

CHAPTER I

INTRODUCTION

This chapter, the researcher discusses about background of the study that describes the reasons why the researcher desires to conduct this study. On the basis of the reasons, statement of research problems, objectives of the research, scope and limitation of the research are formulated. Definition of key term is given so that the readers are expected to have the same interpretation in understanding of the study and organization to close this chapter.

A. Background of the Study

English is one of the foreign language that takes important role in this globalization, it is spoken by many people in worldwide. English has increased in popularity globally, and the number of people learning English from an early age has increased exponentially. In non-English speaking country such as Indonesia, English has been taught since in elementary school until university level because English is considered as global language. A language genuinely global status when it develops a special role that is recognized in every country (Crystal, 2003).

Language is system communication of the people to express their opinion, idea, and their feeling. According to Larsen(2011) language is an instrument used for communication. There are many languages those are used by people in the entire of the world. In fact, English is the international language that is used by

many people in the world to communicate with others. English has become a world language. According to Canagrajah(2015) suggests that English is mostly used and learned out of its native setting; it is more commonly used in multinational contexts by multilingual speakers than in homogenous context by monolingual speaker.

In Indonesia, English is given a position as important subject from elementary school until university level. This situation makes many Indonesian students try hard to learn English from their early age. In consequence, many institution such as schools hire some native English teachers as the volunteer to teach English subject based on certain contract.

The reseacher found that one of the schools in Rejotangan Tulungagung which hires some native English teachers. The phenomenon obtained from preliminary study done by having an interview to some students in SMAN 1 Rejotangan Tulungagung. There are some secret ideas such as why the students prefer native teachers to non-native teachers to teach them in teaching English. Those opinion of the reseacher can be answered scientificly if the reseacher doing the research scientificly too.

In addition, that English has been dominated by native speaker in the inner circle countries. Despite the changing use of English and how it is taught, there us still a blief that the native speaker teacher is the best English teacher. Chomsky (1965) also thinks that the native speaker is the ideal model of language use. Although, language in contact always undergo change. Graddol (1997) said that there is a growing beliefs amongs language professsionals that the future will be

a bilingual one. The advantages of being taught by non-native speaker teacher are the fact that both teachers and students share the same culture, they better explain grammatical rules, serves as the model for successful language learners (Braine, 2010). So, it is possible that non-native speaker teacher will be considered the best English teacher.

Teaching and learning process of the teacher successfully in teaching English it seen on the students itself. How far their ability and their knowledge is better based on their preception. Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occururs during certain definable activities (Edmund Amidon:1977). In teaching learning process, the learner must respond about the teacher teach in the classroom. In teaching learning process that is stated by Harmer (2001 : 54) stated that students must be encouraged to respond to text and situation with their own thoughts and experience, rather than just by answering questions and doing abstract learning activities.

Native and non-native English teacher have to know how far the learner understand what they teach in the classroom. It makes the student enjoyed or bored in teaching and learning activities. However, to know the learners feel toward both of the native or non-native English teacher is preception. According to Hamacheck (1995 : 199) states that preception as how individual experience stimuli by the sensory receptors, from the world around them. What the experienced consciously is not always the same as what is experienced auditorily, visually, or tactically. People's preceptions is affected by the way in that they

view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamachek 1995 : 199). So, preception is important role, as data was collected from student tutors in order to determine how they perceived and experienced classroom and clinical evaluation of their teaching skills.

The reseacher found some studies and previously. Firstly, Febyantika (2014) the reseacher used a descriptive method, especially, survey method with a questionnaire as the instrument in collecting the data. The result of the research gives information for the English teachers to know the students's preceptions toward native English speaker and non-native English speaker in speaking especially in transactional speaking class. In her research also shows that students prefer native English speaker teacher to teach them in the speaking area, such as pronunciation. Students think that they prefer non native English speaker teachers to teach English grammar. Non-native English speaker teacher are also able to help the students overcome their difficulties in learning English. Moreover, non-native English speaker knew about the English language difficulties of their students because they had the same first language or mother tongue . it helps the teachers to teach English in an easier way.

The second, Murtiana (2015). This research applied quantitative approach with a survey design. A set of questionnaire was used as an instrument for her research to identify and measure the attitudes of the participants toward the give topic. The result of the research is they generally believe that having native speaker is important to help them successful in learning English. In addition, they

said native speaker is also able to increase students' motivation and make students become more interested in learning English.

The third, Rizkia Rike (2013). This reaseacrh used quantitative research to collect data. The result is students it can be learned that teachers use of Bahasa Indonesia brought positive preceptions toward students, students felt more comfortable, motivated and secured in expressing intent/ideas/experiences when teachers used Bahasa Indonesia in English class. Bahasa Indonesia that used by their teachers also isn't make them afraid of making a mistake in using English.

Reviewing Febyantika (2014), Murtiana (2015) and Rizkia Rike (2013), two of them conducted research on English department students. And Rizkia's studies conducted research on general students in junior high school. So, in this current study will investigate how students' perception toward native and non-native English speaker teacher in teaching English at SMAN 1 Rejotangan Tulungagung. The reason of the reseacher why the research should be in SMAN 1 Rejotangan Tulungagung, because in that school has a native speaker as the teacher of English subject.

B. Statement of the Research Problems

Based on the background of the study, the reseacher formulates of the problems into how is teaching English done by either native or non native English teacher. This question is then broken down into:

1. How is students' perception toward Native English teacher?
2. How is students' perception toward Non-Native English teacher?

C. Objectives of the Research Problems

This Research is aimed at :

1. To describing how is students' perception toward Native English teacher.
2. To describing how is students' perception toward Non-Native English teacher.

D. Scope and Limitationin

In conducting this research, the reseacher makes limitations. The reseacher focuses on students' perception toward native and non-native speaker teacher in teacher in teaching English in the slassroom. The reseacher will choose students some students in SMAN 1 Rejotangan Tulungagung in academic year 2018/2019.

E. Significance of the Research

This research give some useful information about students perception toward native and non-native English teacher in teaching English to the kinesthetic class in SMAN 1 Rejotangan Tulungagung year 2018/2019.

Hopefully, the result of this research is useful for the reseacher, the teacher native or non-native, the institution, and also for the students. The significance of the research are:

1. For the school, this research can give some informative data in focusing on the appropriate EFL teaching done by native English speaker teacher and non-native English speaker teacher.
2. For the English teacher, this research can give the teacher a way to teach the students about English as foreign language more better than before. The English teacher can learn many things especially from

native English speaker such as what is their strategy to teach English or how the native speaker treat the students and make the students more enthusiasm or enjoyed to learn English.

3. For future reseacher / other reseacher, this reseach can give some contribution to the other reseach can give the reseacher informations about the role, the benefits, and the impact of native or non-native speaker teacher in teaching English as foreign language to the students.

F. Definitions of the Key Term

To make study clearer to the readers and avoid confusion in understanding this study, the reacher would like explain several definitions of key terms as follow :

1. Perception is the thoughts, personal point of view, understanding, knowledge or valurs that influence behaviors (Edwards, 1989)
2. Native English speaker teacher are teachers who come from English speaking countries (America, United Kingdom, Canada, Australia, etc) and speak English as their L1 (Medgyes, 2001)
3. Non-native English teacher are teachers who come from non-English speaking countries, so English is a second of foreign language dor them. The work in a EFL environment and speak the same native language as his or her students (Medgyes, 2001)
4. Teaching English is guiding and facilitating to the learners to learn English as foregin language or their second language.