

**INDONESIAN EFL LEARNER SATISFACTION TOWARDS NEST AND NNEST
TEACHERS TEACHING COMPETENCE**

A Thesis

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



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2024

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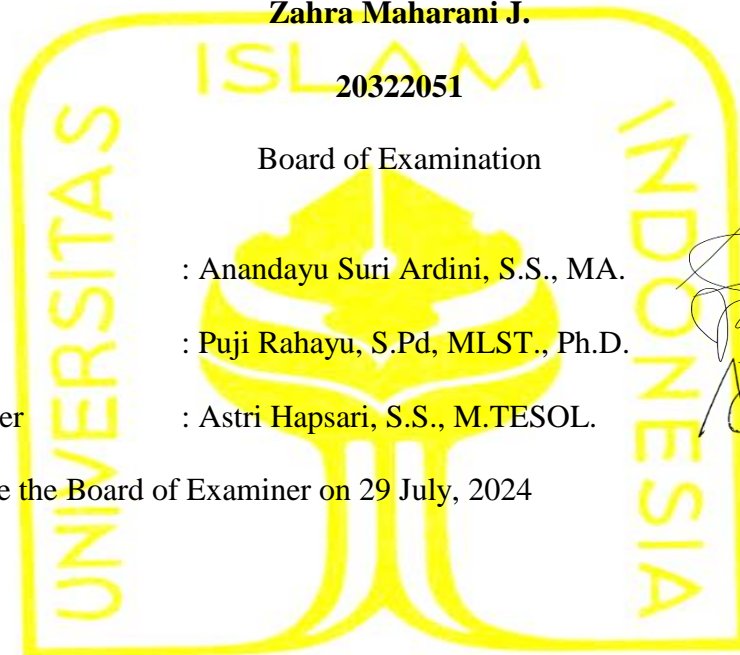
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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my manuscript entitled “INDONESIAN EFL LEARNERS SATISFACTION TOWARDS NESTAND NNEST TEACHERS TEACHING COMPETENCE” is an original work of my own. To the best of my knowledge, it contains no sources or resources other than the ones mentioned and acknowledged.

Yogyakarta, 21 July 2024

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MOTTO

- Seeking knowledge is piety. Conveying knowledge is worship.
Repeating knowledge is dzikir. Seeking knowledge is jihad – **Abu Hamid Al-Ghazali** -
- You should be proud of yourself
- Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya- (**Q.S Al-Baqarah: 286**)

ACKNOWLEDGEMENT

Alhamdulillah. First and foremost, I want to express my gratitude to the Almighty God, Allah SWT, for bestowing numerous blessings and excellent health on me. We extend our shalam and salutations to Prophet Muhammad, peace be upon him, along with his family and companions. Because of the support of the people around, the researcher can complete his thesis, “INDONESIAN EFL LEARNERS SATISFACTION TOWARDS NESTAND NNEST TEACHERS TEACHING COMPETENCE.”

To conclude this thesis, the researcher would like to express heartfelt gratitude to individuals who have made significant contributions by providing invaluable support.

1. My grandfather, who has supported me since the beginning of my studies, despite his physical absence, he continues to inspire me.
2. To my parents, whom I love very much, thank you for doing everything you can and giving up whatever it is.
3. The researchers express deep gratitude and thanks to my supervisor, Miss Anandayu Suri Ardini, S.S., M.A., for all the new knowledge and a wealth of experience.
4. All lecturers in the English education department have provided a lot of very useful teaching knowledge.

Next to me are my high school friend Putri, Asma, Athala, Piul, Baby, and Chunju, who have consistently supported each other up to this point. Also, many thanks to Emun, who is always willing to give his time when I need help.

Don't forget my college friends who have made my study period enjoyable. Thank you to Ega, Wulan, Aul, and nuril, as well as very much to lintang, and, riri, who always advise me and support me until I can finish my thesis. I also extend my best wishes to my

mentor friends, wishing them continued success in all their endeavors. I also want to acknowledge all the wonderful individuals whose names are too numerous to list individually.

July 21, 2024

Zahra maharani

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**INDONESIAN EFL LEARNERS SATISFACTION TOWARDS NEST AND
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Abstract

Research on student satisfaction with NEST and NNEST is continually developing. This thesis describes EFL learners' satisfaction with NEST (Native English-Speaking Teachers) and NNEST (Non- Native English-Speaking Teachers) teachers' teaching competence. This study explores EFL learner satisfaction with NEST and NNEST at one of the senior high schools in Yogyakarta. The questionnaire adopted from (Zhang and Zhang, 2020) focusing on the three domains related to teaching competence (NEST and NNEST), namely communication skills, language ability, and pedagogical skills. The questionnaire was administered to 123 students in grades 10 to 11 in one of Senior high school in Yogyakarta. The findings show that the three domains have very different results for NNEST and NEST. The highest result indicates that students are more satisfied with their language ability in NEST ($M = 4.17$, $SD = .864$) compared to NNEST, likely because English is their first language. The other results for communication skills and pedagogical skills have outcomes that are not different or the same for both dimensions. Moreover, the overall finding revealed that students are more satisfied with native English-speaking teachers because they have higher average results ($M = 4.08$) compared to non-native English-speaking teachers who have lower results ($M = 3.88$). This study has the real contribution to inform educational policies and practices how satisfied students with NNEST and NEST. Contributing to the enhancement of English language teaching and learning experiences both in Indonesia and beyond.

Keyword: NEST, NNEST, Teaching Competence.

CHAPTER 1

INTRODUCTION

1.1 Background of study

Because of the process of globalization and the language's rapid development, English has swiftly emerged as the most widely used language. According to Stephens (2023), English is spoken by the majority of the world's 20% population. Therefore, more people need to learn English in order to connect with one another globally. To communicate with each other effectively at this time, everyone needs to be able to speak English. There are more need qualified English teachers in several EFL countries such as China, Japan, South Korea, and Indonesia.

These qualified teachers are further categorized into native and non-native English teachers. This past decade, the issue of native versus non-native teachers has become a concern for a number of researchers. Medgyes (1992) contends that both non-native and native speakers can learn to teach English successfully, but non-native teachers may better understand the challenges learners face in learning English and have a clearer understanding of their needs. However, according to Mitchell et al. (2020), the notion that English language teachers who are native speakers are naturally superior to non-native speakers permeates the field of English language teaching (ELT). Mahboob's (2003) study revealed that while students valued non-Native teachers for their own language learning experience, strict adherence to methodology, and hard work, they perceived them as having poorer oral skills and inadequate knowledge of "Western" cultures compared to Native English teachers. Meanwhile, in another study, Pacek (2005) investigated the perspectives of 89 English learners from various countries studying at a U.K. university; these learners generally valued their non-native English teacher's pedagogical expertise, metalinguistic awareness, and interpersonal skills. Numerous studies have demonstrated the importance

of various elements, including teaching Activities and teaching media according to (Hennebry & Gao, 2018; Gu, 2009) can have a significant impact on how satisfied learners and non-native teachers teach English to their students. (Tseng & Schmitt, 2008). Teaching behavior refers to the authentic display and utilization of teaching skills in specific circumstances.

Previous studies have examined the attitudes of Asian learners of English toward non-Native English teachers (NNEST). A Cheung (2007) study of 420 students in Hong Kong revealed a generally favorable attitude toward non-NESTs, whose perceived effectiveness matched that of native-speaker teachers. They also conveyed insight into English language usage, exhibited positive personality traits, could codeswitch for complex explanations, and shared the educational and cultural background of their charges. Over the past 5 years, there has been increasing research on professional competence, identity creation, and NNEST emotions (Ershadi et al., 2024). However, considering the large number of studies regarding NNEST and NEST, the author try to describe the potential relationship between EFL learners' satisfaction with NESTs and NNESTs' teaching competence in different settings.

1.2 Identification of the Problem

In EFL education, students show varying levels of satisfaction with Native English-Speaking Teachers (NESTs) compared to Non-Native English-Speaking Teachers (NNESTs), often favoring NESTs for their perceived language proficiency and cultural authenticity. However, the factors influencing this satisfaction are not well understood, especially in diverse contexts like Indonesia, where students' linguistic backgrounds play a role. Furthermore, research has not adequately assessed the teaching competencies of NESTs and NNESTs in relation to student satisfaction.

1.3 Formulation of the Problem

The problem can be formulated: How is Indonesian EFL learners' satisfaction on Native and Non-Native English speaking teacher competence?

1.4 Objective of the Study

The objective of this study is to describe Indonesian EFL learners' satisfaction with the teaching competencies of Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs)

1.5 Significance of the Study

The significance of this study to provide a new perspective on the satisfaction levels of students regarding the teaching abilities of both native and non-native English-speaking teachers. It aims to highlight how EFL learners perceive the competencies of these teachers, which can contribute to understanding the effectiveness of different teaching backgrounds in English language education.

CHAPTER II

LITERATURE REVIEW

2.1 Learners Satisfaction

Those who aim to gain knowledge or abilities through instruction, practice, or study are known as learners. Adult learners are called advanced learners. In the subject of language teaching, learner satisfaction plays a crucial role in determining academic achievement as well as motivation. Research indicates that satisfaction can be impacted by a number of variables, including the learning environment, teacher-student contact, and the quality of the instruction (Zhang & Zhang, 2020). In circumstances where English is being used as a foreign language (EFL), in particular, a better understanding of learner satisfaction is crucial for enhancing educational practices and results. Appleton-Knapp and Krentler (2006) divided institutional and personal factors influencing students' happiness into two categories. Factors such as gender and age contribute to personal traits.

On the other hand, institutional influences include things like instructional style, clear expectations, prompt feedback from teachers, and high-quality instruction. Furthermore, Douglas (2006) and Palacio (2007) highlighted a number of important aspects that affect students' level of satisfaction with their educational experience, including concerns, academic accomplishment, student-centeredness, campus atmosphere, student learning development, and neighborhood conditions.

In an EFL situation, the primary way students learn English is through structured classroom instruction. Teachers' methodological adjustments to students' English ability in an effective interactive context, as well as their quick and helpful feedback and resources, greatly benefit EFL learners. To effectively absorb a language. Regardless of the existence of these advantageous circumstances, EFL teachers are critical to classroom instruction.

2.2 NESTs and NNESTs in EFL contexts

In many EFL nations, there is a rising demand for qualified English teachers. The competent teachers in this group are split into two categories: natives, who are from nations where English is the primary language, and non-natives, who were born and raised in Indonesia. Numerous studies have confirmed the match between English-speaking teachers who are native speakers and those who are not. Many administrators hold the belief, influenced by Chomsky's (1965) assertion, that native English speakers make the best EFL teachers because they have a complete comprehension of the language's structure. Native teachers speak it with extraordinary fluency because they have lived there their entire lives. They can provide students with cultural insights that a non-native might find difficult to transfer, as well as information about their language that a non-native teacher might not be able to learn. However according to Rahmah (n.d) as they advanced through the tiers, pupils demonstrated additional options for NESTs. Because students have received instruction from both types of teachers, their prior learning experiences may have contributed to their overall preference for NESTs. Additionally, subjects clearly preferred NESTs when it came to the instruction tactics used.

On the other hand, Mahboob's (2003) study explains that Non-Native was valued for their own experience as language learners, their strict adherence to methodology, and their hard work, but they were perceived as having poorer oral skills and inadequate knowledge of "Western" cultures compared with Native English teacher. Walkinshaw & Oanh (2014) found that NNESTs are viewed as less instructional qualified and less linguistically competent than NESTs. Furthermore, even though NNESTs still teacher-centered, NNESTs always encourage students' participation during the teaching-learning process. NNESTs also expect students to seek assistance if they do not understand the lesson. Regardless of the preferences of EFL learners, researchers acknowledge that Native

and Non-native can improve their English skills (Alseweed, 2012; Chen, 2008; Lasagabaster & Sierra, 2002; Zhang, 2005, 2012). In the EFL environment, the English teacher consists of Native English teachers (NEST) and Non- Native english teachers (NNEST), as already mentioned. This might make it more challenging for researchers to observe more of the impact of methods that can be used to increase EFL teacher motivation on students' motivation to learn English. According to Bernaus and Gardner (2008), students' opinions about teacher motivation have an impact on students' attitudes and motivation.

Both native English speakers and non-native speakers can be teachers or students in an EFL (English as a Foreign Language) setting. However, there may be additional difficulties for non-native English speakers while learning or teaching English due to variations in vocabulary, grammar, and pronunciation. To become accurate and fluent in the language, they might also need to put in more effort. However, in an EFL setting, speaking English as a second language can also be advantageous. In terms of linguistic competence, NNESTs were thought to be superior to NESTs in terms of pronunciation and language use.

Due to the shared first language, teachers are more effective at explaining grammar and interacting with students (Walkinshaw & Oanh, 2014). Wong (2009) discovered that Native English teachers were more concerned with elucidating grammar and vocabulary and relied less on grammar textbooks and more on authentic and innovative materials. According to Pae's (2017) research, learners' perspective did have an effect on their motivation to learn English. This discovery may clarify the connection between linguistic proficiency and situational learning according to the structure of Dörnyei's (1994) incentive model for learning a foreign language.

2.3. Previous Study

There are several studies on the relationship between student satisfaction with

NNEST and NEST that have been conducted in previous studies Cheung (2002) argued that both students and teachers agree that NEST and NNEST make independent contributions to student learning, in line With previous research on ESL students' perceptions of their NNEST (Mahboob, 2003; Moussu, 2002) and NEST self-perceptions (Medgyes , 1994).

Groups of students from different L1 backgrounds and different L2 learning contexts, such as English as a Second Language (ESL) or English as a Foreign Language (EFL), has been considered in previous research that directly examines students' opinions of their language.NNEST. One of the early study of student satisfaction, Moussu (2002), looked at the widespread perception that students like NEST. This study of EFL learners' perspectives of two different kind of teachers will help us better understand how to be satisfied with them and provide useful recommendations for pre-service teacher preparation programs and in-service teacher continuing professional development.

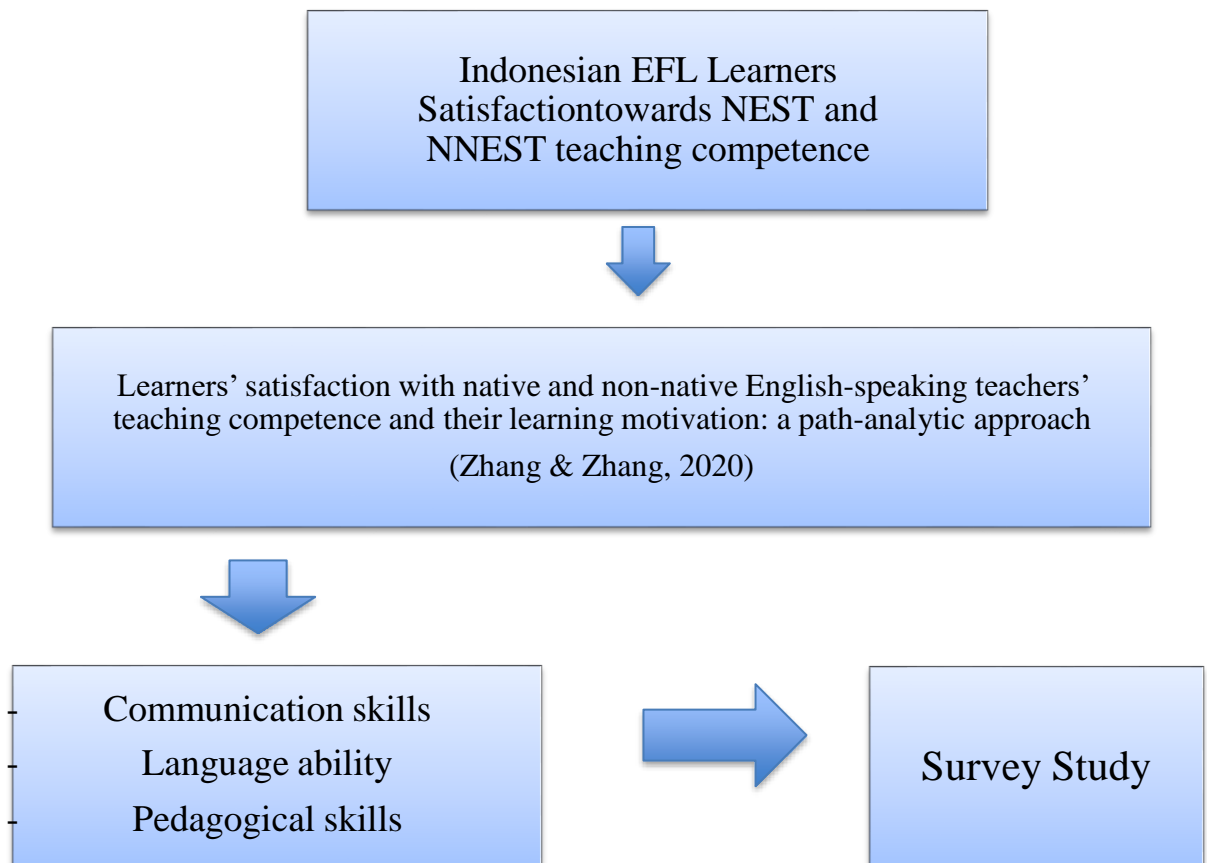
NNEST are actually considered to be superior to their international counterparts when compared to NEST according to Medgyes (1992) in various TESOL class samples. By conducting a study of approximately 220 NESTs and NNESTs working in ten different countries. The study's findings support NNEST's true values, especially when working with non-native English speakers.

2.4 Flow of the theory

The research from Zhang & Zhang (2020) examines student learning motivation and satisfaction on NEST and NNEST teaching competence. Of the 10 elements that concern and are related to competence and performance in language adopted from Richard (2010) related to three components of teaching-related talents—pedagogical

abilities, language proficiency—combine to generate teaching competence.

Figure 2. Flow Of the theory



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The current study is a quantitative study using survey as a research design. According to Creswell (2012) a survey study is defined as a procedure conducted in quantitative research that aims to obtain an overview of the behaviors, attitudes, opinions, or characteristics of the sample of participants involved. The purpose of this research is to describe EFL students about their perception about NNEST and NEST.

3.2. Population and Sample

The population of this study conducted from participants in one of senior high school in Yogyakarta who were or had experienced studying with native and non-native teachers. Their English-related taught by NEST and NNEST, from class 10 until 11. With native teacher from the USA who teaches grades 10 to 12. Where Natives come from countries whose first language is English, and Non-Native who were born and lived in Indonesia. Convenience sampling was employed by the researchers to choose the sample.

Convenience sampling is a non-probability sampling technique that is commonly utilized for populations displaying various forms of bias. It facilitates the statistical assessment of sampling error or statistical validity. Using samples to generate research questions or hypotheses is a terrific idea.

The number of sample of this study calculated using formula shown as followed.

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

Explanation:

n = Number of sample

N = Population

e = Error rate

(5% = 0.05) for

the calculation

sample described

as

$$n = \frac{110}{1 + (110 \cdot 0.0025)}$$

$$n = \frac{110}{1.275}$$

$$n = 130$$

The value obtained via formulaic computations around 130 sample. As a result, the sample that was used came from all of the participants. There will be 130 individuals in the sample. With a 5% error rate.

3.3 Data Collection Techniques

3.3.1 Instrument

A questionnaire adopted from Zhang and Zhang (2020). There are 14 questions in this questionnaire. There are fourteen questionnaire items on participant satisfaction with teaching competence which compares between NNEST and NEST, according to Zhang and Zhang (2020). Similar to the Student Satisfaction Questionnaire, this scale has five points: 1 for extremely unsatisfied, 2 for generally dissatisfied, 3 for not sure, 4 for basically satisfied, and 5 for very satisfied. Language competency, subject-matter expertise, instructional techniques, contextual awareness, identity of the language instructor, learner-focused instruction, and certain cognitive abilities, according to Zhang and Zhang (2020).

Three components of teaching-related talents—pedagogical abilities, language proficiency—combine to generate teaching competence.

Tabel 3. 1 Table of Questionnaire

Categories	Item Number	Number of Items
communication skills	1,2,3,4,15,16,17,18	8
language ability	5,6,7,8,9,19,20,21,22,23,24	11
pedagogical skills	10,11,12,13,14,25,26,27,28	9

3.3.2 Validity and Reliability

In quantitative research, validity is the extent to which the purpose for which a test is used determines how validly its findings can be interpreted (Kimberlin & Winterstein, 2008). In selecting research instruments, validity is an important consideration that must be made. The researcher used content validity and modified the original questionnaire for this study while working under the supervision of the thesis supervisor. The researchers used a modified content validity version of the Student Satisfaction questionnaire in this research.

3.3.3. Reliability.

Tabel 3. 2 Table of Realibilty Test

Cronbach's Alpha	N of Items
.977	28

The statistical reliability in this study used Cronbach alpha reliability test to test the stability of the adopted questionnaire per item. It can be seen the questionnaire has S28 items (N) total with Cronbach's alpha .977. Reliability was measured trough SPSS with stability indicator 0-1.0.It can be concluded that the results of this reliability in this study from adopted questionnaire are satisfactory and acceptable.

3.3.3 Data Collection Procedure

The researcher asked permission from the school to enter the class. Then after that we will distribute questionnaires to students in class by sending a Google Form link. Then after that the researcher will remind students to fill in and check again the numbers they have filledin.

3.4 Data Analysis Technique

The computational calculation program used SPSS Statistics 25 to find out the results, frequency, mean, standard deviation of variables and percentages. After that, the results are presented using graphical descriptions and a combination of tables to obtain a simplified summary interpretation of complex quantitative data. Based on descriptive statistical analysis using SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses findings based on the results of a questionnaire filled out by students at one of the high schools in Yogyakarta. The researcher will explain the results of the questionnaire findings using descriptive analysis which will be explained in table form for each item.

4.1 Research Findings

Tabel 4.1, overall result of student satisfaction questionnaire.

	<i>NEST</i>			<i>NNEST</i>		
	N	MEAN	SD	N	MEAN	SD
<i>Communication skills</i>	123	4.05	.834	123	3.92	.881
<i>Language Ability</i>	123	4.17	.864	123	3.20	.905
<i>Pedagogical Skills</i>	123	4.05	.825	123	3.92	.894
<i>Valid N (listwise)</i>						

Concerning the findings of Native and Non-Native which present the results of descriptive analysis for natives and non-natives on communication skills, Language ability, and pedagogical skills

That have different highest score results. What we can see is that students are more satisfied with their Native English-speaking teacher who has results (M = 4.24, SD = .8999) compared to non-native English-speaking teacher fluency who has results (M=3.84, SD=.953).

Meanwhile, for the highest results from Non-Native English English-speaking teachers, students were more satisfied with the Non-Native English Teacher Teaching

Application Method ($M= 4.07$, $SD = .847$). but for the native English teacher teaching application method, the results still higher results than the Non-Native English teacher teaching application method which has resulted ($M=4.09$, $SD=.768$).

In general, the results show that students are more satisfied with native English speaking teachers because they have higher average results ($M=4.08$) compared to non-native English speaking teachers who have lower results ($M=3.88$).

4.1.1 Result of Communication skills

Tabel 4. 2 Descriptive analysis of communication skills

	NEST			NNEST	
	N	MEAN	SD	MEAN	SD
4. How satisfied are you with your native and Non-Native English Speaking teacher's "teacher Students interaction"?	123	4.23	.828	4.00	.887
2. How satisfied are you with your native and non-native English Speaking Teacher use of body language?	123	4.04	.872	3.92	.862
3. How satisfied are you with your native and non-native English Speaking Teacher "degree of harmony with students"?	123	3.98	.799	3.94	.893
1. How satisfied are you with your native and non-native English-Speaking teacher's "eye contact with students"?	123	3.97	.839	3.83	.884
Valid N (listwise)					

Table 4.2 shows the results of communication skills of NEST and NNEST. As we can see for several most of students satisfied with teacher student interaction in the class presented by NEST ($M=4.23$, $SD = .828$) and NNEST ($M=4.00$, $SD=.884$). Meanwhile, the lowest results were shown in the NNEST eye contact with students method ($M=3.83$, $SD=.884$)

4.1.2. Result of Language ability

tabel 4. 3. Descriptive analysis of language ability.

	<i>NEST</i>			<i>NNEST</i>	
	<i>N</i>	<i>MEAN</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
6. How satisfied are you with your native English Speakingteacher’s “language fluency”?	123	4.34	.899	3.84	.953
7. How satisfied are you with your native English Speaking teacher’s “grammar standard”?	123	4.17	.837	3.80	.849
5. How satisfied are you with your native and Non-Native English Speaking teachers’ pronunciation standard?	123	4.15	.906	3.80	.929
8. How satisfied are you with your native and Non-Native English Speaking teachers’adaptation to students’ language proficiency?	123	4.12	.874	3.93	.879
9. How satisfied are you with your native and Non-native English-Speaking teacher’s “level of application of talent performance”?	123	4.08	.806	3.86	.890
<i>Valid N (listwise)</i>					

As seen in the table 4.3 that presents descriptive analysis of language ability. Compare between NNEST and NEST where from these results students are more satisfied with the language fluency delivered by NEST ($M=4.34$, $SD=.899$). With the lowest results where students were less satisfied with standard pronunciation ($M=3.80$, $SD=.929$), and also standard grammar ($M=3.80$, $SD=.849$) from NNEST.

4.1.3. Result of Pedagogical skills.

tabel 4. 4. Result of pedagogical skills.

ITEMS	NEST			NNEST	
	N	MEAN	SD	M	SD
13. How satisfied are you with your expatriate English teacher's "clear teaching objectives"?	123	4.09	.768	4.07	.847
14. How satisfied are you with your native English-Speaking teacher's "classroom activities"?	123	4.07	.866	3.93	.930
10. How satisfied are you with your native English-Speaking teachers' mastery of teaching content?	123	4.07	.807	3.82	.830
11. How satisfied are you with your native English-Speaking teachers' attention to the selection of textbooks and auxiliary textbooks?	123	4.02	.824	3.85	.875
12. How satisfied are you with your native English-Speaking teacher's "application of teaching methods"?	123	4.01	.864	3.84	.927
Valid N (listwise)	123				

The results in table 4.4 show the results of descriptive analysis on pedagogical skills. Here it shows that several students are satisfied with the clear teaching objective delivered by NEST (M=4.09, SD=.768). While the other lowest results show that students are unsatisfied with the mastery of teaching content (M=3.82, SD=.830). Also the application of teaching method which shows results are not much different

for NNEST (M=3.84,SD=.927)

4.2 Discussion

The results of this study show that NEST teaching methods are more preferred by students than NNEST. With Native results (M=4.08) while Non-Native English speaking teachers results (M=3.88). Native English teachers are teachers whose first language is English. Meanwhile, Non-Native English speaking teachers are teachers who use English as a second language. Based on the results that have been found for 3 teaching competencies, namely communication skills, language ability and pedagogical skills, it shows that the language ability of Native English teachers (M= 4.17, SD= .864) is higher than that of non-Native teachers (M=3.20, SD= .905) while in previous research. Zhang and Zhang (2020) had conducted research on student satisfaction questionnaires at university level by including 3 components related to teaching competence. These results show that there are significantly different results for Native and Non-Native teachers, where communication skills provide high results for NEST and NNEST of the three teaching competencies. In other research Gurkan & Yuksel (2012) also have conducted a study on the performance of NNESTs and NESTs in the classroom. The results showed that the NNESTs and the NESTs are not different in the terms of pedagogy

In addition, students were more satisfied with the language abilities of Native teachers (M= 4.17,SD= .864) than Non-Native teachers who had much lower results than native teachers (M=3.20, SD=.905). Language ability is divided into several aspects which include standard grammar, English fluency. It is not surprising that students more satisfied with Native English teachers because English is their first language. In terms of English language proficiency and knowledge, NEST has a

natural advantage their peers in terms of language production in areas such as pronunciation, language fluency and grammar. Students give higher results to NEST, because students also have higher expectations for NEST than NNEST in terms of pronunciation, grammar standards, and English fluency which might help students to increase their confidence in learning English. University students in Vietnam and Japan participated in a study by Walkinshaw & Oanh (2014), which revealed that while the students saw NESTS as role models for proper language usage and pronunciation, NESTs performed a poor job of explaining grammar in terms of their respective cultures.

Despite, NNEST has very far results from NEST for language ability, it does not rule out the possibility that NNESTs can also teach better than Native English teachers. According to Medgyes, NNEST also has other advantages, namely that NNEST can be a good model for students because of the same first language, NNEST can also provide a more varied learning model in the classroom and can also know more about what the students need. Meanwhile, research in terms of interactions with students delivering learning objectives and also activities in class still shows that students are satisfied with Native English speaking teachers, communication skills and pedagogical skills than non- Native English speaking teachers. Chun (2014) suggests that native speakers shouldn't be given preference over non-native English speaking candidates and shouldn't be hired only on the basis of their native language. The reason for this is that having the same mother tongue as the pupils will boost their self-confidence.

Additionally, the three dimensions consisting of communication skills, language ability and pedagogical skills have different results, but still students are still satisfied with Native English speaking teachers (M=4.08) than Non-Native English

speaking teachers who have better results. Lower than these three dimensions.

BAB V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

The research study aims to determine student satisfaction with NEST and NNEST teaching competence. This research was conducted at SMAN in Yogyakarta using quantitative methods with a questionnaire instrument that was filled in by a total of 123 students. By using the Students Satisfaction questionnaire which is divided into three dimensions, namely communication skills, language abilities and pedagogical skills. These three domains give different results. NEST and NNEST have the highest results in language ability. For NEST ($M=4.17$, $SD=.864$) while the NNEST results for language ability are lower, namely ($M=3.20$, $SD=.905$). The other results for communication skills and pedagogical skills have results that are not different or the same for both dimensions. In the future, the implications of this research will expand to the field of English education in Indonesia and beyond. By recognizing the diverse perspectives and contributions of NEST and NNEST teachers, educational institutions can strive to create inclusive and effective learning environments that meet the needs of all students. Furthermore, this research underscores the importance of ongoing professional development for English teachers, regardless of their native or non-native speaker status, to improve their teaching competencies and better meet the growing demands of English language education.

Therefore, from the research that has been conducted shows that students are more satisfied with the teaching method from NEST than NNEST.

5.2 SUGGESTION

This research aims to expand our understanding of student satisfaction with NEST and NNEST teaching methodologies. In this case, students are more satisfied with their language skills compared to NEST. Because NNEST's first language is weaker than NEST's, students are more satisfied with NEST's language skills, as they may be able to improve them. Because of their shared first language, NNEST may be able to help students better understand their needs. This study encountered several challenges, one of which was finding schools that provide NEST services. Therefore, it will be easier to carry out this research in the future, as it will facilitate the building of many connections for future researchers. Submitting a permit letter early allows the school to speed up the data collection process. In addition, it is a beneficial idea to use two approaches, such as conducting interviews with several students to find out why they are dissatisfied with NNEST or NEST.

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Appendix

<i>NEST</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1. <i>How satisfied are you with your native English-Speaking teacher's "eye contact with students"?</i>					
2. <i>How satisfied are you with your native English-Speaking teacher's use of body language?</i>					
3. <i>How satisfied are you with your native English-Speaking teacher's "degree of harmony with students"?</i>					
4. <i>How satisfied are you with your native English-Speaking teacher's "teacher-student interaction"?</i>					
5. <i>How satisfied are you with your native English-Speaking teachers' pronunciation standard?</i>					
6. <i>How satisfied are you with your native English-Speaking teacher's "language fluency"?</i>					
7. <i>How satisfied are you with your native English-Speaking teacher's "grammar standard"?</i>					
8. <i>How satisfied are you with your native English-Speaking teachers' adaptation to students' language proficiency?</i>					
9. <i>How satisfied are you with your native English-Speaking teacher's "level of application of talent performance"?</i>					
10. <i>How satisfied are you with your native English-Speaking teachers' mastery of teaching content?</i>					
11. <i>How satisfied are you with your native English-Speaking teachers' attention to the selection of textbooks and auxiliary textbooks?</i>					
12. <i>How satisfied are you with your native English-Speaking teacher's "application of teaching methods"?</i>					
13. <i>How satisfied are you with your expatriate English teacher's "clear teaching objectives"?</i>					

14. How satisfied are you with your native English-Speaking teacher's "classroom activities"?					
NNEST	1	2	3	4	5
1. How satisfied are you with your non-native English-Speaking teacher's "eye contact with students"?					
2. How satisfied are you with your non-native English-Speaking teacher's use of body language?					
3. How satisfied are you with your non-native English-Speaking teacher's "degree of harmony with students"?					
4. How satisfied are you with your non-native English-Speaking teacher's "teacher-student interaction"?					
5. How satisfied are you with your non-native English-Speaking teachers' pronunciation standard?					
6. How satisfied are you with your non-native English-Speaking teacher's "language fluency"?					
7. How satisfied are you with your non-native English-Speaking teacher's "grammar standard"?					
8. How satisfied are you with your non-native English-Speaking teachers' adaptation to students' language proficiency?					
9. How satisfied are you with your non-native English-Speaking teacher's "level of application of talent performance"?					
10. How satisfied are you with your non-native English-Speaking teachers' mastery of teaching content?					
11. How satisfied are you with your non-native English-Speaking teachers' attention to the selection of textbooks and auxiliary textbooks?					
12. How satisfied are you with your non-native English-Speaking teacher's "application of teaching methods"?					
13. How satisfied are you with your non-native English teacher's "clear teaching objectives"?					
14. How satisfied are you with your non-native English-Speaking teacher's "classroom activities"?					



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

Wassalamualaikum Wr. Wb

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