016) found that rather than building closeness with the students, the NESTs built a culture of professionalism for successful learning. Moving to the NNESTs, the NNESTs have cultural weaknesses which are opposite of the NESTs cultural strength. In this study, the NNESTs are perceived as a teacher that has a weak on the academic culture. This came as a surprise that the NNESTs have unmanageable circumstances which makes student perceive they are not good at academic culture.

4.4.4 Answering the Research Question: Student Perceptions of the NESTs/NNESTs

This study reveals that there are differences in the students' perception toward the NESTs and the NNESTs. In general, the findings are displayed in the chart below.

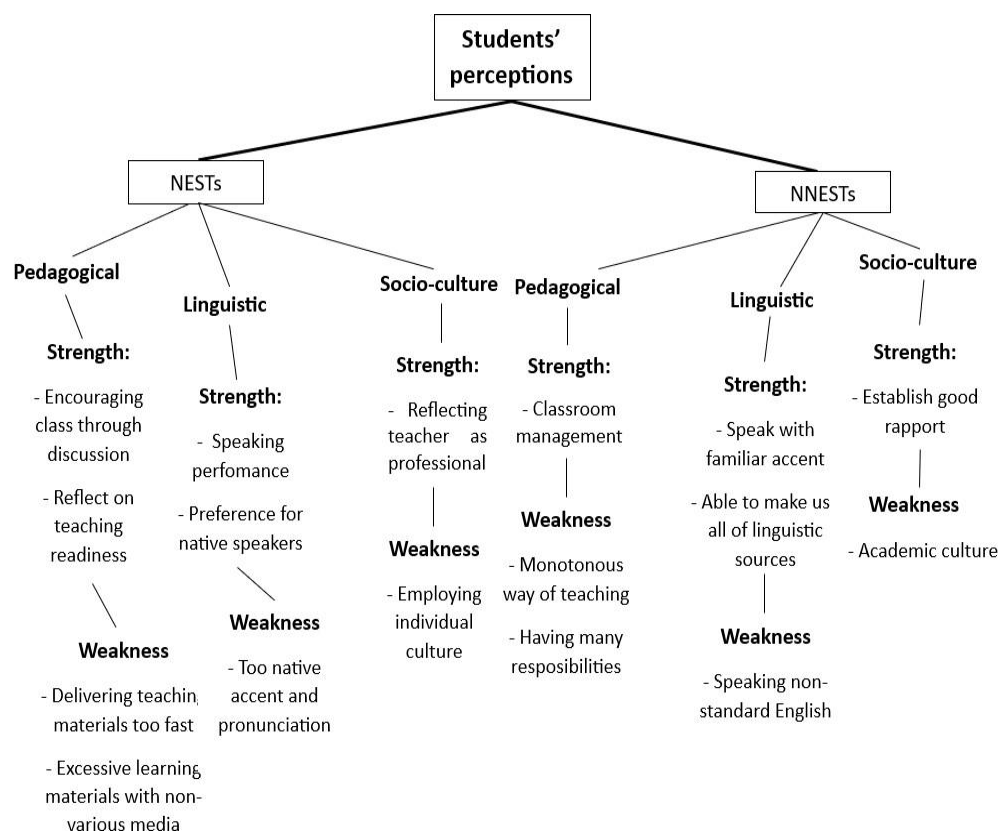


Figure 4.3 General student perception of the NESTs and the NNESTs

The data analyzed show that the participant of this study perceive the NESTs and the NNESTs through three aspects namely pedagogical, linguistic and socio-cultural. From the

pedagogical aspect, the participant positively views the NESTs from the encouragement of student through activities (discussions) while viewing the NNESTs in the aspect of content knowledge, which are creatively developed through various media platforms. However, the participant also recognizes some negative aspects of both the NESTs and the NNESTs. In the NESTs side, the participant considers the way the NESTs speak is too fast and provides many learning materials. On the other hand, the participant considers the NNESTs using the same media template without any refreshment and they are undisciplined about the time schedule for them to teach in the classrooms.

From the linguistic aspect of the student views on the NESTs, the participant positively perceives his preference on the NESTs. In the light of the use of language especially on speaking performance, the NESTs are seen positively as a teacher who speaks interestingly with their colloquialisms or slang, while the NNESTs capitalize their similarity through speaking with familiar accents. In contrast with the NNESTs that have a positive view on speaking with familiar accents, the accents of the NESTs seem negative. On the negative side of the NNESTs, student perceive that the NNEST are commonly speak with non-standard English.

Moreover, in the socio-cultural aspect, the perception of the students of the NNESTs are more inclined to develop close relationships with their student, while the NESTs are perceived as teachers who bring a professional culture. On the negative side of the socio-cultural aspect, the NNEST are viewed as a teacher who lacks discipline as academic culture, while the NESTs are viewed as a teacher who employs individual culture.

CHAPTER V

CONCLUSION

5.1 Conclusion

In this study, the findings show that both of the NESTs and the NNESTs have their own teaching style in class. The participant perceives the NEST as teachers who encourage student through discussion and reflect teaching readings, while the NNESTs are held out in classroom management. In the use of language, the students also agreed that the NESTs have good speaking performance while the student perceived that the NNESTs are easier to understand by their familiar accents. Moreover, student perceived that NNESTs were prominent in the developing relationships with the student, while the NESTs were held out to maintain their professionalism.

This study also found that the NESTs and the NNESTs had their weaknesses in the classroom. The NESTs are viewed as a teacher who delivers material too fast and has excessive learning material, while the NNESTs teach with a monotonous way of teaching and have many responsibilities. The NESTs are also viewed as a teacher who speaks with too native accent and pronunciation, while the NNESTs speak with non-standard English. In addition, in the socio-culture, the NESTs are viewed as a teacher who employs individual culture and the NNESTs are viewed as weak in the academic culture. All of those findings that have been mentioned above simply mean that both the NESTs and the NNESTs have their own strengths and weaknesses.

5.2 Implication of the Study

In this study, it is obvious that the NESTs and the NNESTs are competent in teaching as well as their English proficiency. It's important to remember that the dichotomy of the NESTs and the NNESTs should not be done because the NESTs and the NNESTs have their own strengths and weaknesses.

5.3 Limitation of Study and Recommendations

This research focuses on the perceptions of the NESTs and NNESTs represented by one participant. Therefore, in further research, the participant requires more than one and they could be recruited from various study programs. This study only used interviews to collect the

data in order to provide a deep answer on perceptions of the NESTs and the NNESTs, further research is recommended to add more data collection techniques such as observation to get more varied data.

References

- Abayadeera, N., Mihret, D. G., & Hewa Dulige, J. (2018). Teaching effectiveness of non-native English-speaking teachers in business disciplines: Intercultural Communication Apprehension and ethnocentrism. *Accounting Education*, 27(2), 183–207. <https://doi.org/10.1080/09639284.2017.1414616>
- Adara, R. A. (2018). Students' motivation and preferences toward Native and non-native English speaking teachers. *Premise: Journal of English Education*, 7(1), 1. <https://doi.org/10.24127/pj.v7i1.1329>
- Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on Student Achievement Growth. *The Journal of Educational Research*, 109(1), 99–110. <https://doi.org/10.1080/00220671.2014.924470>
- Árva, V., & Medgyes, P. (2000). Native and non-native teachers in the classroom. *System*, 28(3), 355–372. [https://doi.org/10.1016/s0346-251x\(00\)00017-8](https://doi.org/10.1016/s0346-251x(00)00017-8)
- Brain, G. (2005). A History of Research on Non-Native Speaker English Teachers. In: Llorca, E. (eds) *Non-Native Language Teachers*. Educational Linguistics, vol 5. Springer, Boston, MA. https://doi.org/10.1007/0-387-24565-0_2
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Butler, Y. G. (2007). How are non-native English-speaking teachers perceived by young learners? *TESOL Quarterly*, 41(4), 731–755. <https://doi.org/10.1002/j.1545-7249.2007.tb00101.x>
- Chun, S. Y. (2014). EFL learners' beliefs about Native and non-native English-speaking teachers: Perceived strengths, weaknesses, and preferences. *Journal of Multilingual and Multicultural Development*, 35(6), 563–579. <https://doi.org/10.1080/01434632.2014.889141>
- Flick, U. (2009). *An introduction to qualitative research fourth edition*. London: SAGE.
- Florence Ma, L. P. (2012). Advantages and disadvantages of native- and nonnative-English-speaking teachers: Student perceptions in Hong Kong. *TESOL Quarterly*, 46(2), 280–305. <https://doi.org/10.1002/tesq.21>
- Francis, W. N., & Kachru, B. B. (1992). The alchemy of English: The spread, functions, and models of Non-Native Englishes. *Language*, 68(1), 231. <https://doi.org/10.2307/416398>
- Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60(4), 385–387. <https://doi.org/10.1093/elt/cc1030>
- Huang, Z. (2018). *Native and Non-Native English Speaking Teachers in China*. <https://doi.org/10.1007/978-981-10-5284-2>
- Ikeno, A., & Hansen, J. H. (2007). The effect of listener accent background on accent perception and comprehension. *EURASIP Journal on Audio, Speech, and Music Processing*, 2007, 1–8. <https://doi.org/10.1155/2007/76030>

- Inbar-Lourie, O., & Donitsa-Schmidt, S. (2019). EMI lecturers in International Universities: Is a Native/non-native English-speaking background relevant? *International Journal of Bilingual Education and Bilingualism*, 23(3), 301–313.
<https://doi.org/10.1080/13670050.2019.1652558>
- Kachru, B (1992). Word Englishes: Approach, Issues and Resources. *Language Teaching*
- Knagg, J. (2020). Support Systems for English Medium Higher Education. *The 2020 International Symposia on English Medium Higher Education (EMHE)Jo*.
<https://www.britishcouncil.cn/en/teach/oct20-sym>
- Kohler, M. (2019). Language education policy in Indonesia: A struggle for unity in diversity. London/New York: *Routledge*.
- Lasagabaster, D., & Sierra, J. M. (2002). University students' perceptions of native and non-native speaker teachers of English. *Language Awareness*, 11(2), 132–142.
<https://doi.org/10.1080/09658410208667051>
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic Inquiry*. New Park. Ca: *Sage Publications*.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2017). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76.
<https://doi.org/10.1017/s0261444817000350>
- Maguire, M., & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars. *AISHE-J*, 9, 3351.
<http://ojs.aishe.org/index.php/aishe-j/article/view/3354>
- Mason, J. (2002). *Qualitative Researching* (Second). SAGE Publications
- Martinez, J. C. (2021). A ‘new’ hierarchy of English teachers: The ‘half-native’ English teacher as a neoliberal, racialized and gendered subject. *Asian Englishes*, 24(1), 32–49.
<https://doi.org/10.1080/13488678.2020.1870787>
- Medgyes, P. (1994). *The non-native teachers*. London: McMillan
- Mevlut, G. (2016). What are the teaching responsibilities of being a teacher? *Educational Research and Reviews*, 11(8), 623–629. <https://doi.org/10.5897/err2016.2643>
- Moussu, L., & Llorca, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315–348.
<https://doi.org/10.1017/s0261444808005028>
- Mujico, G. (2020). Exploring the links between motivation, self-regulated learning, growth mindset, and foreign language acquisition through future self-guides using electronic portfolios. *Universidad País Vasco*
- Ngoc, L. V. C. (2009). Teaching efficacy of native and non-native teachers of English in Vietnam: A triangulation of student and teacher perceptions (Master’s thesis). Southern Illinois University, Carbondale, IL

- Pae, T.-I. (2016). Effects of the differences between native and non-native English-speaking teachers on students' attitudes and motivation toward learning English. *Asia Pacific Journal of Education*, 37(2), 163–178. <https://doi.org/10.1080/02188791.2016.1235012>
- Phillipson, R. (1992a). ELT: the native speaker's burden?. *ELT journal*, 46(1), 1218.
- Phillipson, R. (1992b). *Linguistic imperialism*. Oxford: Oxford University Press.
- Qiu, X., & Fang, C. (2019). Creating an effective English-medium instruction (EMI) classroom: Chinese undergraduate students' perceptions of native and non-native English-speaking content teachers and their experiences. *International Journal of Bilingual Education and Bilingualism*, 25(2), 641–655. <https://doi.org/10.1080/13670050.2019.1707769>
- Rahman, F., & Yuzar, E. (2020). Students' perception towards NNESTs & Nests' teaching styles: A study at State Islamic University of Ar-Raniry. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(2), 321. <https://doi.org/10.21093/ijeltal.v4i2.516>
- Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self-image: An international survey. *System*, 22(3), 353–367. [https://doi.org/10.1016/0346-251x\(94\)90021-3](https://doi.org/10.1016/0346-251x(94)90021-3)
- Rose, H., Sahan, K., & Zhou, S. (2022). Global English Medium Instruction: Perspectives at the Crossroads of Global Englishes and Emi. *Asian Englishes*, 24(2), 160–172. <https://doi.org/10.1080/13488678.2022.2056794>
- Simbolon, N. E. (2021). English medium instruction (EMI) practice: Higher education internationalization in Indonesia. *Englisia: Journal of Language, Education, and Humanities*, 8(2), 72. <https://doi.org/10.22373/ej.v8i2.8961>
- Simbolon, N.E. (2018). EMI in Indonesia higher education: Stakeholders' perspectives. *TEFLIN Journal: A publication on the teaching & learning of English*
- Sung, C. C. (2014). An exploratory study of Hong Kong students' perceptions of native and non-native English-speaking teachers in ELT. *Asian Englishes*, 16(1), 32–46. <https://doi.org/10.1080/13488678.2014.880252>
- Takahashi, T. (2000). non-native educators in English language teaching. *George Braine (ed.)*. Mahwah, NJ: Erlbaum, 1999. pp. XXI + 233. \$49.95 cloth,\$24.50paper. *Studies in Second Language Acquisition*, 22(4), 596–596. <https://doi.org/10.1017/s0272263100224066>
- Wang, L. (Evelyn), & Fang, F. (Gabriel). (2020). Native-speakerism policy in English language teaching revisited: Chinese university teachers' and students' attitudes towards native and non-native English-speaking teachers. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186x.2020.1778374>
- Yun Tsou, S., & Ling Chen, Y. (2017). EFL college students' perceptions toward Native and non-native English speaking teachers. *American Journal of Educational Research*, 5(12), 1182–1190. <https://doi.org/10.12691/education-5-12-2>

Zuhriyah, S., & Pratolo, B. W. (2020). Exploring students' views in the use of Quizizz as an assessment tool in English as a foreign language (EFL) class. *Universal Journal of Educational Research*, 8(11), 5312–5317. <https://doi.org/10.13189/ujer.2020.081132>

APPENDICES

Appendix 1.1 Consent Forms

INFORMED CONSENT

(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Ahmad Priyansyah Yohansyah

Umur : 22 tahun

Jenis Kelamin : Laki-laki

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul

“**INDONESIAN STUDENTS’ PERCEPTION OF NATIVE AND NON-NATIVE ENGLISH-SPEAKING TEACHERS IN EMI CLASS**” dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal sampai akhir wawancara
3. Dihubungi lebih lanjut apabila ada data yang perlu dipertanyakan kembali

Semua nama, tempat dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa **paksaan** dari pihak manapun.

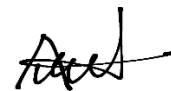
Yogyakarta, 02 Februari 2023

Peneliti



Vivi Rinawati

Partisipan



Ahmad Priyansyah Yohansyah

Appendix 2.1 Interview Transcriptions

Interview Transcription

Components:

1. Pedagogical strengths and weaknesses of NESTs (PS-NEST/PW-NEST)
2. Pedagogical strengths and weaknesses of NNESTs (PS-NNEST/PW-NNEST)
3. Linguistic strengths and weaknesses of NESTs (PW-NEST/PW-NNEST)
4. Linguistic strengths and weaknesses of NNESTs (LS-NEST/LS-NNEST)
5. Sociocultural strengths and weaknesses of NESTs (SCS-NEST/SCS-NNEST)
6. Sociocultural strengths and weaknesses of NNESTs (SCW-NEST/SCW-NNEST)

N O	Interview Question	Interview Script	Data Reduction	Coding
00 1	Apasih kelebihan pengajaran yang kakak rasain ketika diajar oleh native-English teacher?	Yang pertama selama pembelajaran itu kelebihannya yaitu bahasa inggrisnya lebih menarik untuk didengar. Terus Kalo dari segi pengajarannya yang kulihat di native itu mereka banyak banget sesi diskusinya.	Yang pertama selama pembelajaran itu kelebihannya yaitu bahasa inggrisnya lebih menarik untuk didengar. Terus Kalo dari segi pengajarannya yang kulihat di native itu mereka banyak banget sesi diskusinya.	PS-NEST/Q001/01 PS-NEST/Q001/02
00 2	Kalo untuk media atau materinya, ada ga sih kelebihan yang kakak rasain?	Aku bakal mention gimana mereka itu nyiapin materi disatu media itu di awal kuliah. Jadi kalo misalkan kita ini sama non-native, ppt materi itu bakal dishare sehari sebelumnya atau besok paginya jam 7, sedang native itu dishare di awal semester, jadi misalnya kita	Aku bakal mention gimana mereka itu nyiapin materi disatu media itu di awal kuliah. Jadi kalo misalkan kita ini sama non-native, ppt materi itu bakal dishare sehari sebelumnya atau besok paginya jam 7, sedang native itu dishare di awal semester, jadi misalnya kita	PS-NEST/Q002/03 PW-NNEST/Q002/04 PS-NEST/Q002/05

		mulai september, jadi mulai september itu sudah mulai dishare.	mulai september, jadi mulai agustus itu sudah mulai dishare.	
00 3	Dari apa yang kakak sebutin, mengapa itu bisa kakak anggap sebagai sebagai kelebihan native-teacher?	Diskusi ini sangat menarik membantu memahami materi, karena kita seperti mendapatkan insight baru dari teman-teman selama diskusi. Dan dari materi yang sudah di share itu kita sudah bisa belajar duluan jadi ga tergantung sama dosennya.	Diskusi ini sangat menarik karna membantu memahami materi, karena kita seperti mendapatkan insight baru dari teman-teman selama diskusi. Dan dari materi yang sudah di share itu kita sudah bisa belajar duluan jadi ga tergantung sama dosennya.	PS-NEST/Q003/06 PS-NEST/Q003/07
00 4	Gimana si pendapat kakak terkait kelebihan dari native-teacher yang udah kita obrolin tadi?	Menurutku bagus sih kebihan yang mereka miliki, karna gimanapun juga kelebihanannya sangat membantu kita untuk mengerjakan hal-hal yang lagi kita lakuin.	Menurutku bagus sih kebihan yang mereka miliki, karna gimanapun juga kelebihanannya sangat membantu kita untuk mengerjakan hal-hal yang lagi kita lakuin.	
00 5	Bisa jelasin apa aja kekuatan pengajaran dari non-native English speaking teacher ketika mengajar?	Kalo dipengajaran mungkin lebih ke medianya sih, karna banyak banget medianya, kayak mentimeter, make quiziz, gitu gitu.	Kalo dipengajaran mungkin lebih ke medianya sih, karna banyak banget medianya, kayak mentimeter, make quiziz, gitu gitu.	PS-NNEST/Q005/08
00 6	Pernah ga si kakak ngerasa bingung karna penggunaan media yang banyak itu tadi?	Hmmm kalo bingung si belum yah, karna emang penjelasan dari dosen nya terus suasana kelasnya itu santai jadi aku enjoy juga dengan	Hmmm kalo bingung si belum yah, karna emang penjelasan dari dosen nya terus suasana kelasnya itu santai jadi aku enjoy juga dengan	PS-NNEST/Q006/09

		media yang dipake walau kadang satu mata kuliah itu bisa pake lebih dari dua media.	media yang dipake kadang satu mata kuliah itu bisa pake lebih dari dua media.	PS- NNEST/Q006/10
00 7	Mengapa kelebihan pengajaran yang kakak sebutkan tadi bisa dianggap sebagai kelebihan dari non-native?	Karna aku ngerasa semakin banyak media yang dipakai semakin menarik pembelajarannya.	Karna aku ngerasa semakin banyak media yang dipakai semakin menarik pembelajarannya.	PS- NNEST/Q007/11
00 8	Bagaimana pendapat kakak tentang kekuatan/kelebihan pengajaran yang dimiliki oleh seorang non-native-English teacher?	Sama sih kayak yang native tadi, kelebihannya ngebantu banget. Jadi walaupun kelebihannya beda-beda semuanya sama-sama berguna.	Sama sih kayak yang native tadi, kelebihannya ngebantu banget. Jadi walaupun kelebihannya beda-beda semuanya sama-sama berguna.	
00 9	Apa kelemahan pengajaran yang kakak realize itu dimiliki oleh seorang native-English teacher ketika mengajar? Bisa dijelaskan kenapa?	Untuk kelemahannya, aku bingung si ini bisa dibilang apakah ini termasuk kelemahan native sebagai orang awam yang bisa kubilang adalah kadang aksen yang mereka punya itu aksen yang asli beneran, pure aksen gitu terus pronunciationnya bagus, jadi kita sulit memahami apa yang mereka sampaikan. Apalagi kalau yang mereka gunakan itu aksen brithis, atau scottish, itu susah bgt untuk dipahamin, karna emang jarang denger kan. Itu yang pertama,	Untuk kelemahannya, aku bingung si ini bisa dibilang apakah ini termasuk kelemahan native sebagai orang awam yang bisa kubilang adalah kadang aksen yang mereka punya itu aksen yang asli beneran, pure aksen gitu terus pronunciationnya bagus, jadi kita sulit memahami apa yang mereka sampaikan. Apalagi kalau yang mereka gunakan itu aksen brithis, atau scottish, itu susah bgt untuk dipahamin, karna emang jarang dengerkan. Itu yang pertama,	LW- NEST/Q009/12 LW- NEST/Q009/13 PW- NEST/Q009/14 PW- NEST/Q009/15

		<p>yang kedua itu mereka kadang terlalu cepat menyampaikan materi, jadi kadang materi yang mereka sampaikan itu ga bisa terserap dengan baik. Dan yang ketiga adalah kita jadi struggle dua, ga cuman struggle memahami materi tetapi juga struggle memahami apa yang disampaikan. Terus yang native itu kadang mereka ngajarnya sangat cepat ditambah lagi dengan mereka punya banyak materi. Ga bisa dibayangin sejam itu ngabisin seratus slide. Udahlah mereka ngomongnya cepat terus slidenya banyak, yaudah kelar lah.</p>	<p>yang kedua itu mereka kadang terlalu cepat menyampaikan materi, jadi kadang materi yang mereka sampaikan itu ga bisa terserap dengan baik. Dan yang ketiga adalah kita jadi struggle dua, ga cuman struggle memahami materi tetapi juga struggle memahami apa yang disampaikan. Terus yang native itu kadang mereka ngajarnya sangat cepat ditambah lagi dengan mereka punya banyak materi. Ga bisa dibayangin sejam itu ngabisin seratus slide. Udahlah mereka ngomongnya cepat terus slidenya banyak, yaudah kelar lah.</p>	<p>PW-NEST/Q009/16</p> <p>PW-NEST/Q009/17</p> <p>PW-NEST/Q009/18</p> <p>PW-NEST/Q009/19</p> <p>PW-NEST/Q009/20</p>
010	Gimana pendapat kakak tentang kelemahan tadi?	<p>Jadi kalo misalnya pake slide ppt yang banyak gitu yaudah ppt aja gitu. Jadi ngerasa itu ngebuat kadang terlalu kaku.</p>	<p>Jadi kalo misalnya pake slide ppt yang banyak gitu yaudah ppt aja gitu. Jadi ngerasa itu ngebuat kadang terlalu kaku.</p>	<p>PW-NEST/Q010/21</p>
011	Kalo untuk yang Non-native bisa ceritain ga kelemahan dalam pengajaran yang kakak rasain selama pembelajaran?	<p>Kalo yang non-native kadang kita jarang dikasih sesi diskusi. Terus kayak kurang disiplin karna terlalu banyak kesalahan yang</p>	<p>Kalo yang non-native kadang kita jarang dikasih sesi diskusi. Terus kayak kurang disiplin karna terlalu banyak kesalahan yang</p>	<p>PW-NNEST/Q011/22</p> <p>PW-NNEST/Q011/23</p>

		ditoleransi. Terus kadang untuk penggunaan medianya itu template banget, jadi kayak media tahun kemarin itu dipake lagi, atau dari dosen lain itu dipake lagi.	ditoleransi. Terus kadang untuk penggunaan medianya itu template banget, jadi kayak media tahun kemarin itu dipake lagi, atau dari dosen lain itu dipake lagi.	PW- NNEST/Q011/24
01 2	Mengapa hal tersebut kakak anggap sebagai kelemahan mengajar seorang non-native-English teacher?	Juga karena jarang ada diskusi gitu, kita ngerasa kayak kurang dikasi ruang untuk berpendapat gitu. Jadi pembelajarannya gitu-gitu aja ga bervariasi.	Karena jarang ada diskusi gitu, kita ngerasa kayak kurang dikasi ruang untuk berpendapat gitu. Jadi pembelajarannya gitu-gitu aja ga bervariasi	PW- NNEST/Q012/25
01 3	Bagaimana pendapat kakak tentang kelebihan pengajaran yang dimiliki oleh seorang non-native-English teacher ketika mengajar yang tadi kakak sebutkan?	Mungkin akademik kultur kita yang mana dosen ga cuman mengajar dan meneliti tetapi banyak banget tanggungan akademik yang ngebuat ngajarnya kurang powerful, karna itu tuh kayak budaya kalo kadang dosen jadi telat masuk kelas atau ada acara kampus tiba-tiba yang sampe ngebuat kelas jadi asinkron gitu. hmm ya mungkin karna itu ya wajar aja kalo misalnya dosen ga punya waktu untuk kasih sesi diskusi	Mungkin akademik kita yang mana dosen ga cuman mengajar dan meneliti tetapi banyak banget tanggungan akademik yang kadang ngebuat ngajarnya kurang powerful, karna itu tuh udah kayak budaya kurang disiplin kalo kadang dosen telat masuk kelas atau ada acara kampus tiba-tiba yang sampe ngebuat kelas jadi asinkron gitu.hmm ya mungkin karna itu ya wajar aja kalo misalnya dosen ga punya waktu untuk kasih sesi diskusi	PW- NNEST/Q013/26 SCW- NNEST/Q013/27 PW- NNEST/Q013/28
01 4	Apa saja perbedaan kekuatan/kelebihan	Bahasa inggrisnya lebih menarik	Bahasa inggrisnya lebih menarik	LS- NEST/Q014/29

	<p>dalam hal kebahasaan yang dimiliki oleh seorang native and non-native teacher ketika mengajar?</p>	<p>untuk didengar, mungkin karna bahasa inggrisnya ga gitu formal tp masih polite ya, ada slang juga, dan disini aku ngeliatnya disini kita bisa jadi lebih terpacu lagi untuk belajar aksen aksen itu. Nah itu yang pertama kalo untuk kelebihan. Terus juga, kalo misalnya itu lebih experiencenya kita sih, hmm yang jadinya kita bener-bener paham, oh okay, jadi kalo kita ketemu dengan native langsung, ngomong langsung dengan mereka diajar langsung dengan mereka kita jadi tahu oh ini loh yang namanya aksen bahasa inggris yang benar seperti ini, yang brithis seperti ini, yang american seperti ini, gitu. Sedangkan kalo yang non-native itu kelebihannya yang pertama mudah dipahami, kedua dengan logatnya yang medok indonesia kita jadi lebih mudah memahaminya. itu sih yang aku rasain.</p>	<p>untuk didengar, mungkin karna bahasa inggrisnya ga gitu formal tp masih polite ya, ada slang juga, dan disini aku ngeliatnya disini kita bisa jadi lebih terpacu lagi untuk belajar aksen aksen .Nah itu yang pertama kalo untuk kelebihan. Terus juga, kalo misalnya itu lebih experiencenya kita sih, hmm yang jadinya kita bener-bener paham, oh okay, jadi kalo kita ketemu dengan native langsung, ngomong langsung dengan mereka diajar langsung dengan mereka kita jadi tahu oh ini loh yang namanya aksen bahasa inggris yang benar seperti ini, yang brithis seperti ini, yang american seperti ini, gitu. Sedangkan kalo yang non-native itu kelebihannya yang pertama mudah dipahami, kedua dengan logatnya yang medok indonesia kita jadi lebih mudah memahaminya. itu sih yang aku rasain.</p>	<p>LS-NEST/Q014/30</p> <p>LS-NEST/Q014/31</p> <p>LS-NEST/Q014/32</p> <p>LS-NNEST/Q014/33</p> <p>LS-NNEST/Q014/34</p>
--	---	--	--	--

01 5	Apasih alasan kakak ngebuat hal yang kakak sebutin tadi itu sebagai kelebihan dari dua kategori guru?	Ya dua duanya bagus, walaupun dari native agak susah buat kita pahami aksennya, tapi ya dari situ kita bisa belajar aksen, gitu.	Ya dua duanya bagus, walaupun dari native agak susah buat kita pahami aksennya, tapi ya dari situ kita bisa belajar aksen, gitu.	LW- NEST/Q015/35
01 6	Kalo alasan kelebihan yang non-native kak?	hmmm alesannya kalo non-native lebih mudah dipahami karna gini, karna walaupun pengajarannya make bahasa inggris dia masih make aksen yang biasa kita dengar di Indonesia, jadi sangat mudah untuk paham. Kedua, karna ini non-native, jadi ketika kita ga paham, kita bisa minta dia untuk jelasin dalam bahasa indonesia, terus yang ketiga, enaknyalah dosen-dosen dia HI itu sangat pengertian. Jadi ya ga terbebani banget untuk memahami kultur atau bahasa mereka, jadi kita cukup untuk memahami materi aja, karna bahasa dan aksen yang dosenny pakai kita udah paham.	hmmm alesannya kalo non-native lebih mudah dipahami karna gini, karna walaupun pengajarannya make bahasa inggris dia masih make aksen yang biasa kita dengar di Indonesia, jadi sangat mudah untuk paham. Kedua, karna ini non-native, jadi ketika kita ga paham, kita bisa minta dia untuk jelasin dalam bahasa indonesia, terus yang ketiga, enaknyalah dosen-dosen dia HI itu sangat pengertian. Jadi ya ga terbebani banget untuk memahami kultur atau bahasa mereka, jadi kita cukup untuk memahami materi aja, karna bahasa dan aksen yang dosenny pakai kita udah paham.	LS- NNEST/Q016/36 LS- NNEST/Q016/37 LS- NNEST/Q016/38 SCS- NNEST/Q016/39 LS- NNEST/Q016/39
01 7	Gimana pendapat kakak tentang	Dari kelebihan itu tadi bermanfaat	Dari kelebihan itu tadi bermanfaat	

	kekuatan/kelebihan dari dua kategori guru tadi dalam hal kebahasaan tadi?	pastinya untuk skill dan wawasan berbahasa inggris kita, jadi kalo selama ini kan kita dengernya orang (dosen) ngomong bahasa inggris pake logat jawa sunda, logat batak gitu, tapi dengan ngomong langsung dengan native kita bener-bener tau, bener-bener paham gitu. Dan karna itu secara tidak langsung kita lebih terpacu lagi untuk mengetahui lebih dalam mengenai aksen itu gitu.	pastinya untuk skill dan wawasan berbahasa inggris kita, jadi kalo selama ini kan kita dengernya orang (dosen) ngomong bahasa inggris pake logat jawa sunda, logat batak gitu, tapi dengan ngomong langsung dengan native kita bener-bener tau, bener-bener paham gitu. Dan karna itu secara tidak langsung kita lebih terpacu lagi untuk mengetahui lebih dalam mengenai aksen itu gitu.	LS- NNEST/Q017/40
01 8	Pernah ga sih kakak merasa kalo native speaker itu punya kelemahan dalam hal kebahasaan dalam mengajar, atau kakak realize kalo misalnya there is something language error gitu?	Jujur aku ga pernah senotice itu tentang kesalahan dari native teacher ya kalo dari segi kebahasaan, karna aku mikir ya mereka native kan, jadi oh oke, apa yang mereka bilang, apa yang mereka ucap itu bener gitu.	Jujur aku ga pernah senotice itu tentang kesalahan dari native teacher ya kalo dari segi kebahasaan, karna aku mikir ya mereka native kan, jadi oh oke, apa yang mereka bilang, apa yang mereka ucap itu bener gitu.	LS- NEST/Q018/41 LS- NEST/Q018/42
01 9	Bisa ga kakak elaborasi lagi kenapa kakak ga menemukan kelemahan atau kekurangan dalam hal kebahasaan oleh guru native?	ya gimana ya, aku gabisa mention kesalahan atau kekurangan karna emang kiblata bahasa inggris itu kan ada di mereka, jadi ya even mereka bikin kesalah gitu aku gabisa ngejudge yang gimana-gimana.	ya gimana ya, aku ga bisa mention kesalahan atau kekurangan karna emang kiblata bahasa inggris itu kan ada di mereka, jadi ya even mereka bikin kesalah gitu aku ga bisa ngejudge yang gimana-gimana.	LS- NEST/Q019/43

020	Kalo yang non-native, apa aja kelemahan dalam hal kebahasaan ketika mengajar?	Walaupun dikelas internasional yang pake bahasa inggris, sering banget selama pengajaran nemuin language error, atau pengucapan yang kurang tepat gitu, tapi masih paham yang diomongin.	Walaupun di kelas internasional yang pake bahasa inggris, sering banget selama pengajaran nemuin language error, atau pengucapan yang kurang tepat gitu	LW-NNEST/Q020/44
021	Mengapa hal tersebut kakak anggap sebagai kelemahan/kekurangan dalam hal kebahasaan seorang non-native-English teacher?	hmmm kenapaya,mungkin karna kalo kurang tepat pengucapannya itu kita bisa sihpaham tp agak susah atau bahkan pemahaman kita bisa beda.	hmmm kenapaya,mungkin karna kalo kurang tepat pengucapannya itu kita bisa sih paham tp agak susah atau bahkan pemahaman kita bisa beda.	LW-NNEST/Q021/45
022	Gimana pendapat kakak tentang kelemahan dari non-native teacher tadi?	Karna menurut aku yang sama-sama indonesian, kayak ga semua kata dalam bahasa inggris itu gampang buat diucapin jadi wajar kalo mispronunce, selagi kesalahannya ga fatal dan masih bisa dimengerti apa yang dimaksud dia, aku fine aja si tentang itu.	Karna menurut aku yang sama-sama indonesian, kayak ga semua kata dalam bahasa inggris itu gampang buat diucapin jadi wajar kalo mispronunce, selagi kesalahannya ga fatal dan masih bisa dimengerti apa yang dimaksud dia, aku fine aja si tentang itu.	LW-NNEST/Q022/46
023	Apa saja kekuatan/kelebihan sosiokultural yang dimiliki oleh seorang native-English teacher ketika mengajar?Bisa sekalian kakak jelaskan kenapa	Dari native yang pertama itu disiplinnya lebih, lebih tegas dibandingkan yang non-native. Jadi yang pertama kita selaku mahasiswa itu lebih terpacu	Dari native yang pertama itu disiplinnya lebih, lebih tegas dibandingkan yang non-native. Jadi yang pertama kita selaku mahasiswa itu lebih terpacu	SCS-NEST/Q023/46

	kakak anggap itu kelebihan	untuk ngelakuin tugas segala macem. Kedua, mereka itu sangat profesional, ya mereka untuk konsultasi mahasiswa itu bener-bener dikasih waktu, bukan kayak dosen-dosen indonesia pada umumnya yang untuk pertemuan skripsi aja susah apalagi pertemuan untuk konsultasi tugas biasa gitu.	untuk ngelakuin tugas segala macem. Kedua, mereka itu sangat profesional, ya mereka untuk konsultasi mahasiswa itu bener-bener dikasih waktu, bukan kayak dosen-dosen indonesia pada umumnya yang untuk pertemuan skripsi aja susah apalagi pertemuan untuk konsultasi tugas biasa gitu.	SCS-NEST/Q023/47 SCS-NEST/Q023/48 PW-NNEST/Q023/49
02 4	Gimana pendapat kakak tentang kekuatan/kelebihan sosiokultural seorang native-English teacher ketika mengajar?	Dengan adanya kelebihan yang mereka miliki itu sangat membantu kita untuk menyelesaikan studi kita dengan baik, karna gimanapun kulturenya mereka sangat profesional.	Dengan adanya kelebihan yang mereka miliki itu sangat membantu kita untuk menyelesaikan studi kita dengan baik, karna gimanapun kulturenya mereka sangat profesional.	SCS-NEST/Q024/50
02 5	Untuk guru yang non-native, apasih kelebihan terkait sosiokultural yang kakak rasain ketika dikelas?	Kelebihannya dari sosialkultur kita ga perlu menyesuaikan dengan kultur yang mereka punya. karna kita udah tau kultur, oh kultur dosen indonesia seperti ini, jadi tinggal ngikutin aja. Jadi kayak cara nyapanya yang kayak gitu lebih enak, lebih mudah kadang.	Kelebihannya dari sosialkultur kita ga perlu menyesuaikan dengan kultur yang mereka punya. karna kita udah tau kultur, oh kultur dosen indonesia seperti ini, jadi tinggal ngikutin aja. Jadi kayak cara nyapanya yang kayak gitu lebih enak, lebih mudah kadang.	SCS-NNEST/Q025/51 SCS-NNEST/Q025/52 SCS-NNEST/Q025/53

02 6	Mengapa hal tersebut kakak anggap sebagai kelebihan sosiokultural seorang non-native-English teacher?	Pertama karna itu menggambarkan gimana etos kerja mereka di akademisi dan profesional. Hal tadi yang jadi kesamaan kultur bisa membantu dosen dan mahasiswa mahasiswa mereka untuk mengakrabkan diri atau untuk mengerjakan tugasnya.	Pertama karna itu menggambarkan gimana etos kerja mereka di akademisi dan profesional. Hal tadi yang jadi kesamaan kultur bisa membantu dosen dan mahasiswa mahasiswa mereka untuk mengakrabkan diri atau untuk mengerjakan tugasnya.	SCS- NNEST/Q026/54
02 7	Gimana pendapat kakak soal kebihan tadi?	Baik native and non-native dua-duanya yang pasti sangat membantu khususnya dikendala akademik yang kita miliki, walaupun yang non-native yang kayak yaudahlah biasa aja gitu, karna orang indonesiakan biasa yang jalur santai. Ya yang kayak aku sempet bilang tadi, dosen indo itu lebih mudah akrab gitu jadi kita kayak punya relationship yang lebih dari pada yang native, karna apa, ya mungkin aku kira sharing problem yang ada distudi kita itu,ya problem itu sedikit banyak pasti ada sangkut	Baik native and non-native dua-duanya yang pasti sangat membantu khususnya dikendala akademik yang kita miliki, walaupun yang non-native yang kayak yaudahlah biasa aja gitu,kayak yang kita tau kulturenya native yang individualis banget jadi aku ngerasa ga bakal sedeket sama dosen indo , karna orang indonesiakan biasa yang jalur santai. Ya yang kayak aku sempet bilang tadi, dosen indo itu lebih mudah akrab gitu jadi kita kayak punya relationship yang lebih dari pada yang native,	SCW- NEST/Q027 SCS- NNEST/Q027/55 SCS- NNEST/Q027/56

		pautnya sama kultur, karna kulturnya sama ya ngerasa kayak bakal lebih ngerti apa yang kita rasain sih itu.	karna apa, ya mungkin aku kira sharing problem yang ada distudi kita itu, ya problem itu sedikit banyak pasti ada sangkut pautnya sama kultur, karna kulturnya sama ya ngerasa kayak bakal lebih ngerti apa yang kita rasain sih itu.	SCS- NNEST/Q027/57
02 8	Apa aja kelemahan/kekurangan sosiokultural yang dimiliki oleh seorang native-English teacher ketika mengajar?	Kadang karna mereka punya kultur yang sangat profesional itu mereka jadi susah untuk bertemu atau berinteraksi diluar kelas. Terus aku mungkin bakal bilang kultur cara berbicara yang cepat dan mereka sangat nge-keep aksen mereka seperti itu, mereka ga nyoba menyesuaikan dengan kita.	Kadang karna mereka punya kultur yang sangat profesional dan individualis itu mereka jadi susah untuk ketemu atau dekat atau berinteraksi diluar kelas selain persoalan kuliah. Terus aku mungkin bakal bilang kultur cara berbicara yang cepat dan mereka sangat nge-keep aksen mereka seperti itu, mereka ga nyoba menyesuaikan dengan kita.	SCW- NEST/Q028/58 SCW- NEST/Q028/59
02 9	Mengapa hal tersebut kakak anggap sebagai kelemahan/kekurangan sosiokultural seorang native-English teacher?	Karna emang dasarnya kita orang indo yang suka ngobrol santai, terus ketemu sama dosen native yang hampir semua profesionalitasnya itu tinggi, jadi sometimes ngerasa kurang nyaman karena terlalu kaku	Karna emang dasarnya kita orang indo yang suka ngobrol santai, terus ketemu sama dosen native yang hampir semua profesionalitasnya itu tinggi, jadi sometimes ngerasa kurang nyaman	SCW- NEST/029/60

			karana terlalu kaku.	
030	Bagaimana pendapat kakak tentang kelemahan/kekurangan sosio kultural yang dimiliki oleh seorang native-English teacher ketika mengajar?	Yaa aku si selagi ga ngeganggu, dalam artian masih bisa aku hold, kekururangan itu masih gapapa, karna emng ganeganggu diakademik juga.	Yaa aku si selagi ga ngeganggu, dalam artian masih bisa aku hold, kekururangan itu masih gapapa, karna emng ganeganggu diakademik juga	
031	Apa saja kelemahan/kekurangan sosio kultural yang dimiliki oleh seorang non-native-English teacher ketika mengajar yang pernah kakak rasain?	Karna kita sama-sama orang indonesia jadi kadang kita kurang disiplin, misalnya walaupun dikelas internasional kita masih bisa colong-colong bahasa indonesia. Contohnya di HI itu waktu kami lagi tutorial kyk diskusi gitu, dan ada temen ga paham, jadi ya bahasa indonesia aja gitu. Kayak bakal ngomong “can I speak indonesia?” atau “can I mix it?”	Karna kita sama-sama orang indonesia jadi kadang kita kurang disiplin, misalnya walaupun dikelas internasional kita masih bisa colong-colong bahasa indonesia. Contohnya di HI itu waktu kami lagi tutorial kyk diskusi gitu, dan ada temen ga paham, jadi ya bahasa indonesia aja gitu. Kayak bakal ngomong “can I speak indonesia?” atau “can I mix it?”	LW- NNEST/Q031/61 LW- NNEST/Q031 /62
032	Mengapa hal tersebut dianggap sebagai kelemahan/kekurangan sosiokultural seorang non-native-English teacher?	karena menurut aku kayak kurang konsisten aja gitu, padahal kita kan ada di kelas internasional, harusnya full English, karna kebiasaan santai jadi yaudah	karena menurut aku kayak kurang konsisten aja gitu, padahal kita kan ada di kelas internasional, harusnya full English, karna kebiasaan santai jadi yaudah	SCW- NNEST/Q032/63

033	Bagaimana pendapat Bpk/Ibu/Saudara tentang kelemahan/kekurangan sosio kultural yang dimiliki oleh seorang non-native-English teacher ketika mengajar?	Hmmm pendapat aku ya, sebelennya yang kayak gini bisa jadi kelemahan atau kebihan sih, kalo diliat dari sisi kelemahan ya balik lagi ini persoalan yang kurang konsisten. Kalo misalnya kita liat dari sisi sebaliknya, ini kadang helps kita buat lebih mudah ngerti, misalnya ada sesuatu yang ga kita ketahui, jadi dosen bakal try to find persamaan sesuatu tadi dibahasa kita.	Hmmm pendapat aku ya, sebelennya yang kayak gini bisa jadi kelemahan atau kebihan sih, kalo diliat dari sisi kelemahan ya balik lagi ini persoalan yang kurang konsisten. Kalo misalnya kita liat dari sisi sebaliknya, ini kadang helps kita buat lebih mudah ngerti, misalnya ada sesuatu yang ga kita ketahui, jadi dosen bakal try to find persamaan sesuatu tadi dibahasa kita.	SCW- NNEST/Q033/64 SCS- NNEST/Q033/65
-----	---	--	--	--

Appendix 3.1 Data theme

NESTs		NNESTs	
PEDAGOGICAL		PEDAGOGICAL	
POSITIVE	NEGATIVE	POSITIVE	NEGATIVE
<ul style="list-style-type: none"> Encouraging class through discussion Reflect the teaching readiness 	<ul style="list-style-type: none"> Delivering teaching material too fast Excessive learning material 	<ul style="list-style-type: none"> Classroom management 	<ul style="list-style-type: none"> Monotonous way of teaching Having many responsibilities
LINGUISTIC		LINGUISTIC	
POSITIVE	NEGATIVE	POSITIVE	NEGATIVE
<ul style="list-style-type: none"> Speaking performance 	<ul style="list-style-type: none"> Too native English Accent 	<ul style="list-style-type: none"> Speak with familiar accent 	<ul style="list-style-type: none"> Speaking non-standard English

• Preference on Native English accent		• Able to make use of all linguistic sources	
SOCIO-CULTURAL		SOCIO-CULTURAL	
POSITIVE		POSITIVE	NEGATIVE
• Reflecting teacher as a professional	• Employing individual culture	• Establish good rapport	• e academic culture