

**AN INDONESIAN SECONDARY TEACHER'S PERSPECTIVES OF
NATIVE SPEAKERISM IN ENGLISH LANGUAGE TEACHING SETTING**

A Thesis

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



by

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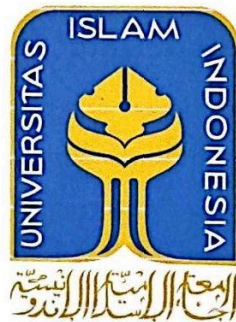
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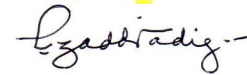
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STATEMENT OF WORK'S ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 19 July 2024



Khoirunnisa Berliana Ashari
20322006

MOTTO

وَجَعَلَنِي مَبْرُكًا أَيَّ مَآ كُنْتُ

And He has made me blessed wherever I am

Maryam/19:31

DEDICATION

Gratefully and thankfully, I dedicate this thesis to my loving parents, *Bapak* Hari Setyawan and *Ibuk* Roro Srihastuti for being my biggest reason to complete this study and for their unwavering belief that I can finish this thesis on time. I also dedicate this thesis to my dearest grandma, *Mbok* Situk, for her endless love and warm hugs.

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Alhamdulillah Rabbil 'Alamin all praise be to Allah SWT the most Gracious and Merciful. May peace be upon our prophet Muhammad SAW who leads us to this bright era. I am extremely grateful to Allah SWT for enabling me to do and finish this thesis since nothing I can do without His grace. I would like to thank all people who helped me during the process of write this thesis:

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7. The participant who willingly help me to complete this thesis,
8. Lastly, I want to thank myself for not choosing to give up.

Finally, I believe that this thesis is far from being perfect. However, it is hoped that this thesis will be useful and give contribution in the future. I greatly appreciate any criticism and suggestions for the improvement of this thesis.

Yogyakarta, 19 July 2024

A handwritten signature in black ink, consisting of a large, stylized initial 'K' followed by several vertical strokes and a small dot at the end.

Khoirunnisa Berliana Ashari

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AN INDONESIAN SECONDARY TEACHER'S PERSPECTIVES OF NATIVE SPEAKERISM IN ENGLISH LANGUAGE TEACHING SETTING

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ABSTRACT

Monolingual ideology has still been influencing many English teachers in Indonesia by the teaching of English as foreign language whose ultimate goal is to speak like native English speakers. Even though the monolingual ideology still influences many English teachers in Indonesia, general public secondary school teachers' perspectives of native speakerism in Indonesia remains under explored, especially in Central Java. This study aims to investigate an Indonesian English teacher's perspectives of native-speakerism in English language teaching (ELT) settings. This study employs a qualitative method, in which basic qualitative study is the research design. The data are collected through semi-structured interviews and an English teacher in a State Senior High School in Central Java is recruited as the participant. The data are analyzed using Parameters from Holliday (2005) which contain 3 indicators. The findings indicate that the participant have a strong preference toward NESTs in teaching English, introducing western culture better, and increasing students' curiosity in learning English. The emerging findings in this study show that the participant is still influenced by native speakerism and acknowledges the existence of Global Englishes at the same time. It can be concluded that the participant who is an English teacher in one of the small towns in Central Java is still influenced by native speakerism paradigm in various aspects. It is likely that many English teachers in other parts of Indonesia still have the same perspectives on native speakerism. It is important for teachers to change their way of viewing NESTs that are considered superior in the findings.

Keywords: Global Englishes, Native speakerism, NEST, Non-Native English Speaker Teachers

CHAPTER 1 INTRODUCTION

1.1 Background of Study

The phenomenon of native-speakerism has attracted significant global attention and has been the subject of scholarly debate for over a decade. The discourse surrounding English teachers' preferences and the issue of native-speakerism began to be addressed in two influential works of Medgyes (1994) and Braine (1999). The concept of native-speakerism emerged in response to the monolingual ideology propagated by Kachru's three concentric circle theory (1985), which challenged the notion that only native English speakers (NESs), also referred to as English as a Native Language (ENL) speakers, possessed legitimate English-speaking abilities. Prior to this theory, the monolingual ideology predominantly endorsed the linguistic supremacy of NESs. Consequently, the term native speakerism arose as a means to contest the monolingual ideology and to acknowledge the plurality of English, as it has spread and diversified worldwide, giving rise to various forms known as Englishes. Therefore, the idea of native speakerism, which places NESs as ultimate role models, poses a significant challenge when considering the global nature of English, hereafter referred to as Global Englishes (GE). In other words, adopting a native speakerism perspective, which imposes NESs as the standard for non-native English speakers (NNESs) in terms of accents, gestures, thought processes, body language, and even attire (Lim & Park, 2022), runs counter to the principles of plurality and Global Englishes.

Studies on native speakerism have been carried out in various focus; most of which have examined the level of native-speakerism from native English speaker teachers (NESTs) and non-native English speakers teachers (NNESTs)

perspectives. Colmenero and Lasagabaster (2020) reported that NESTs in Spain are preferable by students who have higher competence. In general, NESTs in Spain are only preferred in teaching writing, speaking, reading, and pronunciation instruction. In 2023, Colmenero and Lasagabaster did another research in Spain related to native-speakerism. It results that female NNESTs display preference for NNESTs, whereas male NNESTs show a preference for NESTs. But in general, NNESTs do not feel inferior to NESTs in specific categories. Fang, Wang, Lin, and Huang (2022) investigated native-speakerism in Vietnam. The findings showed that NNESTs are mainly challenged by the presence of NESTs due to difficulties in collaborating and different views in “co-teaching” with their teaching partner. On the other hand, NESTs in Vietnam also experienced some benefits, such as students' good attitude in the classrooms and work duties and conditions focused on the advantages and job benefits of the work duties.

In Indonesia, various studies related to native-speakerism have been done. For example, Harsanti and Manara (2020) examined the language ideology and its impact on English teaching of seven high school local English teachers in Indonesia. According to Harsanti and Manara, the participants show “nativeness bias” as they argue that the best English model to be taught were from countries where English was the L1. It is also seen from the study that NESTs placed as more expert in pronunciation and speaking-listening skills, while NNESTs are more on reading, writing, and grammar skills. In addition, Dewi, Muslim, and Sudana (2021) in their study exposed conceptual understanding of native-speakerism from three novice NNESTs from different Islamic high schools. All of the participants understand native English speakers as those who use English as their first language

and highlight American and British English as the native English. According to participants, the challenges in teaching are equally distributed for NESTs and NNESTs since NESTs have significant linguistic features but less in students' culture and contextualization. Whereas NNESTs have better exploration on learners' culture and contextualization.

Although much research has been done on native-speakerism published in both scholarly and local publications, not much empirical evidence explores how a local English teacher thinks about native-speakerism and how native-speakerism affects their mindset in teaching English.

1.2 Identification of the Problem

The problems that could be identified in this study are: 1) teacher's biases in teaching and 2) teacher's preference in native English accents. Teachers perceived NESTs as more capable in teaching English, as in Colmenero and Lasagabaster (2020) which NESTs are positively viewed for supporting students with more notes, materials, and show greater dedication and motivation. This became a problem since it shows support and potentially perpetuates native-speakerism paradigm to which NNESTs are disadvantaged. This puts NNESTs at a disadvantage since it might obstruct NNESTs' improvement skills in professional context and exploratory related to English language teaching.

The second identified problem is the teacher's preference in particular English accents. It is in line with previous research by Monfared and Khatib (2018) which shows that expanding circle countries teachers favor native English accents, especially American English. English teachers are supposed to act as role models by teaching about diversity, in this context it is about English accents.

Various accents in English have been widely acknowledged and globally used. By not being biased towards certain English accents, teachers created inclusive learning environments and provided opportunities for students with various English capabilities to learn English better.

1.3 Limitation of the Problem

From the problem identification above, the problem in this study is limited to an Indonesian secondary school teacher perspective on native speakerism. The main concern in this study is the teacher's perspectives of native-speakerism since it influences how she teaches in the classrooms and perceived English. Not only that, teacher's perspectives on native-speakerism is potentially shape students' way of perceived NESTs and English language.

1.4 Formulating the Problem

The main topic addressed in this study related to perspectives on native speakerism. To do further exploration, the following problem is formulated: what is an Indonesian secondary teacher's perspectives of native speakerism?

1.5 Objective of the Study

The present study aims to explore an Indonesian English teacher's perspectives of native-speakerism.

1.6 Significance of the Study

As a practical matter, this research contributes to help Indonesian English teachers not feel less compared to NESTs in teaching English. By knowing various

NESTs strengths in this study, it is expected that the findings of this study help NNESTs evaluate and improve their professional abilities in various aspects.

CHAPTER 2 LITERATURE REVIEW

2.1 Defining the Concept of Native-Speakerism

Choi (2016) defines native speakerism as one of standard language ideology, which means that native speakers are described as users of an unmarked standard variety; on the other hand, non-native speakers are depicted as users of a marked vernacular, non-standard variety. Specifically in language teaching, Holliday (2005) views the native speakerism as a widespread idea that native English speakers (NESs) are considered the best and most reliable source of language learning, representing the western culture, and the motivational system. Meanwhile, non-native speakers are often viewed as weak due to negative perception of non-native speakers that are influenced by native speakers' bias. More than that, native speakerism is viewed as the most rightful system since it is controlled by English education enthusiasts in the world (Holliday, 2005; Harsanti & Manara, 2021).

Colmenero and Lasagabaster (2020) argued that native-speakerism has positively influenced those perceived as NESs, spreading the idea that their voices and linguistic knowledge should be positioned above those perceived as non-native English speakers (NNEs). This argument strengthens the idea that native speakerism is one of the pieces of evidence that linguistic theory has still retained some traces of British and American imperialism. The hypothesis about native-speakerism came under serious attack in Phillipson's thesis in *Linguistic Imperialism* (1992), which was followed by Medgyes (1992, 1994), who highlighted the relative strengths of NESs and NNEs. The definitions of native-speakerism are varied. Therefore, in this study, the author employs Holliday

(2005) definition. His definition is a straight point and focuses on how NESs are glorified in English learning and teaching in every aspect.

2.2 Native Speakerism in ELT Setting

Munandar (2023) found in his study that classrooms with English-only environments were preferable even though both Indonesian and local language was often used as the starting point when the lesson started. It also found in the study that NESTs are seen as a necessary resource in English teaching due to the assumption that they are having the most legitimate and authoritative pedagogic models. Furthermore, it also found that NNESTs in this study sometimes have difficulties in properly translating Indonesian expressions into English and dealing with unexpected English expressions asked by students, which indicates the lack of English competences. Some NNESTs in this study preferred to use materials that only feature native speakers since the goal is to make students see native English speakers as pedagogical models which clearly show the native-speakerism belief.

Conducted in Thailand in 2021, Huttayavilaiphan found that NNESTs in Thailand are required to adapt with the theoretical ideologies and classroom methods which are provided by NESTs. It results in NNESTs who are not able to adjust the materials to the learning context freely. Furthermore, Thai accents which were used by NNESTs were also seen as inferior to NESTs' accents in English. According to Holliday (2006), an underlying theme of native-speakerism that affects various aspects of education is 'othering', in which people from outside English-speaking countries are seen as different, especially when having difficulties. This theme is aimed to discriminate.

2.3 Previous Studies on Native-Speakerism in ELT Setting

Numerous studies on native speakerism have been carried out in Asian countries as well as outside Asian countries. Lim and Park (2022) in their study capture the impact of native-speakerism as experienced by NNESTs in South Korea. They found that NESTs were valued higher compared to NNESTs by NNESTs themselves, but NNESTs did not consider themselves to be inferior to NESTs because of their ability to convey different aspects of western culture they bring to South Korea.

Nguyen (2017) reported that NNESTs in Vietnam engaged on a low level with the native speakers' models in terms of English varieties and the native and non-native divide. The percentage shows that 92.2% or 78 participants support the linguistic diversity of English, and 73.4% or 62 participants disagreed that native speaker teachers were better at teaching English.

Conducted in North America, Choi (2016) also reported that the participants who are Korean-English bilinguals are easily marked as non-native English speakers and have to prove their English proficiency, mainly in spoken and written English in the work setting. Most of the participants admit that sometimes they face difficulties in interacting with their American / native English speakers friends in casual settings that need culturally specific knowledge, like American old music and movies, baseball, Star Trek, NFL, and football.

Furthermore, in Fang, Wang, Lin, & Huang (2022), NESTs in Taiwan have a lot of working advantages . The advantages that the participants have in the schools are steady and good benefits with less pressures, work duties that focus on

the advantages, and students' good attitudes in the classrooms. Not only that, it also found that NESTs in Taiwan were satisfied with the school resources, assistance, and development that were provided by the local schools.

Colmenero and Lasagabaster (2020) found that NESTs in Spain are only preferred in teaching pronunciation and instruction. Meanwhile, NNESTs are considered better in teaching listening, reading, writing, fluency, grammar, and history. However, at the same time, students with higher linguistic competence prefer NESTs to teach them. This means that native-speakerism is still inherent in English language education.

In addition, Colmenero and Lasagabaster (2023) also reported that gender played a big role in Spain's NNESTs teacher opinion related to native-speakerism. Male teachers tend to not care about NESTs/NNESTs debate, and female teachers seem to prefer NNESTs in assessment and support, attitudes and motivation, culture, and perceived linguistic abilities aspects. Female teachers are more vocal in showing their awareness of the discrimination experienced by NNESTs. Even though native-speakerism still inherent in English language education, South Korean NNESTs strongly disagree with the idea of native-speakers being an ideal role model, but they also wish to have fluency as NESTs in speaking (Lee, 2016).

2.4 Flow of Reviewed Literature

Previous studies mainly reviewed how native-speakerism happened, especially in ELT settings. It is shown that preference of NESTs in teaching English is one of the examples of native-speakerism happening in ELT. The preference is shown due to NESTs background that come from countries which use

English as their L1. The flow of reviewed literature is concluded in the flowchart below.

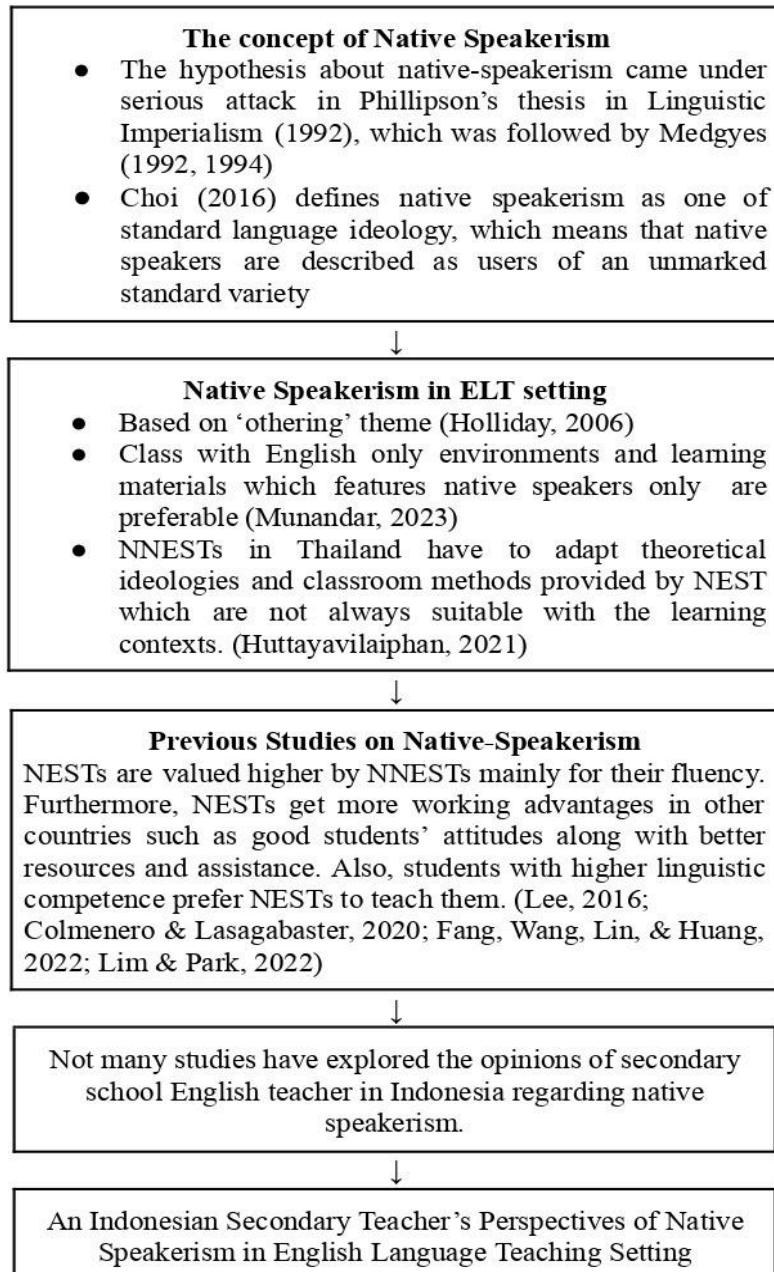


Figure 2.1 Flow of reviewed literature

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Research Design

This study is under the qualitative research paradigm and the design of this research is basic qualitative study. Qualitative research is chosen because it allows the author to get detailed and specific information. Basic qualitative study was chosen as the research design because it focused on 1) how people interpret their experiences, 2) how they construct their worlds, and 3) what meaning they attribute to their experiences (Merriam, 2009, p. 23). This research design is more suitable to elicit and explore what teachers' perception of native-speakerism and how it affects them in teaching English.

3.2 Setting and Participants

The setting of this research is a State Senior High School in Wonogiri, Central Java, Indonesia. This school has an annual event to invite NESTs to teach English to the students. The purpose of this event is to make students more familiar with English and have authentic learning experience with NESTs.

The participant of this study is an English teacher who has experience of teaching English for more than 10 years. She has been teaching English in the same high school since 2004 until now. The author believes that with more than 10 years of teaching experience makes this teacher deal with many issues in English teaching, make her have an understanding about the issue of native-speakerism and has experience working with NEST teachers from the event that the author already explained above. Another reason that the author chose the teacher to be the respondent of this study is that the English teacher seems to use the Australian

English accent in the classroom, based on the observation during the class. It can be a sign that the teacher is presumably still engaging native-speakerism in teaching. The participants criteria for this study include 1) understanding about native-speakerism, 2) have at least 10 years teaching English experiences, and 3) had direct working experience with NESTs in the same school.

The initial negotiation process with the potential participant happens through Whatsapp messages. After the potential participant agrees to become the participant of this study, the author sends a consent form to the participants. It is important for the participants to understand the aim, objectives, and the impact of the study. The author sent an official letter made by the faculty to the school to ask for permission to have an English teacher as the participant of this study. The participant name would be written on the pseudonym.

3.3 Data Collection Techniques

The data collection technique in this study is a semi-structured interview. Semi-structured interviews were chosen because it is like natural conversations between the writer and interviewee, in which the issues to be covered can be thoroughly explored with prepared questions that are used flexibly (Bryman, 2008). This technique allows the author to explore and elicit more information about teachers' perception about native speakerism and ask the sensitive questions to the teacher related to native-speakerism. The interview process was conducted offline outside the school in Bahasa Indonesia to avoid any misunderstanding between the author and the participant and to unify the perception between the author and the participant. The whole interview is recorded and transcribed as it is

the primary data from this study. The interviews take place 3 times with an estimated time of 60 minutes for each session.

Table 3.1 Interview Questions

The interview questions in this study were developed based on the concept of native-speakerism by Holliday (2005). The author adjusted the components, the interview questions, and added more interview questions to explore more teachers' opinion on native-speakerism.

Table 3.1 Interview Questions & Components

No	Subject	Concept	Components	Interview Questions
1.	Native-Speakerism	Holliday (2005) views the native speakerism as a widespread idea that NEST is considered the best and most reliable source of language learning, representing the western culture, and the motivational system.	NEST is the best and most reliable source of language learning	<ul style="list-style-type: none"> ● Do you agree if the NESTs is said to be the most reliable source of learning English? Why or Why not? ● What do you think of making the NESTs special? ● What about NNESTs, could they be special English teachers? If yes, which teacher do you prefer to teach, NESTs or NNESTs? ● Do you prefer an English teacher from its nativeness than from their capabilities to teach? why?
			Representing the western culture	<ul style="list-style-type: none"> ● Do you agree that English spoken by NESTs is the only legitimized English to speak? Why or why not?

-
- Do you teach English spoken by NESTs for your students? If yes, why? If not, why?
 - In your opinion, does the English spoken by NESTs that we learn represent western culture? If yes, why? If not, why?
 - How do you define which kind of English that you believe to teach, English spoken by NESTs, or any English? Why

Motivational system

- Are your students motivated to learn English because the teacher is NEST? Why is the NEST the most influencing factor for students to learn English?
 - Do you motivate your students to speak like native English speakers? If yes, why? If not, why?
 - Do you think people like to learn English because it represents western culture? If yes, why? If not, why?
-

3.4 Data Analysis and Procedures

After the data had been collected through interviews, they were transcribed. Then, the coding process was carried out using qualitative data analysis by Miles and Huberman (1994). This analysis is used since its flexibility in analyzing the data which leads to a big potential to elicit complex and detailed data. The four procedures of qualitative data analysis carried out by Miles and Huberman (1994) are as follows: 1) data collection; 2) data reduction (transcribing, eliminating, and coding the data); 3) data display (making a table to organize the data); 4) conclusion drawing and verification (interpreting and concluding the data).

3.5 Trustworthiness

In this study, the author used Lincoln and Guba (1985)'s trust measures which comprise credibility, transferability, dependability, and confirmability.

a. Credibility

In this study, the author does member-checking by asking the participant to verify the accuracy of the interpretations face-to-face after several interview processes were completed. The purpose of doing member checks is to eliminate the author bias in analyzing and interpreting the data.

b. Transferability

The author attaches the context, participants, and methods to collect and analyze the data in complete and detailed information to make this study can be used for future research in a similar context..

c. Dependability

Throughout the writing process of this thesis, the supervisor guides the author to make sure that all aspects in this study are acceptable. The analyzed data of this study is also given and consulted to the supervisor to receive feedback and recommendations.

d. Confirmability

All of the procedures carried out in this study are in line with the qualitative research procedures which are described in detail in each chapter. All the findings written in this thesis are taken from the interview processes with the participant. If there are irrelevant things in this thesis, it can be checked through data analysis procedures and the procedural process.

CHAPTER 4 FINDINGS AND DISCUSSION

4.1 Findings

The data analyzed reveals that native-speakerism paradigm dominates how the participant perceives English, the way she views the western culture brought by NESTs, her views on the relationship between NESTs and students' learning motivation. Not only about the native-speakerism that still dominates the participant, her perspective in the presence of Global Englishes is also acknowledged. These findings are presented in the Figure 4.1 below and elaborated in detail in each subsection follows.

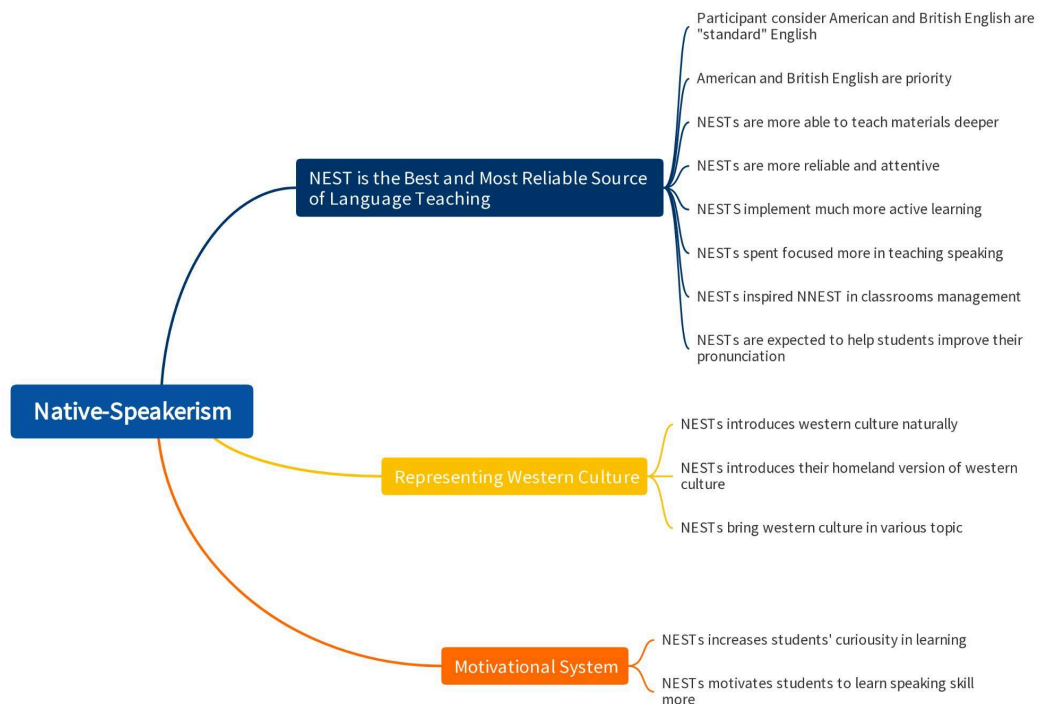


Figure 4.1 Findings

4.1.1 NEST is the Best and Most Reliable Source of Language Teaching

One of the most salient findings in this study is that the participant is convincingly relying on native English variety. She insists on teaching American or British English, as she believes that these varieties are the standard English that teachers should teach to students. This issue is highlighted in the excerpt below.

“...Me as a teacher should teach structured materials as to what it should be, the standard, I use British and American English,...” (NESTBR/2/I)

From the above quotation, it is obvious that the participant is still influenced by native speakerism paradigm, with two considerations, first, American and British are considered standard (line 2-3), and second, these varieties of English have higher priority to teach to students. These views reveal that the participant is still under influence of English as a foreign language (EFL) ideology (line 1), in which one of the purposes of teaching EFL is teaching standard English or native English variety.

In addition, the participant believes that learning standard English is a privilege and beneficial for her students as the international English tests are using American or British English. She also views standard English will help students in their higher education and work field. She expressed the details below.

“I teach English that comes from Britain, America,...since TOEFL and another English test are using standard English from them (Britain and America)...” (NESTBR/1/I)

The above excerpt reveals that teaching American and British English is her priority over other English varieties (lines 1-2). This situation is also confirmed by

the fact that English language certifications such as TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), and TOEIC (Test of English for International Communication) are developed based on American and British standard English (lines 2-3). Another finding is that the participant believes that NESTs are likely the best source of English language learning as they are able to teach materials in depth. She elaborates this point below.

“...they (NESTs) have more time to cover the materials deeper, so it also makes the students have deeper knowledge related to the materials even though we (both NEST and NNEST) have teaching goals...” (NESTBR/7/III)

The above data shows that NESTs are able to teach the students more effectively since they are able to explain the materials deeper with the same amount of teaching time as NNESTs (lines 1-2). It makes students gain more new knowledge in each material than they should, as written in the lesson plans. It is beneficial for the students since with the same amount of learning English in classrooms, they get deeper knowledge. Another factor that makes the participant believe that NESTs are more reliable since they are relatively more attentive to the students. She further comments on this issue in the following data.

“When the students feel comfortable...get easy access to learning...they will feel happy to study. How NEST makes them like to study, the students feel humanized...” (NESTBR/3/II)

This data reveals that NESTs seem to be more attentive towards students (line 1). They make students have easy access to learning and make students feel comfortable around them, both during and outside the classroom (lines 1-2). By

doing those treatments to the students, students feel humanized and happy to learn since their basic needs to learn are fulfilled. Since NESTs are considered as the best and most reliable source of English learning, they do a lot more active learning in the classes compared to NNESTs. She explained the detailed information in the excerpt below.

“They (NESTs) use active learning, the students are directly involved in everything,...The majority of the class enjoy it more when the learning process is very active...” (NESTBR/4/II)

The data above reveals that the NESTs demonstrate their teaching with active approaches (lines 1). The majority of the students are more excited when the learning process involves them (lines 2-3). With the active approaches, students are more excited to participate in English class. It can be seen from students who enjoy and have more fun during the class. Another point that makes the participant think that NESTs are more reliable especially in teaching speaking skills since English is their mother tongue. This becomes one of the factors why NESTs spend more time teaching speaking skill, as she explains below.

“...NESTs who come here are more focused on spending time on speaking...all of the NEST can be said to be excellent in teaching speaking. If those who already have an educator background, yes, they must be more expert...” (NESTBR/6/III)

From the participant answers above it is clearly seen that almost all NESTs have a strong tendency to teach speaking skill in Indonesia since English is their first language (lines 1-2). NESTs are more reliable when they also have a background knowledge as an educator (lines 3-4). The collaboration of English as the first language and educator background results in NESTs who are more expert

in teaching, especially in speaking skill. Another proof that supports the belief that NESTs are a reliable source of English teachers is when the participant reveals that she re-implements some tricks that NESTs successfully use when teaching in the classrooms, as she explained in detail below.

“Moving around the class and giving detailed feedback to each student. That’s the thing that inspired me from NEST...”
(NESTBR/5/III)

The above excerpt shows that NESTs are able to pay detailed attention to students’ work (line 1). They are also able to make the students feel their presence during English class by moving around the classroom (line 1). Since those things are considered to have a positive impact on students, the participant decided to reduplicate the use of above tricks used by NESTs in her English classes. Since NESTs are seen as the best source of English learning, the teacher opened up about her expectations when her students learn English with NESTs. She explains the detailed information below.

“my expectation (when the students meet NEST) at least they have the courage to try speaking, start a conversation. practicing the pronunciation they already learned with the NNEST teachers here.” **(NESTBR/8/III)**

The above excerpt shows that NESTs are considered as a media to improve students’ pronunciation in English. It starts when students are expected to have the courage to initiate a conversation with NESTs to practice pronunciation they have learned and also express their ideas (lines 2-3). Once the students and NESTs have conversation and NESTs understand what students say, they are assumed to have better pronunciation compared to their peers.

4.1.2 Representing the Western Culture

The participant agreed with the notion that NESTs naturally and more effectively introduce western culture to students since it is what English native speakers do on a daily basis. This issue is elaborated below.

“When we learn a language, it’s the same as learning a culture...especially, there are language expressions that are native speakers’ culture, such as thank you and congratulations in learning materials. Those words are spoken expressively, not made up.” (RWC/1/II)

The excerpt above shows that learning a language is equivalent to learning a culture (lines 1-2). One of the ways NESTs represent western culture is when they use language expressions that are commonly used by English native speakers in the classrooms (lines 2-4), as it is potentially imitated by the students. Not only imitated in terms of language expressions, but also the intonation, body gestures, and facial expressions. It can be seen that NESTs bring western culture to the classrooms indirectly. Furthermore, she explains that NESTs represent the culture from their homeland, specifically the western culture style of each of their home countries. Various topics in culture are interesting to cover, as the participant explains below.

“I agree,...because every country has its own culture and it’s not the same...so they (NEST) know more about the culture of their own country,..” (RWC/2/III)

It can be seen that even NESTs come from western countries, they do not bring the same ‘western’ culture to be introduced in the classrooms (lines 1-2). They bring their home countries' version of western culture since each country has cultural differences (lines 2-3). These cultural differences from each of NESTs

countries provide students with an authentic cultural insight and enrich students' understanding of western culture and cultural differences. Additionally, the participant reveals that NESTs managed to bring western culture in various topics into the classroom during sharing sessions. One of the topics addressed is about cultural differences, as expressed by the participant below.

“...in fact, the culture (from the country of origin) of the NEST is sometimes used as the topic during the sharing session with the student. The one that I remembered is about wedding ceremonies” (RWC/3/III)

It can be seen from the above quotation that NESTs' topic to represent western culture are not always related to English learning materials (lines 2-3). Various interesting topics can be chosen to talk about since cultural differences exist between Indonesia and NESTs' home countries, such as the different culture of wedding ceremonies. By sharing about their home countries' cultures, NESTs indirectly contribute to representing the western culture.

4.1.3 Motivational System

The participant appears to strongly agree with the opinion that NESTs is one of the motivations that increase students' excitement in learning English. She elaborates this point below.

“Yes...since NEST increases students' curiosity (in learning)...they (NESTs)...influence the students, make the students like and interested in learning English, that's the important point...” (MOT/1/I)

From the quotation above, it can be seen that NESTs are able to influence students to increase their curiosity in learning English (line 1). This leads to more enthusiastic students when learning English in the classrooms (line 3). This

situation happened since NESTs are seen as better in every aspect of English learning which results in students being more enthusiastic in learning English with NESTs in the classroom. Furthermore, the participant reveals that students feel motivated to learn speaking skill with NESTs since they are seen as having the best pronunciation and have a wider range of vocabulary and language expressions. The teacher gives the detailed information below.

“the most noticeable is the motivation in speaking skill, especially from students who are already interested in learning English...” (MOT/2/III)

NESTs are considered to be one of the solid motivations in learning English speaking skill since they have an accent and speaking proficiency that catches students’ attention to learn speaking English. Students who already enjoy learning English since before NESTs arrival make NESTs as one of their motivations to learn English more with the aim to practice their speaking ability by having conversations with NESTs (lines 2-3).

4.1.4 Emergence findings

In addition to the above findings, some emergence findings are also found. It was highlighted that the participant shared not only issues regarding native-speakerism but also Global Englishes perspectives. The participant says that she does not give much attention to the English standard varieties in her teaching. She is more focused on making the students understand English. She expressed the details below.

“This is using British ”, “Oh this is using American English”, I don’t really care...what I care about is that the students understand. Because that’s the important point...” (EF/2/I)

The recognition of Global Englishes from the participant as quoted above shows that her ultimate goal is to make students understand English and be able to use it effectively in communication (lines 2-3). The most important thing in communication under the Global Englishes perspectives is that the encounters are able to communicate and are able to understand each other, not imitating a certain standard English variety. Additionally, she also shares that not all English native speakers can be used as a learning facilitator since there are many English varieties out there, even from American English and British English. As she explained the detail below.

“...not all English native speakers can be used as learning resources, I mean as facilitators for learning because of the many accents in English out there...” (EF/3/I)

From the quotation above it can be seen that the participant agrees with the notion that there are many English varieties out there and not all native English speakers can play their role as learning facilitators (lines 1-2). In addition to this issue, she also considers that NESTs cannot be the only English facilitator as they will speak a certain English variety while there are many accents besides one that they speak. Furthermore, the participant clearly supports the assumption that American and British English are the standard English varieties, but she also acknowledges that Global Englishes also exist. The elaboration of this issue is presented below.

“There’s many kinds of English, so there’s Arabic English, there’s Indian English, many kinds...” (EF/1/I)

The above excerpt reveals that the participant is insightful with other Englishes such as Arabic English, and Indian English (lines 2-3). Therefore, with this fact, it is difficult for teachers to imitate one English variety only. Since Global Englishes acknowledge many spoken English varieties, the speakers have their own right to speak English regarding a certain variety. Most importantly, they attempt to manage effective communication.

4.2 Discussion

The findings that emerged from the first aspect, NESTs are the best and the most reliable source of language teaching, is that NESTs spend more time in teaching to teach speaking skills to the students. This finding is influenced by the assumption that NESTs are more reliable in teaching English especially in speaking skill since English is their first language. This finding advocates Colmenero and Lasagabaster (2020) study, from which NESTs are preferred in teaching speaking. In this study, most NESTs are confident and seem to enjoy it when they facilitate students to speak English. When speaking is emphasized, the NESTs seem to be performing their best and English is no doubt a prestigious language that students need to speak adequately.

In addition, it was also found in this study that NESTs are practicing more active learning in the classrooms. They are considered as the most reliable source of learning since they are able to accommodate students with various activities that involve students in the classrooms. The activities in the classrooms that the NESTs often did include roleplay and games that increase students' interest in learning English and indirectly make students speak more English. This finding confirms

active learning class in the ELT contexts. This learning does not only require students to do something that develops their skills through activities but also involves students and stimulates their ability to do higher order thinking (Nadzir & Shukor, 2019). Moreover, active learning that requires students to do activities enhance students' thinking and creative ability. It is in this sense that the NESTs are considered more reliable than local teachers for their efforts to create a creative and active atmosphere in the classrooms.

Not only able to provide students with various activities, the NESTs also seem to be more attentive to the students. They make students feel comfortable around them both during and outside the English classes. The NESTs are also able to provide students with easy access to learning sources. This finding strengthens the previous study by Sung (2014) in which NESTs created a more casual and relaxed teaching atmosphere. It resulted in students who are willing to speak more without experiencing high levels of anxiety. In this study it can be seen that students feel comfortable around the NESTs since they are able to fulfill students' basic needs in learning. In addition, the comfortable learning environment built by NESTs leads students to be more courageous and confident to make mistakes in learning English. The mistakes made by students lead to bigger language development since students will learn the correct English with the NESTs. Wu (2009) found that students expect more interaction and encouragement from their native-speaking English teachers (NESTs), indicating that NESTs are attentive to students' needs. The attention that NESTs provide to students enables them to meet students' needs more effectively for English language learning purposes. Therefore, the attentiveness that NESTs provide contributes to creating a learning

environment where students feel valued and motivated to improve their English skills and knowledge.

For another aspect, the participant chooses to prioritize American English and British English to be delivered to students. She believes that knowledge about American English and British English is important for students since both American English and British English are the most used English varieties and various standardized English tests are also developed based on American English and British English. This finding related to the superiority of several varieties in English is in line with a previous research by Candan and Inal (2020), which said that the British accent is good and appropriate for learners since English was born in Britain. It is obvious that the participant is still influenced by native-speakerism paradigm.

The NESTs are also expected to help students improve their pronunciation in this study. This situation happened since NESTs are seen as the most reliable source of language learning. They are seen as the most reliable, especially in speaking since English is NESTs mother language and they are also more familiar with many language expressions in English. This finding is in line with previous study by Walkinshaw and Duong (2014) in which the most common perceived advantage of learning English from a NEST was the exposure to native pronunciation, which is seen as a model for linguistic output. Students are expected to have courage to start conversation with NESTs outside the English classroom. If NESTs understand what is said by the student, she/he is considered to have better pronunciation compared to their peers. Furthermore, Candan and Inal (2020) also

found that NESTs have positive effects on pronunciations since students have to pronounce words correctly to make NESTs understand what students are saying.

In this study, English language expressions used by NESTs during conversation and teaching is one of the indirect ways to bring western culture to the classroom. By doing this, the expressions spoken by NESTs can potentially be imitated by students. This finding is consistent with previous research by Lim and Park (2022) who found that NESTs convey different aspects of Western culture to students through their thinking, expressions, body language, and even clothing. Sung (2014) also explained that NESTs are considered as a valuable source of information in American and British cultures and are seen as capable at teaching expressions that are commonly used in native English-speaking countries. It is obvious that expressions can have an impact on students when they learn English with NESTs.

Another way that NESTs introduce students to western culture is through sharing sessions. In this session, NESTs share the culture of their country with students. Various cultural topics can be discussed since there are many cultural differences that exist, simply as various traditional ceremonies. Not only that, NESTs also has opportunities to ask the students about Indonesian culture. This activity has various benefits for students, such as helping students to have more confidence in speaking English, increasing students' vocabulary, and enriching their cultural knowledge. This finding is in line with the previous study by Lim and Park (2022) who argue that language and culture are inseparable and the speaker's cultural background affects how the knowledge is given.

Therefore, in this study it also found that NESTs is one of the external motivations for the students to increase their English ability, especially in speaking skill for students who already have interest in English. It happened since NESTs are seen speaking with a certain accent and have wider vocabulary knowledge. Not only speak English with a certain accent and have wider vocabulary knowledge, NESTs are also seen as more familiar with various language expressions since English is their first language. This finding is in accordance with the previous research by Sung (2014), from which NESTs pronunciation are seen as ‘standard’, ‘accurate’, or ‘correct’. The native-speakerism paradigm not only affects how the teacher perceives English, but also affects how students perceive English.

In this study, there are also emerging findings related to Global Englishes. These findings can be considered as unusual since the participant shows her preference for native speakerism for almost all of her answers. This finding shows that many variations of spoken English are already known and used worldwide. It shows that English is a worldwide phenomenon and will continue to expand. However, this finding is not in line with previous research by Sadeghpour and Sharifian (2017) which states that the legitimacy of expanding English circles was repudiated by more than half of the participants (15 out of 27).

The participant opened up that she does not really give attention to the English varieties she was teaching to the students. For her, the major goal in teaching is to make the students understand English and be able to use English effectively in communication. In the Global Englishes paradigm, the most important thing is that the person who communicates can understand each other. This finding is strengthened by a previous study by Candan and Inal (2020), in

which 70% of the participants said that good pronunciation is when they can understand what the person is saying.

CHAPTER 5 CONCLUSION AND SUGGESTION

5.1 Conclusion

Exploring Indonesian English teacher perception of native speakerism is the aim of this study. The findings of this study reveals that native speakerism very much influences the participant views of NESTs, which showed a strong preference for NESTs in various indicators. For the first indicator regarding the best and most reliable source of language teaching, the participant mentioned that she tends to teach native English varieties to the students. The statement above shows the participant's preference toward native-speakerism indirectly. The preference arises since native English varieties are seen as privileged, exclusive, and beneficial for students. This preference toward NESTs is more visible when the participant says that NESTs are more able to explore the materials thoroughly since English is their first language. The factor above leads the participant to assume that NESTs have the best pronunciation. NESTs are also seen as skillful in combining their strength to explore materials in depth with various activities that involve students in the classrooms. Since NESTs are more able to provide various activities and teach materials deeply, they are considered as innovative and attentive to students.

In terms of representing western culture, NESTs naturally introduce western culture to students. The main methods they use are through conversation and sharing sessions. From the conversations by NESTs and students, there are many things that students can imitate to be more 'native-like', such as intonation, pronunciation, language expressions, and gestures. Through sharing sessions, NESTs introduce their home countries' culture and are open to discuss the cultural differences in Indonesia and their home countries. It should be underlined that

NESTs bring their home country's version of western culture since each country has its own culture.

Related to motivational systems, NESTs are seen as one of the external motivations for students. They increase students' excitement in learning English, especially for students who already like to learn English. Students are excited to learn English with NESTs since students see NESTs as a model in speaking, considering that NESTs are seen as having the best pronunciation.

The last section is about Global Englishes. The participant's main goal in teaching is to make students understand and be able to use English in communication, both written and spoken communication. She also agreed that not all English varieties can be used as learning facilities. Later she added that although she considers American and British English as the standard in English language, she also recognizes the existence of Global Englishes.

5.2 Limitation and Future Research

There are some limitations in this current study that need to be noted for future research. First, the participants in this study were only 1 person, an English language teacher. Second, all data in this study were only taken through multiple interview processes.

Future research may involve more participants to get more complex and comprehensive data. In addition, it would be nice if the participants for further research are students. The aim is to explore their thoughts toward NESTs in the English learning process. Also, future research may add observation in the data collection instruments. Observation process would help the author to get valid

information from daily conditions and confirm information given by participants in the interview processes.

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APPENDICES

1. Permission Letter



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Tanggal : 12 Februari 2024
Nomor : 523/DEK/70/DAA/II/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SMAN 1 Wonogiri

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

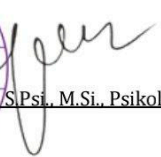
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Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Nizamuddin Sadiq, S. Pd., M. Hum., Ph. D.
Judul Skripsi :

“Indonesian Secondary Teachers' Perspective of Native Speakerism in ELT Setting: An Interview Study”

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia


Dr. Phil. Ojrotul Uyun, S.Psi., M.Si., Psikolog
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2. Raw Data

INTERVIEW 1

Senin, 22 Februari 2024 / SMAN X Wonogiri

A : Author

T : Teacher

	Transcript
A	Eee... mungkin saya jelasin sedikit dulu tentang <i>native speakerism</i> yang saya maksud disini itu kayak eee... anggapan atau perspektif bahwa <i>native—native english</i> yang dipunyai, yang diucapkan oleh eee.. Penduduk <i>inner circlenya</i> Kachru yang Amerika, Inggris, Kanada itu adalah bahasa inggris yang paling tepat digunakan untuk di seluruh aspek dalam... pokoknya dalam aspek bahasa inggris, seperti itu. Nah, yang saya mau tanyain ini nanti berkaitan dengan itu, apakah itu masih relevan atau nggak, intinya seperti itu.
A	Ataukah Ibu masih menggunakan, masih meng- <i>embrace native speakerism</i> ini atau sudah meng- <i>embrace world englishes</i> , seperti itu.
T	...saya masih memegang, masih memegang english dari orang Inggris, Amerika, dan Australia...karena TOEFL dan lain-lain itukan biasanya menggunakan bahasa inggris standar mereka, tapi ternyata ketika mengikuti eee... mengikuti tesnya <i>British Council</i> misalnya, itu disuguhkan eee... macam-macam bahasa inggris jadi ada <i>arabic english</i> , ada <i>indian english</i> , macam-macam. Ya tapi, karena kalau saya sebagai pengajar itu harus

	<p>mengajarkan yang sesuai, yang runut, yang seharusnya, pakem ya, pakemnya seperti apa, saya pake pake Inggris dan Inggris Amerika dan Australia. Walaupun saya itu sebenarnya nggak paham banget ketika orang ngomong “oh ini pake <i>british</i>” “oh ini pake <i>american english</i>”, saya nggak begitu peduli. Yang—yang saya pedulikan adalah anak-anak <i>mudeng</i>, gitu...</p>
A	...
T	...
A	Okay bu, lanjut ke pertanyaan selanjutnya ya bu. Kalau menurut Ibu itu apa sih yang membuat NEST itu istimewa?
T	Oh iya... karena kan (NEST membuat), rasa keingintahuan siswa itu lebih tinggi ya...
A	Kalau dari... kalau ibu nih misal diminta memilih, guru untuk mengajar itu prefer native speaker atau non-native speaker? Dalam konteks keadaan di SMAN X
T	Non-native.
A	Non-native? Karena kesiapan murid tadi juga bu?
T	Kesiapan murid,... Tapi jika hanya untuk kebutuhan pembelajaran ke anak, ya kalau tujuannya hanya untuk siswa <i>yo penak native</i> ...Kalau untuk kepentingan pembelajaran, <i>ya penak native speaker</i> , gitu...

A	Okay bu, kalau ini ibu memilih lagi sih, kalau memilih guru bahasa inggris itu karena ke-nativeness nya dalam pengucapan atau kemampuan mengajarnya?
T	Kemampuan mengajar. Kemampuan mengajar itu nativenessnya termasuk...nah, kalau dia pinter pun, tapi nggak bisa mengajak, tidak bisa mempengaruhi anak untuk belajar, ya dia hanya akan jadi artis, ya. Tapi ketika dia (NEST)...pengaruh ke anak, anak jadi termotivasi, anak jadi suka, anak bisa ketagihan untuk belajar, itu yang— yang jauh lebih dipentingkan...
A	Lalu... eee... menurut ibu, apakah ibu setuju bahwa bahasa inggris yang digunakan oleh native speaker adalah satu-satunya bahasa inggris yang sah digunakan dalam konteks dunia pendidikan?
T	...tidak semua native itu bisa dijadikan sumber belajar, maksudnya dijadikan eee... apa itu fasilitator untuk pembelajaran karena banyaknya aksen dalam bahasa Inggris di luar sana...
A	...
T	...

INTERVIEW 2

Selasa, 5 Maret 2024 / SMAN X Wonogiri

A : Author

T : Teacher

	Transcript
A	Aspek apa yang bisa membuat NEST itu menjadi guru yang istimewa selain dari appearance nya yang berbeda?
T	komunikasi, ketika anak-anak merasa nyaman, mereka bisa mendapatkan pembelajaran dengan lebih mudah dan gurunya komunikatif, itu anak-anak akan merasa senang belajar. Bagaimana dia touching students, jadi mereka suka untuk belajar, mereka merasa di-orang-kan, seperti itu...
A	Apa yang membedakan pembelajaran Bahasa Inggris bersama NEST dan pembelajaran bersama guru-guru non native?
T	Mereka (NEST) pakai active learning, jadi anak-anak langsung dilibatkan semuanya, jadi semacam game, apa ya... pokoknya anak-anak terlibat secara aktif...dengan permainan,...
A	apakah NNEST bisa menjadi istimewa seperti NEST? Jika iya, aspek apakah yang harus dikembangkan?

T	Ketika guru itu mampu menjawab kebutuhan siswa,...ketika dia up to date dengan pengetahuan, dia up to date kemampuannya, dan juga bisa handle siswa yang beragam, ...dia akan bisa jadi outstanding teacher...
A	kalau untuk lesson plannya sendiri itu ketika ada NEST bagaimana bu? apakah 50-50 dengan lesson plan guru disini atau bagaimana?
T	lesson plan itu lebih banyak menggunakan punya kita (NNEST) dan cuma mengambil beberapa persen dari lesson plan mereka (NEST)...lesson plan mereka (NEST) itu (materinya) lebih sedikit tapi dibahasnya secara mendalam, jadi anak-anak bisa melakukan semuanya. mungkin karena ke-kurangpandai-an dan kurang terampilnya guru bahasa inggris yang non-native ya, nggak bisa menciptakan pembelajaran yang se-menarik ketika mereka dibersamai oleh NEST. karena ketika (bersama) guru native mereka akan excited duluan...
A	apakah bahasa Inggris itu identik dengan budaya barat?
T	Ketika kita belajar bahasa itu sama dengan kita belajar budaya, ya.....Apalagi dalam materi pembelajaran ada language expression yang merupakan budaya penutur asli, seperti thank you, congratulations, dll. Dan itu diucapkan mereka secara ekspresif gitu, tidak dibuat-buat.
A	Kalau eee... apakah ibu menuntut siswa ibu untuk berbicara seperti native speaker?

T	Kalau menuntut sih enggak, tapi memberikan contoh. Itupun secara implisit. Ketika siswa mengucapkan sesuatu, saya nyaut (membenarkannya) dengan aksen atau pronunciation yang seharusnya (setelah siswa)...
A	Apakah menurut anda orang-orang menjadi belajar bahasa inggris karena itu merepresentasikan budaya barat? Mengapa?
T	...Kalau orang di bidang pendidikan,...belajar bahasa inggris itu semata-mata karena itu mendukung, sebagai kunci untuk pengembangan, pemahamannya, dan kemajuannya...

INTERVIEW 3

Rabu, 27 Maret 2024 / Zoom Meeting

A : Author

T : Teacher

	Transcript
A	(kemaren ibu sempat mention) tentang NEST yang komunikatif, touching the students begitu ya bu. nah, dari aspek komunikatif yang mereka punya itu, adakah yang ibu tiru dan terapkan begitu?
T	moving around sama pemberian feedback secara mendetail untuk setiap siswa. itu yang paling– saya terinspirasi begitu...
A	dari 4 aspek (Listening, reading, writing, speaking), apakah semua NEST yang pernah disini mampu mengajarkan semua aspek tersebut dengan baik? ataukah hanya beberapa aspek saja yang mereka “unggul” untuk mengajarkannya?
T	...NEST yang kesini itu lebih fokus spend waktu untuk speaking...speaking pun, ya semua bisa dibilang unggul begitu. kalau yang memang dia sudah punya background yang em... pendidik begitu ya pasti sudah ekspert begitu ya kalau ngomong didepan (anak-anak)...
A	Dari perspektif Anda, apa yang menjadi kelebihan utama dari pengalaman belajar dengan guru NEST dibandingkan dengan guru NNEST dalam

	konteks pembelajaran bahasa Inggris?
T	materi,...mereka lebih punya banyak waktu untuk apa ya istilahnya <i>ngublek-ublek</i> materi punya waktu lebih leluasa, jadi siswa belajar itu lebih mendalam karena waktunya lebih leluasa begitu meskipun sama-sama punya target (capaian)...
A	Apa pendapat ibu mengenai ungkapan bahwa guru NEST lebih mampu memberikan pengetahuan dalam hal budayanya (budaya barat – negaranya sendiri, each NEST) lebih baik dibandingkan dengan NNEST (meskipun dia sudah belajar, dll)
T	Saya setuju, tapi mungkin lebih ke “budaya negaranya masing-masing” begitu ya, karena setiap negara kan punya budaya sendiri dan tidak sama begitu...Jadi mereka lebih tau tentang budayanya sendiri, bukan budaya (barat) secara universal... justru malah budaya (asli dari negara asal) NEST tersebut kadang dijadikan topik ketika sedang sharing session dengan anak-anak...
A	Bagaimana ibu melihat efektivitas kehadiran NEST dalam hal motivator dalam pembelajaran bahasa Inggris?
T	yang paling terlihat itu motivasi di speaking skill ya, terutamanya ya bagi siswa-siswa yang memang sudah punya interest dengan bahasa inggris begitu...

A	Lalu bagaimana cara ibu berkolaborasi dengan NEST untuk menciptakan lingkungan pembelajaran yang mendukung kemampuan siswa yang beragam?
T	...guru NNEST hanya semacam menjembatani kepentingan kelas,... seperti mengingatkan anak-anak yang tidak fokus, anak-anak yang kesulitan gitu tanpa mengurangi porsi dari NEST yang hadir... Tidak banyak ngomong gitu
A	sebagai NNEST, kemampuan apa yang menjadi concern ibu jika dibandingkan dengan guru NEST? (listening, speaking, writing, reading)
T	kemampuan reading. saya merasa kemampuan reading saya masih kurang ketika dibandingkan dengan NEST begitu ya, karena kadang masih kesulitan untuk fokus, begitu. juga, saya merasa kalau hm... kosa kata yang digunakan pas reading itu kan kompleks ya, jadi rasanya saya masih kurang sekali saat reading. banyak mikirnya dulu kosa kata ini artinya apa, begitu...
A	ekspektasi guru NNEST ketika siswa diajar oleh NEST?
T	ekspektasi saya (ketika bertemu NEST) itu paling tidak siswa berani untuk mencoba speaking, mencoba memulai percakapan sama NEST yang datang ke kelasnya begitu. mencoba pronunciation yang sudah mereka pelajari bersama guru-guru disini, seperti itu...meskipun saya masih belajar, masih low (ilmunya) tapi saya berusaha ke anak-anak ya kita ngomong bahasa

	inggrisnya jangan dengan logat indonesia...
A	...
T	...

3. Coding Process

CODING PROCESS INTERVIEW 1

Senin, 22 Februari 2024 / SMAN X Wonogiri

A : Author

T : Teacher

	Transcript	Code	Parameter
A	Eee... mungkin saya jelasin sedikit dulu tentang <i>native speakerism</i> yang saya maksud disini itu kayak eee... anggapan atau perspektif bahwa <i>native—native english</i> yang dipunyai, yang diucapkan oleh eee.. Penduduk <i>inner circlenya</i> Kachru yang Amerika, Inggris, Kanada itu adalah bahasa inggris yang paling tepat digunakan untuk di seluruh aspek dalam... pokoknya dalam aspek bahasa inggris, seperti itu. Nah, yang saya mau tanyain ini nanti berkaitan dengan itu, apakah itu masih relevan atau nggak, intinya seperti itu.		
A	Ataukah Ibu masih menggunakan, masih meng- <i>embrace native speakerism</i> ini atau		

	sudah meng- <i>embrace world englishes</i> , seperti itu.		
T	<p>...saya masih memegang, masih memegang english dari orang Inggris, Amerika, dan Australia...karena TOEFL dan lain-lain itukan biasanya menggunakan bahasa inggris standar mereka, tapi ternyata ketika mengikuti eee... mengikuti tesnya <i>British Council</i> misalnya, itu disuguhkan eee... macem-macem bahasa inggris jadi ada <i>arabic english</i>, ada <i>indian english</i>, macam-macam. Ya tapi, karena kalau saya sebagai pengajar itu harus mengajarkan yang sesuai, yang runut, yang seharusnya, pakem ya, pakemnya seperti apa, saya pake pake Inggris dan Inggris Amerika dan Australia. Walaupun saya itu sebenarnya nggak paham banget ketika orang ngomong “oh ini pake <i>british</i>” “oh ini pake <i>american english</i>”, saya nggak begitu peduli. Yang—yang saya pedulikan adalah anak-anak <i>mudeng</i>, gitu...</p>	<p>NESTBR/1/I</p> <p>EF/1/I</p> <p>NESTBR/2/I</p> <p>EF/2/I</p>	<p>NESTS is the Best and Most Reliable Source in Language Teaching</p> <p>Emergence Findings</p> <p>NESTS is the Best and Most Reliable Source in Language Teaching</p> <p>Emergence Findings</p>

A	Okay bu, lanjut ke pertanyaan selanjutnya ya bu. Kalau menurut Ibu itu apa sih yang membuat NEST itu istimewa?		
T	Oh iya... karena kan (NEST membuat), rasa keingintahuan siswa itu lebih tinggi ya...	MOT/1/I	Motivational System
A	Lalu... eee... menurut ibu, apakah ibu setuju bahwa bahasa inggris yang digunakan oleh native speaker adalah satu-satunya bahasa inggris yang sah digunakan dalam konteks dunia pendidikan?		
T	...tidak semua native itu bisa dijadikan sumber belajar, maksudnya dijadikan eee... apa itu fasilitator untuk pembelajaran karena banyaknya aksen dalam bahasa Inggris di luar sana...	EF/3/I	Emergence Findings
A	...		
T	...		

CODING PROCESS INTERVIEW 2

Selasa, 5 Maret 2024 / SMAN X Wonogiri

A : Author

T : Teacher

	Transcript	Code	Parameters
A	Aspek apa yang bisa membuat NEST itu menjadi guru yang istimewa selain dari appearance nya yang berbeda?		
T	komunikasi, ketika anak-anak merasa nyaman, mereka bisa mendapatkan pembelajaran dengan lebih mudah dan gurunya komunikatif, itu anak-anak akan merasa senang belajar. Bagaimana dia touching students, jadi mereka suka untuk belajar, mereka merasa di-orang-kan, seperti itu...	NESTBR/3/II	NEST is the Best and Most Reliable Source of Language Learning
A	Apa yang membedakan pembelajaran Bahasa Inggris bersama NEST dan pembelajaran bersama guru-guru non native?		

T	Mereka (NEST) pakai active learning, jadi anak-anak langsung dilibatkan semuanya, jadi semacam game, apa ya... pokoknya anak-anak terlibat secara aktif...dengan permainan,...	NESTBR/4/II	NEST is the Best and Most Reliable Source of Language Learning
A	apakah bahasa Inggris itu identik dengan budaya barat?		
T	Ketika kita belajar bahasa itu sama dengan kita belajar budaya, ya....Apalagi dalam materi pembelajaran ada language expression yang merupakan budaya penutur asli, seperti thank you, congratulations, dll. Dan itu diucapkan mereka secara ekspresif gitu, tidak dibuat-buat.	RWC/1/II	Representing Western Culture

CODING PROCESS INTERVIEW 3

Rabu, 27 Maret 2024 / Zoom Meeting

A : Author

T : Teacher

	Transcript	Code	Parameters
A	(kemaren ibu sempat mention) tentang NEST yang komunikatif, touching the students begitu ya bu. nah, dari aspek komunikatif yang mereka punya itu, adakah yang ibu tiru dan terapkan begitu?		
T	moving around sama pemberian feedback secara mendetail untuk setiap siswa. itu yang paling– saya terinspirasi begitu...	NESTBR/5/III	NEST is the Best and Most Reliable Source of Language Learning
A	dari 4 aspek (Listening, reading, writing, speaking), apakah semua NEST yang pernah disini mampu mengajarkan semua aspek tersebut dengan baik? atukah hanya beberapa aspek saja yang mereka “unggul” untuk mengajarkannya?		

T	<p>...NEST yang kesini itu lebih fokus spend waktu untuk speaking...speaking pun, ya semua bisa dibilang unggul begitu. kalau yang memang dia sudah punya background yang em... pendidik begitu ya pasti sudah ekspert begitu ya kalau ngomong didepan (anak-anak)...</p>	NESTBR/6/III	NEST is the Best and Most Reliable Source of Language Teaching
A	<p>Dari perspektif Anda, apa yang menjadi kelebihan utama dari pengalaman belajar dengan guru NEST dibandingkan dengan guru NNEST dalam konteks pembelajaran bahasa Inggris?</p>		
T	<p>materi,...mereka lebih punya banyak waktu untuk apa ya istilahnya <i>ngublek-ublek</i> materi punya waktu lebih leluasa, jadi siswa belajar itu lebih mendalam karena waktunya lebih leluasa begitu meskipun sama-sama punya target (capaian)...</p>	NESTBR/7/III	NEST is the Best and Most Reliable Source of Language Learning
A	<p>Apa pendapat ibu mengenai ungkapan bahwa guru NEST lebih mampu memberikan pengetahuan dalam hal budayanya (budaya barat – negaranya</p>		

	sendiri, each NEST) lebih baik dibandingkan dengan NNEST (meskipun dia sudah belajar, dll)		
T	Saya setuju, tapi mungkin lebih ke “budaya negaranya masing-masing” begitu ya, karena setiap negara kan punya budaya sendiri dan tidak sama begitu...Jadi mereka lebih tau tentang budayanya sendiri, bukan budaya (barat) secara universal... justru malah budaya (asli dari negara asal) NEST tersebut kadang dijadikan topik ketika sedang sharing session dengan anak-anak...	RWC/2/III RWC/3/III	Representing the Western Culture Representing the Western Culture
A	Bagaimana ibu melihat efektivitas kehadiran NEST dalam hal motivator dalam pembelajaran bahasa Inggris?		
T	yang paling terlihat itu motivasi di speaking skill ya, terutamanya ya bagi siswa-siswa yang memang sudah punya interest dengan bahasa inggris begitu...	MOT/2/III	Motivational System
A	ekspektasi guru NNEST ketika siswa diajar oleh NEST?		

T	<p>ekspektasi saya (ketika bertemu NEST) itu paling tidak siswa berani untuk mencoba speaking, mencoba memulai percakapan sama NEST yang datang ke kelasnya begitu. mencoba pronunciation yang sudah mereka pelajari bersama guru-guru disini, seperti itu...meskipun saya masih belajar, masih low (ilmunya) tapi saya berusaha ke anak-anak ya kita ngomong bahasa inggrisnya jangan dengan logat indonesia...</p>	NESTBR/8/III	<p>NEST is the Best and Most Reliable Source of Language Learning</p>
A	...		
T	...		