Agriculture Student's Perceptions Toward Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs)

Fitri Wulandari
Universitas Islam Riau, Indonesia
Email: fitriwulandari@edu.uir.ac.id

Tira Nur Fitria*
Institut Teknologi Bisnis AAS, Indonesia
Email: tiranurfitria@gmail.com

Adelina Maryanti
Universitas Islam Riau, Riau, Indonesia
Email : maryantiadelina@gmail.com

Abstract

This study aims to reveal students' perceptions of Native English-Speaking Teachers (NEST) and Non-Native English-Speaking Teachers (NNEST). The study involved students from the Agriculture Faculty of the Riau State Islamic University. This is a quantitative research that employs a survey design. The examination of the data reveals that students had a good assessment of teachers who were either native or non-native speakers. On the other hand, students encountered difficulties when learning with native and non-native professors. Students believe that NEST and NNEST will be more effective if native speakers also study and understand their original language and culture. Instructors who are not natural English speakers should pursue additional education in countries where English is the primary language to hone their abilities. The ideal non-native teachers are those who have reached a level of English proficiency comparable to that of a native speaker. Assuming the talents of the non-native English instructor are optimal, the majority of students believe that as long as instructors display a high level of competence and professionalism, there should be no discrimination between native speakers and non-native English teachers. However, when properly prepared and competent, both native and non-native English teachers can increase the enthusiasm for the student's English skill development. Both have their advantages and disadvantages, and they should collaborate to aid students in becoming successful English learners.

Keywords: Native English, Speaking Teachers (NEST), Non-Native English-Speaking Teachers (NNEST), Perceptions

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kesan siswa terhadap Native English-Speaking Teachers (NEST) dan Non-Native English-Speaking Teachers (NNEST). Penelitian ini melibatkan mahasiswa Fakultas Pertanian Universitas Islam Negeri Riau. Penelitian ini merupakan penelitian kuantitatif dengan desain survey. Pemeriksaan data mengungkapkan bahwa siswa memiliki penilaian yang baik dari guru yang penutur asli atau non-penutur asli. Di sisi lain, siswa mengalami kesulitan ketika belajar dengan profesor asli dan non-pribumi. Siswa percaya bahwa NEST dan NNEST akan lebih efektif jika penutur asli juga mempelajari dan memahami bahasa dan budaya asli mereka. Instruktur yang bukan penutur asli bahasa Inggris harus melanjutkan pendidikan tambahan di negara-negara di mana bahasa Inggris adalah bahasa utama untuk mengasah kemampuan mereka. Guru non-pribumi yang ideal adalah mereka yang telah mencapai tingkat kemahiran bahasa Inggris yang sebanding dengan penutur asli. Dengan asumsi bakat instruktur bahasa Inggris non-pribumi sudah optimal. Mayoritas siswa percaya bahwa selama instruktur menunjukkan tingkat kompetensi dan profesionalisme yang tinggi, seharusnya tidak ada diskriminasi antara penutur asli dan guru bahasa Inggris non-asli. Keduanya memiliki kelebihan dan kekurangan, dan mereka harus berkolaborasi untuk membantu siswa menjadi pembelajar bahasa Inggris yang sukses. Namun, bila dipersiapkan dengan baik dan kompeten, baik guru bahasa Inggris asli dan non-asli dapat menghasilkan antusiasme yang baik untuk pengembangan keterampilan bahasa Inggris siswa.

Kata Kunci: persepsi, guru native Bahasa Inggris, Guru bukan Native Bahasa Inggris

Introduction

With the emergence of English as a Lingua Franca (ELF), the relevance of placing the native–speaker (NS) as a model and target in English language teaching (ELT) has been increasingly questioned [1]. English is the universal language of business, science, aviation, computers, diplomacy, the media, the internet, and tourism [2]. Because of its widespread usage, English has become an international language which Native English Speaking Teachers (NEST) and Non-Native English-Speaking Teachers (NNEST) use to communicate. It is expected that the number of people who speak English as a second or foreign language is higher than the number of people who speak English natively.

A small number of studies have addressed the debate comparing native-speaker teachers (NSTs) and non-native-speaker teachers (NNSTs) [3]. As well as being a unique opportunity, learning from a "first-hand source" seems to have natural advantages for students; this includes exposure to proper pronunciation, suitable phrases, frequent English idioms, and slang, not usually available in textbooks. In addition, learning from native speakers can motivate students to enhance their English language skills.

English teachers are often regarded as a critical factor in determining the success of students studying a foreign language spoken in non-English speaking nations [4]. Native English speakers have frequently been selected as language teachers in non-English speaking countries solely based on their long-standing proficiency in the language. However, it was eventually accepted that proficiency in a language does not guarantee success as a language teacher. Teaching ability is equally critical for native English speakers working as language instructors. Attitude and motivation are significant predictors of success in EFL learning. Teachers who are native speakers can also influence learners' perceptions as representatives of their culture and community. Furthermore, because they are also more fluent in that culture, they may be more valuable in teaching than non-native speakers.

A native English speaker uses the language since childhood because the first language he/she learnt was this language. A native speaker certainly understands English in various forms. That is, there is almost no form of English that he does not understand. For example, a native speaker will understand the meaning of English idioms according to the context. These may not be understood by English teachers who are not native speakers.

Native speaker teachers are critical in strengthening students' conversational skills because they naturally teach students how to pronounce words, how to comprehend native speakers, and how to practice listening properly. In addition, native speakers will also understand slang or non-standard English that is often used in informal situations. Usually, this knowledge is obtained from their daily experiences in communicating with other native speakers. Studying with a native speaker can improve English language skills not only for academic purposes but also for its application in real life, especially when communicating directly or indirectly.

[1] Paramjit Kaur and Arumugam Raman, 'Exploring Native Speaker and Non-Native Speaker Accents: The English as a Lingua Franca Perspective', *Procedia - Social and Behavioral Sciences*, The International Conference on Communication and Media 2014 (i-COME'14) - Communication, Empowerment and Governance: The 21st Century Enigma, 155 (2014), 253–59 <https://doi.org/10.1016/j.sbspro.2014.10.288>.

[2] Tira Nur Fitria, 'Lecturer's Pedagogic Competence: Teaching English in Online Learning During Pandemic Covid-19', *Journal of English Education*, 6.2 (2021), 100–108 <https://doi.org/10.31327/jee.v6i2.1569>.

[3] David Lasagabaster and Juan Manuel Sierra, 'University Students' Perceptions of Native and Non-Native Speaker Teachers of English', *Language Awareness*, 11.2 (2002), 132–42 <https://doi.org/10.1080/09658410208667051>.

[4] İsmet Şahin, 'The Effect of Native Speaker Teachers of English on the Attitudes and Achievement of Learners', *Journal of Language and Linguistic Studies*, 1.1 (2005), 29–42.

A non-native English speaker teacher (NNEST) is someone who does not speak the language natively, but who learns and understands it via a process; a non-native speaker is thus the opposite of a native speaker. A teacher who comes from the same country where he teaches usually adapts the material to the syllabus, conditions, and needs of students. Even though the teacher uses a dialect in his daily life, in teaching he must use the national language to create conducive learning conditions for the students. Non-native-English teachers who are certified and qualified are arguably the clear proofs that learning English at a proficient level is not impossible. Local teachers may be able to analyze the similarities and differences between the use of English and Indonesian, even if they have lived in an English-speaking country.

If interpreted in words, the term "native" has the meaning of native people, while speaker refers to the people who speak or are native language speakers. An English native speaker means someone who was born in a country where the official language is English and speaks English actively. Thus, a native speaker is someone who speaks in a language that is his native language or his mother tongue. A native speaker can speak their language well because they use the language in their daily activities. Usually, an institution takes a native speaker teacher who comes from the country of the target language, then teaches at the institution according to experience and the language materials used in that country. Usually, native speakers teach in private schools or international standard institutions.

[5]Identified six assets of instructors who are non-native English speakers. These are: (1) Non-native teachers are role models for effective learners. Non-native English speakers have effectively mastered the language, or have learned English successfully. The success of their learning can inspire students in achieving the same or even greater results. (2) Non-native teachers are good at the teaching-learning processes. In their learning process, Non-native speaker teachers have adopted language learning strategies. Therefore, they can teach and share their techniques with the students. In principle, they all know more about how to use these techniques than native English speakers. 3) Non-native teachers can supply additional knowledge about the English language to students. During their learning process, non-native speaker teachers have received a lot of information and insight into how the English language functions [6]. It may also imply that they are better informed than native colleagues. 4) Non-native speaker teachers can anticipate language difficulties. Non-native teachers understand what is tough and simple, allowing them to anticipate when their students may find difficulty. According to [7], non-native teachers have a "sixth sense," which allows them to predict and address language difficulties in their students. 5) Non-native teachers tend to be more empathetic to their student's problems and needs. The difficulties they previously encountered as learners might be similar to those of their students. This similar experience makes non-native teachers more sensitive and understanding, and they can share how their tips and strategies with their students. 6) Non-native speaker teachers can benefit from sharing a common mother tongue with their students. However, many experts now believe that using L1 (A first language, native tongue, native language, mother tongue or L1 is the first language or dialect that a person has been exposed to from birth or within the critical period) in the classroom may help students learn more effectively. It has the potential to be "the most genuine channel of communication" between teachers and students.

[5] Péter Medgyes, 'Native or Non-Native: Who's Worth More?', *ELT Journal*, 46.4 (1992), 340–49 <https://doi.org/10.1093/elt/46.4.340>.

[6] Saniago Dakhi and Tira Nur Fitria, 'The Principles and the Teaching of English Vocabulary: A Review', *Journal of English Teaching*, 5.1 (2019), 15–25 <https://doi.org/10.33541/jet.v5i1.956>.

[7] Medgyes, 'Native or Non-Native'.

Although English is not the primary (mother tongue) language in many nations, there is a substantial need for English language instructors worldwide [8]. The need for this profession is likely to be met mostly by non-native English-Speaking Teachers who have studied the language in the United States or overseas. In addition to learning about English language techniques, non-native speaker teachers can also provide various insights into the culture and education of their country. Thus, our course material is not only limited to studying modules but can also add insight into the culture of other countries.

Digital technologies offer opportunities for online classes with native speakers of English as guest lecturers, especially during the pandemic era. English as a Foreign Language (EFL) classes are meant to educate individuals who would likely never interact with native English speakers [9]. This indicates that English teachers are International Language teachers, regardless of whether they are native or non-native English speakers. They all must have a global perspective on the world. This claim is supported by[10], who has claimed that "the most effective strategy for helping a student's personal growth during the language learning process is a parallel study of native and target-language cultures."

Some previous studies that relevant to this study. First, [11] states that nonnative teachers perform better in classroom teaching and management positions than native teachers, whereas native teachers have superior classroom communication skills and more favorable characteristics. So, combining student accomplishment levels with student evaluations findings might yield more persuasive results. Second, [12]the majority of students feel that it is irrelevant whether teachers are native or non-native as long as they demonstrate a high level of competency and professionalism, there should be no further distinction between native and non-native speakers. Both have strengths and shortcomings and hence should complement one another in their efforts to assist students in becoming successful English learners. Third, [13] states that there is a statistically significant difference in respondents' attitudes toward NESTs. As students go through the grades, they demonstrated a greater preference for NESTs. Previous learning experiences with both types of instructors may influence students' general preference for NESTs. Additionally, subjects expressed an explicit preference for NESTs in respect to the instructional tactics used. However, respondents expressed a modest level of liking for NNESTs that provide a rigorous learning environment and a responsive response to learners' requirements. Fourth, [14] states that participants recognized both the advantages and disadvantages of NNESTs and NESTs. While NESTs' acknowledged strengths were their

---

[8] İrfan Tosuncuoglu, 'Non-Native & Native English Teachers', *Journal of History Culture and Art Research*, 6.6 (2017), 634–38 <https://doi.org/10.7596/taksad.v6i6.573>.

[9] Eve Schnitzer, 'English as an International Language: Implications for Interculturalists and Language Educators', *International Journal of Intercultural Relations*, 19.2 (1995), 227–36 <https://doi.org/10.1016/0147-1767(95)00006-W>.

[10] Lyubov V. Mikhaleva and Jean-Claude Régnier, 'Parallel Study of Native and Target-Language Cultures in Foreign Language Teaching', *Procedia - Social and Behavioral Sciences*, THE XXV ANNUAL INTERNATIONAL ACADEMIC CONFERENCE, LANGUAGE AND CULTURE, 20-22 October 2014, 154 (2014), 118–21 <https://doi.org/10.1016/j.sbspro.2014.10.122>.

[11] Evrim Üstünlüoglu, 'University Students' Perceptions of Native and Non-native Teachers', *Teachers and Teaching: Theory and Practice*, 2007 <https://doi.org/10.1080/13540600601106096>.

[12] Rahmila Murtiana, 'Student's Perceptions of Native Speaker and Non-Native Speaker Teachers: Implication for Teacher Education", in *Proceedings the 5th International Seminar: Teacher Education in the Era of World Englishes*, 2011, pp. 29–42.

[13] Mohammad Alseweed, 'University Students' Perceptions of the Influence of Native and Non-Native Teachers', *English Language Teaching*, 5.12 (2012), p42 <https://doi.org/10.5539/elt.v5n12p42>.

[14] Chit Cheung Matthew Sung, 'An Exploratory Study of Hong Kong Students' Perceptions of Native and Non-Native English-Speaking Teachers in ELT', *Asian Englishes*, 16.1 (2014), 32–46 <https://doi.org/10.1080/13488678.2014.880252>.

---

participatory teaching approaches and correct pronunciation, their perceived faults included their instruction in grammar and examination skills. In comparison, students regarded NNESTs must being able to teach grammar and testing strategies, but their reported faults were the employment of rather 'conventional' teacher-centered teaching methods and their poor pronunciation. Fifth, [15]state that students considered NESTs as models of proper pronunciation and language usage, as well as stores of cultural information, but they also found NESTs lacking in their ability to teach grammar, and their disparate cultures produced friction. Non-NESTs were seen as effective grammar teachers with the capacity to use the students' native language when appropriate. Due to their common culture, students considered classroom engagement with non-NESTs to be simpler. Non-NESTs' pronunciation was frequently considered worse than that of NESTs, but also more understandable. According to several respondents, learners should get instruction from both types of teachers, depending on their competency and the skill being taught. Sixth, [16]state that Non-Native speakers English teachers and Native Speaker English teachers make a good impression on students. students of class X MIA I SMA Muhammadiyah 1 Pontianak Tenggara have a positive perception of the English teacher Non-Native Speaker and English teacher Native Speaker. Non-Native Speaker English teacher and language teacher English Native speakers each can teach English. Seventh, [17]states

that NESTs and NNESTs have substantial differences in terms of their students' reported attitudes and motivation toward English learning. These distinctions vary according to the type of class. The kind of class influenced instructors' self-perceptions of their teaching techniques, indicating that the type of class had a moderating effect on a variety of metrics and samples. Eighth, [18]states that the students have positive perceptions regarding NEST and Non-NEST, although they encounter difficulties throughout the learning process. Thus, both NEST and Non-NEST are necessary to address issues raised by students. Nineth, [19] Although the participants preferred NESTs over NNESTs in general, they considered that both NESTs and NNESTs had strengths and shortcomings in their English training. Characteristics seen as drawbacks by one group were perceived as benefits by the other. For example, participants perceived NESTs to be more difficult to speak with, whereas NNESTs were perceived to have poor English skills. Ninth, [20] has shown that while participants preferred NESTs over NNESTs in general, they considered both NESTs and NNESTs as having strengths and shortcomings in their English training. Characteristics seen as drawbacks by one group were perceived as benefits by the other. For example, participants perceived NESTs to be more difficult to speak with, whereas NNESTs were perceived to have poor English skills. Ninth,

---

[15] Ian Walkinshaw and Duongthi Hoang Oanh, 'Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan', *SAGE Open*, 4.2 (2014), 2158244014534451 <https://doi.org/10.1177/2158244014534451>.

[16] Diah Astriyanti, Abdul Arif, and Desi Sri Astuti, 'Ersepsi Siswa Terhadap Guru Bahasa Inggris Native Speaker Atau Native Speaker Dan Guru Bahasa Inggris Bukan Native Speaker Atau Non-Native Speaker', *Jurnal Pendidikan Bahasa*, 4.1 (2015), 55–70 <https://doi.org/10.31571/bahasa.v4i1.39>.

[17] Tae-Il Pae, 'Effects of the Differences between Native and Non-Native English-Speaking Teachers on Students' Attitudes and Motivation toward Learning

English', *Asia Pacific Journal of Education*, 37.2 (2017), 163–78 <https://doi.org/10.1080/02188791.2016.1235012>.

[18] Alviaderi Novianti, '"Native Versus Non-Native English Speaking Teachers: An Insight Into Indonesian Students" Voices", *Jurnal Pendidikan Bahasa Dan Sastra*, 18.1 (2018), 44–57 <https://doi.org/10.17509/bs_jpbsp.v18i1.12145>.

[19] Shih-Yun Tsou and Yingling Chen, 'Taiwanese University Students' Perceptions toward Native and Non-Native English-Speaking Teachers in EFL Contexts', *International Journal of Teaching and Learning in Higher Education*, 31.2 (2019), 176–83 <https://eric.ed.gov/?id=EJ1224432> [accessed 31 December 2022].

[20] Tsou and Chen.

[21] has argued that students believe that native English-speaking teachers utilized more participatory teaching strategies with a variety of activities and communication modes, but lacked intercultural competency. Comparatively, local teachers already possess intracultural competency, allowing them to converse with students about their learning issues. Tenth, [22] has observed that students believe that native speakers have an advantage over non-native speakers when it comes to pronunciation and culture, but not when it comes to teaching grammar and vocabulary.

To understand more about this subject, the present research investigates the attitudes of native speakers among students in an Indonesian college. Additionally, it is critical to contrast students' impressions of native speakers and non-native speaker instructors, as non-native speaker professors are more frequently met and engaged with students during teaching and learning activities. The purpose of this study is to compare students' perceptions of Native English-Speaking Teachers (NEST) and Non-Native English Speaking Teachers (NNEST) in terms of their ability, knowledge, and role in teaching English.

Method

In this study, the researcher used a quantitative method with survey design research. Survey research is a research method used to solve a problem according to the question that has been asked or according to already observed problems [23]. The quantitative survey research method is research that selects a sample from a certain population by using a questionnaire as a tool to collect basic data. Using this method, this study examines the behavior of individuals or groups [24].

A collection of questionnaires was applied to identify and measure the participants' attitudes toward the given topic. The questionnaire can be in the form of several written questions, and the aim is to obtain information and respondents about what is experienced and known [25]. The questionnaire was divided into three sections: the first section asked respondents about their personal histories; the second section contained 30 items statements using the Likert scale; and the third section contained three open questions in which respondents expressed their opinions and expectations about native and non-native speaker teachers. The 30-item statements were assigned a value of 1 for severe disagreement (SD), 2 for disagreement (D), 3 for uncertainty (U), 4 for agreement (A), and 5 for strong agreement (SA), except the negative statement item, which was scaled in the opposite direction. The total number of responders was 42, with ten girls and thirty-two males.

Because this research employs a survey approach that focuses on the patterns and general tendencies associated with a specific variable or topic, descriptive statistics were employed. The data were analyzed descriptively on a variable-by-variable basis, which included determining the mean, standard deviation, and frequency distribution. Apart from revealing broad trends in the data, descriptive statistics aided the researcher in summarizing the data's overall trends.

[21] Xuyan Qiu and Chang Fang, 'Creating an Effective English-Medium Instruction (EMI) Classroom: Chinese Undergraduate Students' Perceptions of Native and Non-Native English-Speaking Content Teachers and Their Experiences', *International Journal of Bilingual Education and Bilingualism*, 2019 <https://www.tandfonline.com/doi/abs/10.1080/136700 50.2019.1707769> [accessed 16 December 2022].

[22] Tammy Jandrey Hertel and Gretchen Sunderman, 'Student Attitudes Toward Native and Non-Native Language Instructors', *Foreign Language Annals*, 42.3 (2009), 468–82 <https://doi.org/10.1111/j.1944-9720.2009.01031.x>.

[23] Nikolaus Duli, *Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS* (Deepublish, 2019).

[24] Kh M. Zakariah, M. Askari Zakariah, and Vivi Afriani, *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research and Development (R&D)* (Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka, 2021) <http://repo.iainbatusangkar.ac.id/xmlui/handle/1234567 89/22510> [accessed 31 December 2022].

[25] M. Askari Zakariah, Vivi Afriani, and KH M. Zakariah, *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research and Development (R&D)* (Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka, 2020).

Findings and Discussion

Findings

1. Students' perception of native speaker teacher (NST)

The aspects that form the basis of this research are the advantages and disadvantages of Non-Native and Native speaker teachers, in the terms of pedagogy, linguistic ability, and sociocultural attitude. After students filled out the questionnaire given, it was found that non-native and native speakers can teach English.

Table 1. Students' Perceptions of NST

No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	If we want to be successful in learning English, we need to have a native speaker.	5 (11.9%)	6 (14.3%)	4 (9.5%)	16 (38.1%)	11 (26.2%)	`3.52	1.348
2	It is more effective to learn English with a native speaker.	5 (11.9%)	3 (7.1%)	4 (9.5%)	23 (54.8%)	7 (16.7%)	3.57	1.213
3	A native speaker has more effective teaching methods and techniques than a non-native speaker.	4 (9.5%)	9 (21.4%)	5 (11.9%)	18 (42.9%)	6 (14.3%)	3.31	1.239
4	Teachers who are native speakers are more approachable than non-native speakers.	6 (14.3%)	5 (11.9%)	9 (21.4%)	14 (33.3%)	8 (19%)	3.31	1.316
6	The best teacher is a native speaker.	4 (9.5%)	2 (4.8%)	9 (21.4%)	14 (33.3%)	13 (31%)	3.71	1.235
9	Because of a native speaker, my interest in the English language has grown.	6 (14.3%)	5 (11.9%)	10 (23.8)	16 (38.1)	5 (11.9)	3.21	1.240
10	I want to sound like a native speaker whenever I speak.	7 (16.7%)	3 (7.1%)	7 (16.7%)	17 (40.5%)	8 (19%)	3.40	1.308
11	A native-speaker teacher is more at ease when teaching English.	5 (11.9%)	9 (21.4%)	3 (7.1%)	20 (47.6%)	5 (11.9%)	3.29	1.235

Source : *SD = Strongly Disagree D= Disagree U= Unsure A=Agree SA=Strongly Agree

The descriptive statistics indicate that statement number two had the greatest mean, indicating that the majority of respondents believed that studying English with a native speaker is more beneficial (M = 3.57). Additionally, the standard deviation for this question was low (SD = 1.213), indicating that the majority of respondents had a similar opinion on the topic.

According to students' replies to various questions on native-speaker instructors, it is clear that the majority of them prefer native-speaker teachers and feel that having a native speaker is critical to their success in learning English. The majority of students (38.1%) agree with statement item 1, that is, if we want to succeed at studying English, we need a native speaker, and even 26.2% strongly agree. Only around 14.3% of respondents disagree, while approximately 9.5% are unclear.

This result is confirmed by students' responses to statement item 2, which indicates that the majority of students feel that it is more beneficial to study English with a native speaker, with almost 54.8% agreeing and nearly 16.7% strongly agreeing. This viewpoint may be related to the student's belief that a native speaker is an optimal example of roof peaking ability. Over 19% of students strongly agree, and 40.5% agree, that they wish to be able to communicate in a native language.

Apart from serving as an ideal role model, a native speaker may boost students' enthusiasm and interest in English learning. In answer to statement item, 9, 38.1% of respondents say that their interest in the English language has increased as a result of being taught by a native speaker. Interestingly, when students were asked if native speakers use more effective teaching methods and procedures, 11.9% expressed doubt, the same percentage as those who agreed, and 21.4% expressed outright disagreement. While many students prefer native speakers, the following result demonstrates that native speakers are not necessarily the greatest teachers. Only 33.3% of students think that the greater instructor is the native speaker, while the majority of students (21.4%) are undecided. Additionally, many students question if native speakers are more accessible than non-native lecturers. The following

table summarizes the participants' impressions of their native-language teacher.

2. Students' perceptions of their ability and knowledge after being taught by a native-speaker teacher

The aspects that form the basis of this research are the advantages and disadvantages of English teachers' Non-Native speakers and Native speakers in the terms of pedagogy, linguistic ability, and socio-cultural attitude. After students filled out the questionnaire given, then it was found that both non-native and native speakers can teach English.

Table 2. Students' perceptions of their English ability after being taught by native speaker teacher

No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	My English would not be as good as it is now if I did not have the assistance of a native speaker.	5 (11.9%)	6 (14.3%)	4 (9.5%)	23 (54.8%)	4 (9.5%)	3.36	1.206
2	When I practice my English with a native speaker, I feel at ease.	2 (4.8%)	4 (9.5%)	4 (9.5%)	23 (54.8%)	9 (21.4%)	3.79	1.048
3	After learning from a native speaker, my awareness and understanding of Western culture have grown.	10 (23.8%)	5 (11.9%)	6 (14.3%)	18 (42.9%)	3 (7.1%)	2.98	1.392
4	I am nervous when practicing my English with native speakers because I am afraid they would not understand what I am saying.	4 (9.5%)	7 (16.7%)	4 (9.5%)	16 (38.1%)	11 (26.2%)	3.55	1.310
4	Despite having learned from a native	7 (16.7%)	3 (7.1%)	8 (19%)	21 (50%)	3 (7.1%)	3.24	1.226

No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
	speaker, I am still not confident in my abilities.							

Source : *SD = Strongly Disagree D= Disagree U= Unsure A=Agree SA=Strongly Agree

The mean for all variables is less than 5, indicating that opinions range from "agree" to "unsure." In other words, students believe their English knowledge and aptitude to be lacking or in need of improvement.

Based on the replies of the students, it is discovered that students are still insecure about their capacity to communicate in English, even though they have learned from a native speaker in the past. Approximately 19% of students are doubtful of their abilities, and approximately 50% are not confident in their abilities. When students are practicing or talking with native speakers, it appears that the issue of intelligibility is of particular interest to them.

Even though the vast majority of students (nearly 54.8%) are comfortable practicing their English with a native speaker, the majority of them (38%) are still nervous when they have to practice their English with a native speaker because they are afraid that the native speaker will not understand what they are trying to say. They fear they are unable to communicate due to a lack of vocabulary, unclear pronunciation, or inability to transfer into L1 (the first language) as easily as they would with non-native professors. It is clear from the students' responses to open question item 1 that students are not always able to communicate effectively with native speakers, either because their native-speaker teacher spoke too quickly or because the students were unable to find the most effective way to convey what they were trying to say.

These replies raised doubts about the native speaker's role in assisting students in becoming proficient in English. The majority of students (almost 9.5%) express reservations about the assumption that their English skills would not

have improved as much as it has without the assistance of native speakers. The percentage of students who agree is around 54.8%, which, when coupled with those who strongly agree, equals the percentage of students who are unsure and is lower than the percentage of students who disagree and strongly disagree. This finding is similar to, wdhich observed that students considered NESTs as models of proper pronunciation and language usage, as well as stores of cultural information.

Concerning cultural knowledge, which is inextricably linked to language acquisition, the majority of students (almost 42.9%) feel that being taught by a native speaker has increased their awareness and understanding of Western society. However, some students object to the culture or habits introduced by native speakers, such as their attire, attitude, or method of speaking. This indicates that students remain deeply attached to their indigenous cultures, particularly Islamic cultures, and have not yet developed a taste for Western culture. The following table presents participants' assessments of their English skills following instruction by a native-speaker teacher.

3. Students' perception of non-native speaker teachers (NNST)

Even though students prefer to be taught by native speakers and see native speakers as significant and positive role models, the majority of students feel that a non-native English instructor may also possess the same level of competence and competency as a native speaker. Over half of the students feel that a non-native instructor may serve as a more effective example of a language learner. This corroborates Medgyes's (2006) assertion that non-native instructors are role models for successful learners since they would not be able to teach English if they had not successfully mastered the language. However, around 16.7% of students express uncertainty. This might be because students perceive non-native speaker teachers through the lens of their language proficiency, which is still believed to be inferior to that of a native speaker. Apart from serving as a role model for effective learning, the

non-native teacher's abilities and competence can serve as an inspiration for students to reach the same level of competence, if not more. Forty-nine % of students concur, and roughly 28.6% strongly certainly agree.

Another favorable perspective of non-native instructors is their capacity to anticipate students' learning issues. The majority of students (38.1%) believe that non-native teachers are better at anticipating their learning issues. Again, these statistics corroborate Medgyes's assertion concerning non-native instructors' assets, which was previously covered in the literature survey. However, many students continue to have reservations about non-native instructors' ability to teach learning strategies successfully. Although roughly 52.4% agree, the substantial number of doubtful responses (16.7%) demonstrates the students' reservations. When it comes to non-native instructors' empathy for students' learning difficulties, 40.5% of students believe that non-native teachers are highly empathetic. Empathy in this context refers to instructors' ability to comprehend students' issues and their attempt to provide solutions based on their prior experience as learners. Contrary to the student's statement in the open question, the "unsure" response is relatively high (26.2%). As a result, students may misunderstand this item.

Another advantage of having non-native teachers is that they understand students' habits and behaviors better than native speakers (item 20), with approximately 45% of students agreeing. Non-native teachers can grasp students' habits and behaviors since they come from the same cultural background as the students. Additionally, students have spent more time interacting with non-native teachers than they have with native speakers. Additionally, the majority of students (almost 36%) feel that the way non-native teachers educate and communicate is simpler to grasp (item 15). This is fair since non-native teachers speak the same native language as their students and thus have a comparable accent, which helps students become more comfortable with the way they speak.

These findings are similar with the positive things that have been observed regarding non-native teachers. [26] has stated that non-native teachers perform better in classroom teaching and management positions than native teachers, whereas native teachers have superior classroom communication skills and more favorable characteristics.

The ability of non-native teachers to communicate with students in their native tongue has been demonstrated as an advantage. For Item 23, 43% of students agree and 21% strongly agree that non-native teachers should utilize their mother tongue while teaching, particularly when clarifying complex words. The value of utilizing one's mother language was also noted by numerous students in their responses to the open questions since it can assist students in better comprehending the topic. The following table summarizes participants' perceptions of the non-native speaker teacher, as well as the mean and standard deviation for each characteristic.

Table 3. Students' Perceptions of NNST

No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	In my opinion, non-native teachers are better at teaching learning strategies.	5 (11.9%)	3 (7.1%)	7 (16.7%)	22 (52.4%)	5 (11.9%)	3.48	1.173
2	It is easier to understand how non-native teachers speak and teach.	4 (9.5%)	4 (9.5%)	13 (31%)	15 (35.7%)	6 (14.3%)	3.36	1.144
3	Non-native teachers are better at anticipating my learning difficulties.	4 (9.5%)	4 (9.5%)	11 (26.2%)	16 (38.1)	7 (16.7%)	3.43	1.172
4	Non-native teachers are more sympathetic to my learning difficulties than native speakers.	5 (11.9%)	1 (2.4%)	11 (26.2%)	17 (40.5%)	8 (19%)	3.55	1.194
5	Non-native teachers, in my opinion, can be better models of successful language learners.	4 (9.5%)	6 (14.3%)	7 (16.7%)	19 (45.2%)	6 (14.3%)	3.43	1.192
6	Non-native English teachers can have the same level of competence and proficiency as native speakers.	3 (7.1%)	2 (4.8%)	6 (14.3%)	21 (50%)	10 (23.8%)	3.79	1.094
7	Non-native teachers have a better understanding of my habits and behavior than native speakers.	3 (7.1%)	7 (16.7%)	6 (14.3%)	19 (45.2%)	7 (16.7%)	3.45	1.194
8	Non-native teachers' abilities and success motivate me to achieve the same level of competence, if not better than theirs.	4 (9.5%)	6 (14.3%)	2 (4.8%)	18 (42.9%)	12 (28.6%)	3.67	1.300
9	The ability of a non-native teacher to teach in my mother tongue is an advantage because it can make the teaching and learning process more successful.	4 (9.5%)	1 (2.4%)	10 (23.8%)	18 (42.9%)	9 (21.4)	3.64	1.144

As seen by the high mean (M = 3.79) and low standard deviation (SD = 1.094), the majority of students feel that non-native speaker teachers can be just as competent as native speaker teachers.

[26] Üstünlüoglu, Evrim. "University Students' Perceptions of Native and Non-native Teachers." Teachers and Teaching: Theory and Practice, February 15, 2007. https://doi.org/10.1080/13540600601106096.

4. Students' Expectations Toward NST and NNST

As indicated previously, the difficulty of students in comprehending native speakers can become a serious worry since native speakers may speak at a tempo that students perceive as too rapid. Thus, some students prefer that their native instructor will speak slowly. Additionally, 52.4% of students prefer their instructor to be a native speaker who understands their language, and 14.3% strongly agree. This is appropriate, as native speakers' explanations are not always comprehended by students, especially if they use unfamiliar terminology. Students expressed dissatisfaction when they did not comprehend the lessons and had to ask other peers who did.

Additionally, it is intriguing to see that students expect native speakers to conform or adapt to students who hold non-native instructors to a high standard of teaching competency and professionalism, rapport, assignment concerns, and discipline. Concerning teaching ability, students want their non-native instructor to be as competent as a native speaker and to apply cutting-edge teaching methods and strategies. Additionally, many students feel that non-native instructors should enhance their skills by furthering their studies in an English-speaking nation. This may be connected to the idea that learning from a native speaker is more efficient because they are a good model of pronunciation and expression, and individuals can gain maximum exposure to the language firsthand.

Students, on the other hand, do not expect non-native professors to acquire flawless competence. This is based on the response of unsure students (11.9%), who differ from those who agree (52.4%). The low mean and standard deviation of this item (M = 3.53 and SD = 1.061) indicate that students have a very consistent view of the ideal non-native instructor. Indeed, being a professional instructor does not necessarily imply

native-like skills. As [27] and [28] have shown other factors might contribute to non-native instructors' strengths. The following table summarizes the participants' replies on their expectations of native and non-native speaker teachers

Table 4. Students' expectations toward NST and NNST**No**

No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	It would be more beneficial if native speakers learned and understood my mother tongue and culture.	3 (7.1%)	4 (9.5%)	7 (16.7%)	22 (52.4%)	6 (14.3%)	3.60	1.061
2	Non-native teachers should pursue higher education in countries where English is the primary language to improve their skills.	7 (16.7%)	4 (9.5%)	7 (16.7%)	17 (40.5%)	7 (16.7%)	3.31	1.334
3	Teachers who have achieved native-like proficiency in English are ideal for non-native teachers.	5 (11.9%)	3 (7.1%)	5 (11.9%)	22 (52.4%)	7 (16.7%)	3.53	1.061

Source : *SD = Strongly Disagree D= Disagree U= Unsure A=Agree SA=Strongly Agree

According to the table above, students still have a favorable impression of non-native speaker teachers. With 45% agreeing and 45% strongly agreeing, students appreciate their non-native teacher as much as they esteem their native-speaker teacher. The reason for this conclusion might be due to the character of agriculture students at the Islamic University of Riau. They adhere to Islamic teachings, which demand that students respect their teachers regardless of their background or skill. Another positive indicator is that students are unconcerned about whether the teacher is a native or a non-native English speaker since they just want to learn English. The professionalism of the

[27] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th edition (White Plains, NY: Pearson Education ESL, 2006).

[28] Péter Medgyes, 'When the Teacher Is a Non-Native Speaker', *Teaching English as a Second or Foreign Language*, 2001, 429–42.

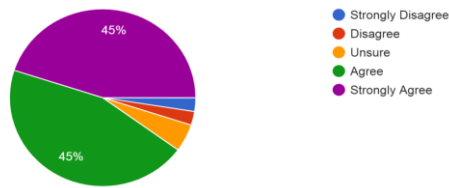teacher or speaker is more significant to them. As may be seen in the diagram below:

Figure 1. The Students' Experience of Learning English

Based on the pie chart above, we see a high percentage of agreement (about 40%) and strong agreement (nearly 57.5%), reflecting students' passion for learning English. This attitude is supported by the next finding below:
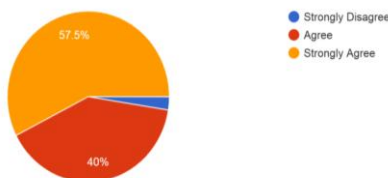

Figure 2. The Students' Perception of Native or Non-native Teachers

Based on the pie chart above, most of the students (57.5%) strongly agree that it does not matter whether teachers be native or non-native as long as they have high-level competency and professionalism, and 40% of students agree with this statement.

Discussion

A local teacher or non-native speaker is a teacher who is not a native speaker of a language, but who has learned the foreign language through a learning process; a non-native speaker is the opposite of a native speaker. A teacher who comes from the same country as the students usually adapt the material, syllabus, and teaching conditions to their needs. Even though the teacher may use a dialect in his daily life, in teaching he must use the national language to adjust the students' circumstances to create conducive learning conditions.

Students agree that non-native English speakers can teach learning strategies more effectively, that non-native teachers' speech and teaching styles are easier to understand, that non-native teachers are better at anticipating students' learning difficulties, that non-native teachers have more empathy for students' learning problems than native speakers, and that non-native teachers' speech and teaching styles are easier to understand than native speakers. Non-native English teachers can be better role models for students. They can have the same competence and proficiency as native English teachers and understand students' habits and behavior better than native speakers. The abilities and accomplishments of non-native teachers can inspire students to achieve at least equal, if not greater, levels of competence. It is advantageous for non-native teachers to be able to communicate in the same mother tongue as their students because it makes the teaching and learning process easier.

These findings contrast with those of Sutherland, who claims that native English speakers are better language instructors than non-native English speakers, both by those who have not critically studied the basic distinctions between understanding how to use and teach a language and by those who assume that non-native English speakers do not understand how to use and teach a language. Teachers who are not native English speakers may experience discouragement or prejudice throughout the hiring process.

Based on the students' opinions toward native English speaker teachers, students agree that having a native speaker is a must if they want to be successful in learning English. Learning English with a native speaker is more productive because native speakers have superior teaching methods and skills than non-native speakers and are more accessible. Native speakers are the finest teachers; students' interest in the English language has improved because of a native speaker's ability to talk in a native-like manner. Native Speaker Teachers are more at ease when teaching English. These statements are in line with the findings of several previous studies.

Students report that their English would not be as excellent without the support of a native speaker, that they feel comfortable when practicing English with a native speaker, and that their awareness and comprehension of Western society have increased after learning from a native speaker. However, they are apprehensive about practicing their English with native speakers because they are worried they would not be understood. Despite having studied with a native speaker, they are still unsure of their English skills.

This finding is contrasted with [29], which has shown that for native speakers to become good English instructors in EFL environments, EFL students believed that several extra traits were necessary. Because their native teachers were oblivious to students' language challenges, inconsistent with students' learning methods, and inexperienced with the local culture and educational system, some students were unsatisfied with their NES teachers' classroom performance. According to the findings, the majority of NES instructors possess attributes and skills that characterize the performance of an effective language teacher, but they must still overcome some hurdles before they can successfully teach EFL. As a result, students expect both native and non-native English teachers to study and comprehend their original language and culture. Non-native teachers should pursue further education in countries where English is the primary language to strengthen their abilities. Non-native teachers who have developed native-like fluency in English are preferable.

Through collaboration with embassies or other international organizations that sponsor language fellow programs or teacher exchange programs, higher education institutions or teacher preparatory colleges with an English department may require the continued presence of a native speaker as a guest lecturer. Native speakers will help faculty members (non-native instructors) not just to serve as role models in English and enhance students' interest and motivation, but they will also benefit students by sharing their teaching experiences.

Students' difficulty in comprehending native speakers and their uneasiness when confronted with the varied cultures offered by native speakers may be lessened if native-speaker instructors were given some form of orientation training before being assigned to teach at a certain institution. Cultural education and language teaching may be part of the orientation program. Non-native language teachers can also help native language educators. Students' expectations that native-speaker professors are aware of their cultural background and limited English competence might be satisfied in this way.

Meanwhile, despite these restrictions, students see non-native teachers favorably and feel that they offer the potential or qualities that native speakers lack. Among such potentials are their capacity to foresee students' issues, to understand students' habits and cultures, to switch from English to their native tongue, which can aid students in comprehending the learning content, and to inspire students with their abilities and accomplishments. Students expect non-native speaker teachers to enhance their competency and performance, as well as to have a stronger relationship with their students.

In light of this, non-native teachers have an uphill struggle to maintain their professional growth. This might be accomplished through graduate studies (in English-speaking nations, if feasible) and involvement in district, regency, national, regional, or even worldwide teacher training, short courses, conferences, seminars, workshops, or sharing programs. Through these engagements, non-native teachers would be able to enhance their language and teaching abilities, as well as stay current on the numerous challenges relating to English as a global language. Opportunities for professional growth would require assistance or sponsorship from a variety of

---

[29] Zhenhui Rao, 'Chinese Students' Perceptions of Native English-Speaking Teachers in EFL Teaching', *Journal of Multilingual and Multicultural Development*, 31.1 (2010), 55–68 <https://doi.org/10.1080/01434630903301941>.

sources, including the government, the institution where the teachers work, and third parties such as private foundations and organizations, both domestic and international.

Additionally, non-native teachers should enhance their competency and professionalism by expanding their ICT expertise. If teachers are technologically skilled, they may leverage advanced technology to access a wealth of knowledge and endless sources of teaching materials and strategies. Additionally, they may connect and communicate with English instructors from across the world, exchange ideas, learn from one another, and stay current on the newest trends in ELT. This way, learners would no longer believe that non-native teacher are inferior to native speakers.

A non-native teacher has several advantages, including (1) knowledge of potential difficulties and solutions, (2) clear evidence that learning a foreign language to an advanced level is not impossible, (3) knowledge of the specific problems faced by Indonesian students, (4) knowledge of the cultural background of Indonesian students, and (5) if they have lived in an English-speaking country, they may be aware of the similarities and differences between English and Indonesian students.

Besides the advantages, there are disadvantages, including (1) not mastering the natural feeling of a foreign language and how to use it in different contexts, (2) the lack of knowledge about the cultural background that influences the use of English, (3) English is influenced by local dialects (Indonesian), (4) less able to use English fluently and precisely as a model or example for students, and (5) making mistakes both in pronunciation or in translating everyday language.

On the other hand, a native-speaker teacher certainly has several advantages, including (1) mastering the foreign language taught and how to use them in different contexts, (2) knowing

cultural backgrounds that affect the use of the language, (3) being able to use it fluently and appropriately following standardization with basic activities in native-speaking countries as a model or example for students learning it a second language, (4) the English language is not influenced by the local language (Indonesian), and (5) native teachers increase the rating or popularity of institutions that use their services. Besides the advantages, there are disadvantages, including (1) not knowing the potential difficulties of students and their solutions, (2) not knowing the specific problems faced by students, (3) not knowing the cultural background of Indonesian students, (4) not suitable for beginner levels, (5) the possibility of foreign ideological doctrines brought by native speakers, (6) the language used is monotonous and boring for beginners, and (7) there are many difficulties for novice students in understanding the words taught by native speakers.

Overall, native speakers who teach English to students in Indonesia received a very good response for students. Students find it easy to understand and master English. They also get a different new experience when taught by an English Native Speaker. Thus, it can be concluded that students' perceptions towards the English teacher Native Speaker are positive. This is supported by[30], which show that since English teachers who are native speakers speak English better than non-native speakers, students will have more opportunities to communicate in English spontaneously in class. Therefore, native English teachers act as facilitators in the process of communication. The native speaker provides knowledge of Western culture to students and this is useful as a source of cultural information.

Regarding non-native speakers, the responses given by students can be categorized as positive. Non-native speakers also have good abilities in teaching English. From the responses given by students regarding the advantages and disadvantages of non-native teachers, it can be

---

[30] Valeria Arva and Péter Medgyes, 'Native and Nonnative Teachers in the Classroom', *System*, 28 (2000), 355–72 <https://doi.org/10.1016/S0346-251X(00)00017-8>.

concluded that students have a positive perception.

Non-native English teachers can be excellent teachers for students of English as a second language because they have gone through the process of acquiring an additional language. This allows them to better adapt their teaching methods to the linguistic and cultural needs of their students. This is why there are a lot of non-native teachers, who have developed a keen awareness of the differences between English and the student's mother tongue. This sensitivity gives them the ability to anticipate language problems. This gives them an advantage in teaching English.

Therefore, non-native and native speakers have their advantages and disadvantages when it comes to teaching English. But it is not an obstacle for students. From the research results obtained both groups make a good impression on students. Seeing the diverse roles of teachers is one of the determinants of the level of success of learning. A teacher must meet certain criteria to be called a professional and qualified teacher. In teaching and learning activities several aspects must be considered before practicing teaching. This is because teachers play a very important role in implementing the national education system and realizing national education goals. This sentiment is in line with [31], which noted that the type of teacher in the classroom has some effect on students' preferences and should be considered a factor when analyzing research related to native-speaking and non-native-speaking English teachers.

Conclusion

English teachers are often regarded as a critical factor in determining the success of students in studying a foreign language. Teaching ability is equally critical for native and non-native English speakers working as language instructors. Attitude and motivation are significant predictors of success in EFL learning. The basic difference between native and non-native speakers is that native speakers no longer need to learn the language, whereas non-native speakers will continue to learn the language throughout their lives. There should be no more distinction between native speakers and non-native instructors since the majority of students feel that it makes no difference whether teachers are native or non-native as long as they have a high level of competency and professionalism. Both have strengths and limitations, thus they should complement each other in their responsibilities to assist students in becoming effective English learners [32] has stated that whether teachers are native or non-native as long as they demonstrate a high level of competency and professionalism, there should be no further distinction between them. Both have strengths and shortcomings and hence should complement one another in their efforts to assist students in becoming successful English learners.

There are several suggestions related to the analysis of this research. Both native and non-native English speaker teachers can improve English language skills both verbally and non-verbally and can diligently and actively participate in teaching creative and dynamic English. We offer the following suggestions for institutions or schools: (1) facilitate English teachers in following creative and dynamic training on teaching English, (2) provide learning facilities and infrastructure to support the effective learning process, and (3) bring in technical facilitators and learning media for English teachers, whether native or non-native speakers.

---

[31] Samuel J. Grubbs, Vachira Jantarach, and Supamas Kettem, 'Studying English with Thai and Native-speaking Teachers', *Teachers and Teaching*, 16.5 (2010), 559–76 <https://doi.org/10.1080/13540602.2010.507966>.

[32]Murtiana, Rahmila, 'Student's Perceptions of Native Speaker and Non-Native Speaker Teachers: Implication for Teacher Education", in Proceedings the 5th International Seminar: Teacher Education in the Era of World Englishes, 2011, pp. 29–42

References

Books

Brown, H. Douglas, *Principles of Language Learning and Teaching*, 5th edition (White Plains, NY: Pearson Education ESL, 2006)

Journals

Alseweed, Mohammad, 'University Students' Perceptions of the Influence of Native and Non-Native Teachers', *English Language Teaching*, 5.12 (2012), p42 <https://doi.org/10.5539/elt.v5n12p42>

Arva, Valeria, and Péter Medgyes, 'Native and Nonnative Teachers in the Classroom', *System*, 28 (2000), 355–72 <https://doi.org/10.1016/S0346-251X(00)00017-8>

Astriyanti, Diah, Abdul Arif, and Desi Sri Astuti, 'Ersepsi Siswa Terhadap Guru Bahasa Inggris Native Speaker Atau Native Speaker Dan Guru Bahasa Inggris Bukan Native Speaker Atau Non-Native Speaker', *Jurnal Pendidikan Bahasa*, 4.1 (2015), 55–70 <https://doi.org/10.31571/bahasa.v4i1.39>

Dakhi, Saniago, and Tira Nur Fitria, 'The Principles and the Teaching of English Vocabulary: A Review', *Journal of English Teaching*, 5.1 (2019), 15–25 <https://doi.org/10.33541/jet.v5i1.956>

Duli, Nikolaus, *Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS* (Deepublish, 2019)

Fitria, Tira Nur, 'Lecturer's Pedagogic Competence: Teaching English in Online Learning During Pandemic Covid-19', *Journal of English Education*, 6.2 (2021), 100–108 <https://doi.org/10.31327/jee.v6i2.1569>

Grubbs, Samuel J., Vachira Jantarach, and Supamas Kettem, 'Studying English with Thai and Native-speaking Teachers', *Teachers and Teaching*, 16.5 (2010), 559–76 <https://doi.org/10.1080/13540602.2010.507966>

Hertel, Tammy Jandrey, and Gretchen Sunderman, 'Student Attitudes Toward Native and Non-Native Language Instructors', *Foreign Language Annals*, 42.3 (2009), 468–82 <https://doi.org/10.1111/j.1944-9720.2009.01031.x>

Kaur, Paramjit, and Arumugam Raman, 'Exploring Native Speaker and Non-Native Speaker Accents: The English as a Lingua Franca Perspective', *Procedia - Social and Behavioral Sciences*, The International Conference on Communication and Media 2014 (i-COME'14) - Communication, Empowerment and Governance: The 21st Century Enigma, 155 (2014), 253–59 <https://doi.org/10.1016/j.sbspro.2014.10.288>

Lasagabaster, David, and Juan Manuel Sierra, 'University Students' Perceptions of Native and Non-Native Speaker Teachers of English', *Language Awareness*, 11.2 (2002), 132–42 <https://doi.org/10.1080/09658410208667051>

Medgyes, Péter, 'Native or Non-Native: Who's Worth More?', *ELT Journal*, 46.4 (1992), 340–49 <https://doi.org/10.1093/elt/46.4.340>

———, 'When the Teacher Is a Non-Native Speaker', *Teaching English as a Second or Foreign Language*, 2001, 429–42

Mikhaleva, Lyubov V., and Jean-Claude Régnier, 'Parallel Study of Native and Target-Language Cultures in Foreign Language Teaching', *Procedia - Social and Behavioral Sciences*, THE XXV ANNUAL INTERNATIONAL ACADEMIC CONFERENCE, LANGUAGE AND CULTURE, 20-22 October 2014, 154 (2014), 118–21 <https://doi.org/10.1016/j.sbspro.2014.10.122>

Murtiana, Rahmila, 'Student's Perceptions of Native Speaker and Non-Native Speaker Teachers: Implication for Teacher Education", in *Proceedings the 5th International Seminar: Teacher Education in the Era of World Englishes*, 2011, pp. 29–42

Novianti, Alviaderi, '"Native Versus Non-Native English Speaking Teachers: An Insight Into Indonesian Students" Voices"', *Jurnal Pendidikan Bahasa Dan Sastra*, 18.1 (2018), 44–57 <https://doi.org/10.17509/bs_jpbsp.v18i1.12145>

Pae, Tae-Il, 'Effects of the Differences between Native and Non-Native English-Speaking

Teachers on Students' Attitudes and Motivation toward Learning English', *Asia Pacific Journal of Education*, 37.2 (2017), 163–78 <https://doi.org/10.1080/02188791.2016.1235012>

Qiu, Xuyan, and Chang Fang, 'Creating an Effective English-Medium Instruction (EMI) Classroom: Chinese Undergraduate Students' Perceptions of Native and Non-Native English-Speaking Content Teachers and Their Experiences', *International Journal of Bilingual Education and Bilingualism*, 2019 <https://www.tandfonline.com/doi/abs/10.1080/13670050.2019.1707769> [accessed 16 December 2022]

Rao, Zhenhui, 'Chinese Students' Perceptions of Native English-Speaking Teachers in EFL Teaching', *Journal of Multilingual and Multicultural Development*, 31.1 (2010), 55–68 <https://doi.org/10.1080/01434630903301941>

Şahin, İsmet, 'The Effect of Native Speaker Teachers of English on the Attitudes and Achievement of Learners', *Journal of Language and Linguistic Studies*, 1.1 (2005), 29–42

Schnitzer, Eve, 'English as an International Language: Implications for Interculturalists and Language Educators', *International Journal of Intercultural Relations*, 19.2 (1995), 227–36 <https://doi.org/10.1016/0147-1767(95)00006-W>

Sung, Chit Cheung Matthew, 'An Exploratory Study of Hong Kong Students' Perceptions of Native and Non-Native English-Speaking Teachers in ELT', *Asian Englishes*, 16.1 (2014), 32–46 <https://doi.org/10.1080/13488678.2014.880252>

Tosuncuoglu, İrfan, 'Non-Native & Native English Teachers', *Journal of History Culture and Art Research*, 6.6 (2017), 634–38 <https://doi.org/10.7596/taksad.v6i6.573>

Tsou, Shih-Yun, and Yingling Chen, 'Taiwanese University Students' Perceptions toward Native and Non-Native English-Speaking Teachers in EFL Contexts', *International Journal of Teaching and Learning in Higher Education*, 31.2 (2019), 176–83 <https://eric.ed.gov/?id=EJ1224432> [accessed 31 December 2022]

Üstünlüoglu, Evrim, 'University Students' Perceptions of Native and Non-native Teachers', *Teachers and Teaching: Theory and Practice*, 2007 <https://doi.org/10.1080/13540600601106096>

Walkinshaw, Ian, and Duongthi Hoang Oanh, 'Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan', *SAGE Open*, 4.2 (2014), 2158244014534451 <https://doi.org/10.1177/2158244014534451>

———, 'Native and Non-Native English Language Teachers: Student Perceptions in Vietnam and Japan', *SAGE Open*, 4.2 (2014), 2158244014534451 <https://doi.org/10.1177/2158244014534451>

Zakariah, Kh M., M. Askari Zakariah, and Vivi Afriani, *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research and Development (R&D)* (Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka, 2021) <http://repo.iainbatusangkar.ac.id/xmlui/handle/123456789/22510> [accessed 31 December 2022]

Zakariah, M. Askari, Vivi Afriani, and KH M. Zakariah, *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research and Development (R&D)* (Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka, 2020)