

CHAPTER I

INTRODUCTION

This chapter, the researcher discusses about background of the study that describes the reasons why the researcher intends to conduct this study. On the basis of the reasons, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research are formulated. Definition of key terms 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 era as it is spoken by many people 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 idea, opinion, 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 one of the international languages that is used by many people in the world to communicate with others. English has

become a world language. According to Canagarajah (2015) proposes 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 homogeneous context by monolingual speaker.

In Indonesia, the existence of native English speaker teacher (NEST) is good enough. English is given a place as important subject from elementary school until university level. This situation makes many Indonesian students try hard to learn English from their early age. Therefore many institution such as schools hires some native English teachers as the volunteer to teach English subject based on certain contract.

Commonly, certain institutions under Kemenag such as Islamic elementary school (MI), Islamic junior high school (MTsN), and Islamic senior high school (MA) rarely invite native English teachers. They are commonly hired by senior high school or university level but the researcher found that one of the schools in Wonodadi Blitar which hires some native English teachers. The phenomenon obtained from preliminary study done by having a bit interview to some students in MTsN Kunir Wonodadi Blitar, they are usually get more enjoyed and more enthusiastic when they are taught by native English teacher than non native English teachers. There are some hidden ideas such as why the students prefer native teachers to non native teachers to teach them in teaching English, how native English teacher can makes the students get more enjoyed and enthusiastic, and what the differences between native and non native English teacher in teaching English. Those opinion of the researcher can be answered scientifically if the researcher doing the research scientifically too. So, this is

interesting to be investigated. Here, native English teacher at MTsN Kunir Wonodadi as volunteer in Indonesia to teach English subject.

There are differences ability between native and non native English teacher in teaching English. Medgyes (1992) said that native English teacher are excellent in a spontaneous language use in various settings, therefore they are appropriate for teaching conversation, pronunciation and serve as the role model for students in these areas. However, the researcher think that the number of native teacher such as in Indonesia is only few they are hires in certain contract. According to Crystal (2012) estimated that the ratio of non- native speakers and native speakers of English has reached approximately four to one. In the field of English language teaching such as in Indonesia, the majority of English teachers are non-native English speaker. Approximately, eighty percent of English teacher in the world are non-native speaker of English (Canagarajah, 2005). It means there are more non native English teacher in the worlds than the native English teacher and the number of people worldwide learning english increases rapidly.

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 is still a belief 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. However, languages in contact always undergo change. Graddol (1997) said that there is a growing beliefs amongs language professionals that the future will be a bilingual one. The advatages of being taught by non native English speaker teacher are the fact that both teachers and students share the same culture, they better explain grammatical rules, serves as the 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 perception. Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities (Edmund Amidon:1977). In teaching learning process, the learner must be respons 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 leaning activities. Hence, to know the learners feel toward both of the native or non- native English teacher is perception. According to Hamachek (1995 : 199) states that perception 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 perceptions 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, perception is important role, as data was collected from student tutors in order to determinehow they perceived and experienced classrom and clinical evaluation

of their teaching skills.

The researcher found some studies and previously. Firstly, Febyantika (2014) the finding in her research shows that students prefer native English speaker teacher to teach them in the speaking area, such as pronunciation. Students also think that they prefer non native English speaker teachers to teach English grammar. Non-native English speaker teachers are also able to help the students overcome their difficulties in learning English. Second, Murtiana (2015:7) She said in her thesis that have proven the students had positive attitude toward both native speaker and non-native speaker teacher. However, the students also encountered some problems during the learning process with both native and non-native teacher. Thereby, she attempts to put forward several ideas related to teacher education and professional development, expecting that non-native teacher would be able to make the most of their potentials.

Based on the phenomenon obtained from preliminary study above, the researcher wants to investigate how student's perception toward native and non-native English speaker teacher in teaching English at MTsN Kunir, Wonodadi Blitar. The reason of the researcher why the research should be in MTsN Kunir, because in that school has a native speaker as the volunteer teacher of English subject.

B. Statement of the Research Problems

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

1. How is student's perception toward native and non-native English teacher in teaching English?

C. Objectives of the Research Problems

This Research is aimed at :

1. To describing how is student's perception toward native and non-native English teacher in teaching English.

D. Scope and Limitationin

in conducting this research, the researcher makes limitations. The researcher focuses on student's perception toward native and non-native speaker teacher in teaching English in the classroom. The researcher will choose students of the second grade in MTsN Kunir Wonodadi Blitar in academic year 2017/2018.

E. Significance of the Research

This research gives some useful information about students perception toward native and non-native English teacher in teaching English to the second grade students in MTsN Kunir Wonodadi year 2017- 2018.

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

1. For The Native/Non-Native Speaker Teacher, this research can give the teacher a way to teach the students about English as Foreign Language more better than before. And makes the students more anthusias and enjoyed to learn English. Then, the teacher can learn many things especially from native speaker such as what is their strategy to teach

English or how the native speaker teacher treat the students.

2. For the Students, this study can give the students many thing also. Such as, how to learn English well, how to makes their pronunciation well, and give them more knowledge about English as Foreign language and new experience to learn English done by native English speaker teacher as the best roles in English. It can be more motivatedin learning English skills with native speaker teacher as good oral teacher.
3. For the school, this study can give some informative data in focusing on the appropriate EFL teaching done by native english speaker teacher and non-native english speaker teacher.
4. For the Researcher/ Other Researcher, this research can give some contribution to the other researcher in conducting the further research of the similar topic. This research can give the researcher 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 Terms

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

1. Perception is our recognition and interpretation of sensory information or how we respond to the information.
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 for them. They work in an 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 foreign language or their second language.

