

**STUDENTS' PERCEPTIONS TOWARDS NATIVE-SPEAKERISM
IN ENGLISH AS A FOREIGN LANGUAGE CONTEXT**

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DECLARATION

I hereby declare that the paper entitled **“Students’ Perceptions towards Native-speakerism in English as a Foreign Language Context”** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

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Zaenul Fahri

PREFACE

Praise is due to The Almighty Allah for all His blessings so that the researcher is capable of completing this paper. It is entitled “**Students’ Perceptions towards Native-speakerism in English as a Foreign Language Context**” and submitted to the Faculty of Teacher Training and Education Sciences, Pakuan University, as a partial fulfilment of the requirements for *Sarjana Pendidikan* in English Language Education. The researcher recognises myriad shortcomings this paper bears; thus, constructive criticisms are always welcomed to facilitate further improvement. It is therefore of his pleasure to propose this paper as one considerable recommendation for future research.

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ABSTRACT

English as a Foreign Language (EFL) in Indonesia is yet orientated towards Native-speakerism (Silalahi, 2022). Following Wang and Fang (2020), it is characterised by the belief that first language (L1) users possess superior linguistic repertoire, and thus are ideal for teaching English language. To rephrase, this stigma perceives foreign language (LX) teachers as rather insufficient source of English, whereas the exigency of exposure to authentic English is addressed (Fang, 2018; Sarie, 2018; Alghazo & Zidan, 2019; Hutabarat, 2023). The present research was directed on the basis of the question: “What are students’ perceptions towards Native-speakerism in EFL context?” It utilised a qualitative approach, therefore enacted questionnaire as well as Focus Group Discussion (FGD) for the data collection technique. This research involved 11th grade students of SMAS Madania Bogor, considering that they have attended English classes taught by L1 teacher over the years. The results indicate that Native-speakerism is still prevalent, whereas their overall preferences suggest otherwise in view of perceived issues with the experience of learning English with both teachers regardless of their assigned speakerhood. Accordingly, it is expected that the present research could optimise the contribution of both teachers to assisting with students’ linguistic proficiency.

Keywords: Students’ perceptions, Native-speakerism, EFL context

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CHAPTER I

INTRODUCTION

A. Background of the Study

English learners often perceive ‘native’ English-speaking teacher as the ideal language model. Accordingly, a preference for one over the ‘non-native’ counterpart has been expressed for over the long term (Kiczkowiak, 2018). Regardless of English as a Lingua Franca (hereinafter ELF) which advocates for World Englishes (WE) as opposed to Native-speakerism, English learners as studied in the preceding research in Indonesia maintained an adherence to the pervasive bias that favours ‘native’ teacher as their main pick from whom they wish to learn more in English classes.

Following Rondonuwu et al. (2022), ‘native’ accents, particularly General American and British Received Pronunciation were perceived as real, correct English and in that they opted for imitating the way ‘native’ teacher speaks. In terms of speaking fluency, ‘native’ teacher was deemed necessary to fulfil the exigency of exposure to accurate pronunciation in a natural way. Not only that, idiomatic English as well as spontaneous discourse could also contribute to the enhancement of oral skills (Wulandari et al., 2021). Other than labelling ‘native’ teacher a ‘walking dictionary’, Alghazo and Zidan (2019) highlighted their teaching styles and approaches for being holistic in a way rather than detail-oriented. Learners commented on the idea that ‘native’ teacher focused on their speech as a whole and

not on single words or sounds as ‘non-native’ teacher did. As proposed by Silalahi (2019), ‘native’ teacher possessed the access related to social and cultural context of English from which learners were well provided with elaborate cases in terms of actual conditions concerning the usage of English outside the classroom. Furthermore, monolingual classrooms were believed to provide better input for foreign language learners in particular (Sarief, 2018); all of which are a testament to the phenomenon of Native-speakerism in the context of education in Indonesia.

Native-speakerism centres upon a conventional belief that appoints first language (L1) users the only reliable model for foreign language (LX) learners. In the same fashion, it is conjectured that the proper benchmark for measuring learners’ achievement of LX acquisition is none other than by L1 standard. This implies that the occurrence of Native-speakerism appears to be entrenched in the framework of English Language Teaching (ELT) and correspondingly, following Lowe and Pinner (2016, cited in Rondonuwu et al., 2022), impacts upon learners and educators. Within this frame of reference, it has further contributed to a discriminative hierarchy between the centre and the periphery, with English as a Foreign Language (EFL) as the alienated variety. According to Anas et al. (2022), this fortifies a perpetual inequality where L1 superiority in ELT overshadows LX.

The construction of ELT is intermeddled with what was theorised by Holliday in 2005 (quoted in Lee & Du, 2021) as Native-speakerism, yet approximately eight out of ten English language teachers are comprised of

LX users. Regarding such prominence, the language has become a common mandatory element of educational policy. As reported in The University of Winnipeg (n.d.), English subject is taught in state schools of specifically 142 countries. Indonesia is no exception.

In Indonesian context which serves finite staging of English in view of sociocultural factors that posit EFL rather than ELF, the practice of ELT is substantially influenced by Native-speakerism as well. To cite Silalahi (2019, 2022), ELT in Indonesia idealises traditional native English that orientates between British and American, which in particular indicates a linguistic imperialism. It is arguable that both governmental and institutional policies adhere to such custom to exhibit preference for English spoken by L1 users whilst expressing criticism towards LX variants, as is a monolingual belief. Inauspiciously, the enactment foments an ELT ecology that is inequitable; therefore, the ideology of Native-speakerism resonates an apparent manifestation of neo-racist and chauvinistic nature (Jenks & Lee, 2019; Liu, 2021).

In the light of Native-speakerism, L1 users are regarded as the appropriate standard for LX learners to impersonate not only in terms of the language itself but also of cultures and norms. In congruence with this phenomenon, the researcher addresses concerning the occurrence of Native-speakerism in EFL context and intends to dissect the voices and views from students regarding how it intervenes in the process of English learning. Whilst university level students were involved in the preceding research,

the present research traverses this matter through the lens of senior secondary level students.

B. Aim of the Research

This research principally explores the occurrence of Native-speakerism in ELT settings. In consideration of that, the researcher defines one aim to attain. It is to inquire into students' perceptions towards Native-speakerism in EFL context.

C. Research Question

So as to attain the aforementioned aim, the researcher intends to delve into students' perceptions towards Native-speakerism that might have been encountered during the process of their English learning. Upon doing so, he also formulates one question to answer. This research is enacted on the basis of the following question: "What are students' perceptions towards Native-speakerism in EFL context?"

D. Research Focus

Over the length and breadth of this research, the researcher is in a position to study regarding how students perceive Native-speakerism. However, considering the limitation that it is scarcely feasible for him to have it endowed with an extensive coverage, he posits a number of boundaries. The researcher determines to involve senior secondary level students in Bogor. One criterion for them to comply with so as to partake in this research is that they attend school wherein English subject is taught by L1 teacher. Moreover, perception as manifested in the present research emphasises on

the parameters of cognitive, affective and conative aspect. The respective facets cover how students think of, feel about, and behave towards Native-speakerism.

E. Operational Definition

In accordance with the preceding focuses, this research is conducted on the principle of three variables. Henceforth, the present research features the following frequent terms: EFL, Native-speakerism, and perception. To elude any misconceptions, the researcher correspondingly provides operational definitions for the respective variables as follows.

1. English as a Foreign Language

EFL signifies the study of English undertaken by learners of the Expanding Circle countries origin as from the Three Concentric Circles of English model theorised by Kachru (1985), as quoted in a journal by Buriro (2023), wherein it is neither dominantly nor predominantly spoken.

2. Native-speakerism

Holliday in 2005 (recited from Hutabarat, 2023) identified Native-speakerism as an ideology that is characterised by the stigmatisation of LX users as being inferior to L1 in terms of linguistic repertoire to an extent that the most appropriate learning model for LX is to faithfully replicate L1 quality.

3. Perception

Perception, as defined by Hidayat et al. (2023), is a natural mechanism of human in the act of perceiving a stimulus from the surrounding environment through sensory receptors, becoming conscious of it, and promptly responding towards it.

F. Research Significance

Concerning the practical significance, this research is expected to be beneficial for students, EFL teachers, and English Language Education colleagues. The research provides an overview of Native-speakerism with an acknowledgement of previous researchers' attempts to challenge this critical issue by validating WE, which might cater for students a boost in self-esteem in learning English. It might also encourage them to legitimatise themselves as level as L1 users. Aside from that, voices and views from the partaking students might propose a valuable source of information for teachers to engage in the development of EFL in Indonesia.

In addition to that, this research theoretically confers a corroboration on the preceding research that have collectively reached an agreement on the endeavour to disinvent Native-speakerism. It is by means of establishing EFL that welcomes and preserves the sustainability of cultural and linguistic diversity of localised variants of English. Thus, the research findings might also potentially become one considerable reference that assists colleagues with their paper or future research on this area.

CHAPTER II

THEORETICAL FOUNDATION

A. English as a Foreign Language

Presently, English functions as a lingua franca; thus, the amplifying emphasis on the practice of this language in various disciplines leads to a significant increase in the number of English speakers. Affirmed by Fang (2018), ELF has nurtured a paradigm shift that highlights the aspects of reciprocal understanding, negotiation, and accommodation skills in communication, which upholds the legitimization of WE. Although this constructive ideal befits the prerequisites to resist the ideology of Native-speakerism, the dichotomy between ‘native’ and ‘non-native’ categorisation of English speakers yet reigns supreme.

Addressed in a journal by Liu (2021), such dichotomous view of Self versus Others appears rather of a colonialist construct. Heterogeneous world under the essentialist perception is segregated into a binary division between modern Self and primitive Other, entailing a moral mission of civilising the Other. Adapting from Kachru’s Concentric Circle model (see figure 2.1, adopted from Kamasak & Ozbilgin, 2021), this analogy suggests that ELT is ideal if and only if it integrates ‘native’-oriented pedagogies and that the best model for English learners, for instance, of Indonesian origin to learn from is by the ‘native’ standard.

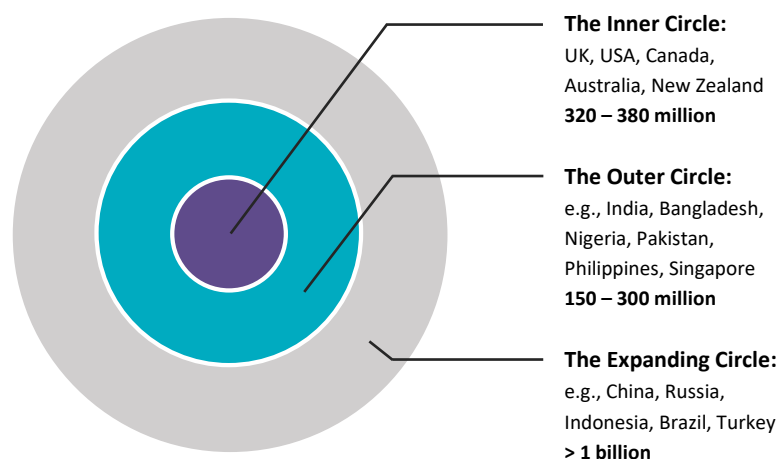


Figure 2.1

Kachru's Concentric Circles model

Al-Mutairi (2020) imparted on how Kachru in 1985 pioneered novel approaches to comprehending the diffusion of English by means of the Concentric Circles model. More precisely, it delineates the spread and expansion of English language appertaining to aspects such as relocation diffusion, acquisition pattern, and functionality. Corresponding to Colmenero and Lasagabaster's (2020) clarification, the seminal model classifies countries into three categories, namely the Inner Circle, Outer Circle, and Expanding Circle.

Inner Circle primarily denotes the traditional bases of English language, including the United Kingdom as well as United States, wherein it enacts as a native language that is primarily utilised as a discourse marker in daily conversation. On the contrary, the Outer Circle or also referred to as the Extending Circle signifies the British Empire former colonies from

which has exerted influence on the settlement and integration of English as a second language administered by the government officials. Last in order, the Expanding Circle represents countries that recognise English and its importance in post-modern era of global communication. Inasmuch as it functions as a foreign language, “education systems thereby implement EFL curriculum into the practice of ELT” (Al-Mutairi, 2020; Colmenero & Lasagabaster, 2020; Hasibuan, 2020).

The fundamental demeanour of Kachru’s model was, to quote Burro (2023), “to accept the New Englishes as an extension of the identification and codification of localised English varieties”. This is evidenced in the existence of various accents of English, such as Chinglish, Konglish, and Singlish. English learners originating from the Outer-Expanding circle, or as Si (2019) labelled them as passive speakers, hardly communicate in English on regular occasions, hence, unnaturally. It is worth emphasising that this emerges from their irrelative environments, which to put differently, is reasonable for them to merely learn and not acquire English.

B. Native-speakerism

1. Definition of Native-speakerism

Native-speakerism was first introduced to the linguistics field by Holliday in 2005 (cited in Liu, 2021). The notion is derived from the term ‘native speaker’, which represents one who initially acquired a particular language in their natural establishment (Elkut, 2021). Kiczowski in 2018 testified that the process of native language

acquisition occurs with ease at early age in view of daily exposure to it as being utilised in oral discourses within their surroundings. Fortified with the Chomskyan ‘homogeneous speech community’ scheme, he justified ‘native speaker’-labelled individual as “possessing a flawless linguistic repertoire that serves distinct intuition in practical usage of the language”. Following Lowe and Lawrence (2018), the status of ‘native speaker’ is therefore regarded as a social construct that is applied with reference to political, social, and cultural nexus, especially determined on the principle of factors such as nationality as well as ethnicity.

The conceptualisation of Native-speakerism is accustomed to monolingualism. This belief, as explored by Krulatz et al. (2018, as cited in Tavares, 2022), engages on the premise that language is associated with one particular community within a geographic area. In that regard, the quality of being “pure and free of contamination from interlinguistic contact” that a language possesses added credence to the conviction that ‘native speaker’ is deemed to be the ideal model for language learning. Aside from having appointed the best representative speaker of the language, such presumption that ‘native speaker’ is quintessentially superior in language proficiency over ‘non-native speaker’ has been broadly debated in the field of ELT. With frequent attribution of the Kachruvian Concentric Circles model, the phenomenon advances the catalyst for an extensive usage of ‘us’ and ‘them’ dichotomy

between English users that originate from the Inner Circle and Outer-Expanding Circle (Trzeciakowska, 2020; Huttayavilaiphan, 2021).

From the aforestated narratives, it is reasonable to infer that Native-speakerism originates from the nativeness dichotomy that was conceptualised to distinguish between what is authentic and what is not. As opposed to the ELF paradigm that supports distinctive varieties of WE, such ideology upon which retains an inextricable linkage to the geographically-concentrated Inner Circle English varieties emanates inequality. Notwithstanding being fraught with ethnic and racial issues, this constructs a binary division between ‘native speaker’ and ‘non-native speaker’ with an illusory aim of urging the latter to learn English solely by the native standard.

2. Native-speakerism in EFL Context

The long-running dispute over appropriate approaches to ELT has arisen as a consequence of the juxtaposed nativeness. In conformity to the belief upon which the ideology of Native-speakerism centres, Silalahi (2019) addressed that English language learning is expected “to be conducted only within the native context”. As argued by Wang and Fang in 2020, those attributed to the label are deemed to hold the most capability of representing Western norms and cultures, thereby qualified for ELT profession.

The statement that ‘native speaker’ exemplifies cultural values alongside normative language solidifies the dominance of inborn

English speakers within the Inner Circle cluster (Schreiber, 2019). On account of this, Hwang and Yim (2019) reported that the hegemony of English encouraged the governments of Korea, Japan, Taiwan, and Hong Kong to enact “ELT policies of native teacher employment”. This is anticipated to accommodate efficient English language learning and, by extension, the advancement of English education in the respective countries. Corroborated in a journal by Jang et al. (2022), expectations of exposure to the authentic Standard English (SE) that is presumed to be the sole property of ‘native teacher’ ensue in favour of acquiring near-native fluency that the contemporary East Asian society envisage, likewise in Indonesia (Fang, 2018; Sarie, 2018; Alghazo & Zidan, 2019; Hutabarat, 2023).

On the basis of the EFL status in the Expanding Circle context, the idealised SE is viewed particularly as the main aim, regardless of the actual condition outside the classroom. This corresponds with Colmenero and Lasagabaster’s (2020) disclosure of misalignment between instructions and learners’ surrounding environment, which has been perceived as “the key impediment to changes to move beyond Native-speakerism”. Accordingly, it is not reasonable to preserve the perennial nomenclature of ‘native speaker’ (henceforth L1 user, as an effort to attenuate the fallacy) and ‘non-native speaker’ (LX user). To the same extent as the discriminatory binary that, following Lowe and Lawrence’s (2018) rationale, poses not only racial privileges but

also oppressions to each assigned speakerhood, it is contended by Rudolph and Rudolph in 2018 that both L1 and LX users possess idiosyncratic merits and demerits. Having integrated Shulman's theoretical framework (1987, recited from Myhill et al., 2023) with Dwisari's (2023), the discourse upon this are presented in relation to the references of content knowledge, pedagogical competence, and academic qualification.

a. Content Knowledge

Nourn's (2023) delineation of content knowledge is each and every concept, principle, and theory germane to a certain subject matter or area of study that is housed under the umbrella of knowledge structure. Also referred to as an in-depth knowledge, ELT-related content provisions coverage to branches of linguistics; for example, grammatical and syntactical structures, morphology, phonetics and phonology, pragmatics and semantics, psychosociolinguistics, stylistics and discourse analysis, as well as applied linguistics (Banegas, 2020, as cited in Radia & Idri, 2021). To rephrase, language content acts as a background knowledge, which consequently affects one's comprehensive ability.

What constitutes axiomatic supremacy of L1 users in ELT as a pivotal factor in comparison with their LX counterparts is fluency. As regards, Davies in 2013, quoted in Kiczkowiak (2018) inscribed that C2 Proficiency level of the Common European Framework of

Reference or frequently more recognisable in its abbreviated form CEFR is in which they are presumed to speak English. Moreover, he unravelled five characteristics that illustrate L1 users. Amidst the innate qualities are as follows.

- (1) early childhood acquisition,
- (2) intuitions regarding conventional and idiolectal grammar,
- (3) discourse and pragmatic control,
- (4) creative communication range, as well as
- (5) translanguaging.

In spite of what preceded, fallibility such as lenient errors in syntax and grammar might yet ironically be traced, for being born as a L1 user does not always entitle one to full comprehension of their mother tongue (Kiczkowiak, 2018). They, to whom Jenks and Lee (2019) imputed privilege as inborn English speaker on the arbitrary basis of linguistic birthright, excel in the practical horizon more than theoretical. Holliday (2018), in Holliday (2021) averred that this is on account of having been exposed and accustomed to the language as children from interactions with the immediate vicinity wherein it is majorly spoken by their households, playmates, schoolmates, and the local communities as well. In this sense, it is logical for L1 users, pursuant to Ramadani and Muslim (2021), to advocate “functional effectiveness specifically for everyday communication”, which is considered more requisite than

formal correctness.

In contradiction, Nunan in 2015 (quoted in Alghazo & Zidan, 2019) annotated on “the incompleteness of fluency in the absence of accuracy”. This was echoed by Krstinić (2020), who proposed that both are inseparable, complementary to one another as essential aspects to present for a successful discourse. Furthermore, she defined fluency as one’s ability to communicate with poise, certitude, no hesitation and unnecessary pauses, whereas accuracy is of which with precision, exactitude, as well as free of improper vocabulary, mispronunciations, and grammatical errors.

The contention that nativeness quality is generally accepted as the main descriptor of proper language learning does not preclude the possibility of L1 users, in this case as the most eligible example, neglecting grammatical rules. Take African American Vernacular English of the New York for instance (Schreiber, 2019); amongst the features of the way that the community therein speaks English is the usage of ‘*We was...*’ sentence structure. As English is deliberately utilised beyond the standard spectrum, this attests to the coexistence of localised variants even in the fragments of the Inner Circle itself. Whilst from the side of L1 users the language has been through evolutionary dynamics from one generation to another, Harsanti and Manara (2021) affirmed that “the sole concern of LX users is to ensure the aspect of accuracy be present in their English.

It is by dint of deliverance in appropriate, textbook-bound grammar, often with formal registers and printed vocabulary”.

Albeit the impression of inferiority from which came under severe censure specifically for bearing linguistic deficiency as compared to L1 users, LX users are pronounced more than capable of teaching in grammar class (Kirana & Methitham, 2022). Accordant with Alghazo and Zidan’s (2019) argument, the reason is that both LX teacher and students share the same mother tongue and are able to communicate in it, which is of assistance to those with low proficiency and allows of better comprehension regarding the materials being learnt, hence bilingualism practice. The statement that entails this was by Mahboob (2010, in Mahboob, 2018) who exclusively assigned LX users to multilingualism, multiculturalism, and multinationalism. On this behalf, Kiczkowiak (2018) promulgated a benevolent lens to view English speakers originating from the Expanding Circle as one who as follows.

- (1) speaks their mother tongue and English (as a bilingual),
or along with other languages (as a multilingual),
- (2) has learnt English to a particular level of proficiency,
- (3) is able to be a reliable assessor of grammaticality, and
- (4) is an example of a successful language learner.

Despite also designated as a reliable English language model, the major issue where they face the most struggle is within the area

of oral skills. As Kaur's (2014, as cited in Veliz & Veliz-Campos, 2021) findings indicate, negative perspectives towards LX-accented speech of Asian-English variants in particular were associated with derogatory depictions such as "being flat, robot-like, tongue-twisted, and confusing". This occurred owing to the distinct patterns of pronunciation between English and other languages, which aligns with Hasibuan's study (2020) as encompassed the unavailability of certain consonant sounds (e.g., /θ/, /ð/, /f/, /tʃ/, and non-rhotic /r/), the proclivity to prolong short vowels (e.g., 'hit' becomes 'heat') and to pronounce silent letters (e.g., 'bomb', 'queue', 'salmon', etc.), as well as the issue concerning isochrony.

Isochrony delineates a suprasegmental aspect in phonology or also referred to as a prosodic feature regarding the hypothetical rhythmic organisation of time classified into two: stress-timed and syllable-timed. First, stress-timed languages exhibit complexity of syllable structure that supports reduction of unstressed syllables and distinctions in vowel length, including Dutch, English, and German. Meanwhile, syllable-timed languages often own an intermediate syllable structure that is enunciated in equal length of time between one another, which includes Chinese, French, as well as Indonesian (Aubanel & Schwartz, 2020; Algethami & Hellmuth, 2023). Concurrently, the third class was brought to the scientific spotlight through recent studies conducted in 2023 by Colantoni and Mennen,

Özer et al., and Rude et al. Namely mora-timed, the list includes Hawaiian, Japanese, as well as Tamil; these languages allow simple syllable structure, mainly with one consonant and vowel sound each. To illustrate, compare the Japanese word *ko* (CV, with C signifying consonant sound and V for vowel) with the English monosyllabic word *squirrelled* (CCVVCCVCCVC). Hasibuan (2020) maintained that stress pattern errors are attributable to such distinction of which deliberately has LX learners succumb to the distress of mistaking stressed syllables for unstressed ones and vice versa.

In view of this, Situmorang et al. (2023) disseminated their findings in terms of the natural rhythm and flow of speech in English as yet another crucial challenge that Indonesians, in specific both as learners and educators, ought to overcome. Besides having to have a firm grasp on accurate pronunciation, it is Wang and Fang who have sought through their empirical analysis in 2020 to explicate the appropriate usage of vocabulary as fundamental perforce for effective communication. A solid command of English is thus required in order to well deliver an intended message with free of improper diction. As Shiddiq et al. (2023) elucidated, however, the unpalatable truth is that it is frequent for LX users to experience difficulty in determining the right word choice amongst homologous near-synonyms that are characterised with elusive impalpable distinctions, therefore not interchangeable (e.g., ‘blank’,

‘empty’, and ‘vacant’ as in Lertcharoenwanich, 2023). This is considerably due to their minor portion of English lexicon, which poses an execrable impact on the speech intelligibility equivalent to the fossilisation of mispronunciation (Hasibuan, 2020; Rumman & Rababah, 2023). All of which accrue from the vicious cycle of inadequate resources within the EFL context, which Davies (2003) and McNeill (2005), recited from Alghazo and Zidan in 2019 argued as taking account of “the lack of insider knowledge in relation to English language akin to L1 users as well as intuitions to properly produce formulaic and idiomatic utterances”.

To conclude, each L1 and LX English user bears distinct virtues as well as shortcomings. In this perspective, such inherent superiority of one group over another should have not pre-existed. In order to establish an inclusive learning environment that supports students of varying achievement levels, it is essential to emphasise on acknowledging and leveraging the distinct characteristics of both. By so doing, this approach could lead to encouraging an effective language learning, which is entailed by pedagogical competence as elaborated in the succeeding passage.

b. Pedagogical Competence

Despite the significance of content knowledge, Shulman (as quoted in Myhill et al., 2023) emphasised a complete ensemble of subject matter expertise as well as pedagogic competence as equally

requisite in the knowledge base for teaching. Pedagogy, consistent with Cichosz (2021), is defined as “a set of knowledge and skills in the practice of upbringing or educating younglings”. The term itself bears the etymological provenance of Greek, which is derived from *paidos* (means ‘child’, ‘descendant’, or ‘offspring’) and *agagos* (‘leader’). Considerably, the coinage *paidagogos* is rendered into English as ‘childrearing’ or ‘parenting’.

From historical perspective, as addressed by Alimjanova and Toshpulatovich in 2023, the earliest form of pedagogic precepts was folk pedagogy. It is believed to emerge during the initial phase of a civilisation. Diffused in the form of, for instance, folklores, myths and legends, lullabies, and proverbs, it has had influence on defining sociocultural norms as the unwritten rules of behaviour for one to instil in order to be morally and ethically appropriate whilst socialising. Additionally, pedagogy serves as the art of education, the science of transmitting cumulative deposit of knowledge and experience to the succeeding generation with the main intention of having them poised for the future. In formal education context, Jumanovich and Eshboevna (2019, cited in Muniandy & Abdullah, 2023) further elaborated upon this act as intending to accommodate one with assistance in their learning process that “not only develops manual and mental skills but also forges growth in emotional areas”.

Appertaining to the foregoing, pedagogy is closely associated with the practice of educating one throughout their formative years. Ascribable to the integral role of teacher in this multifaceted process, they contribute to the formation of student as a person by means of situating classroom activity that incorporates the learning domains of Bloom's taxonomy, which consists of affective, cognitive, and behavioural element (Alimdjanova & Toshpulatovich, 2023; Muniandy & Abdullah, 2023). Following Myhill et al. (2023), this is achievable solely under the condition that both content knowledge as well as pedagogical competence are present as what Shulman theorised in 1986 as pedagogical content knowledge (PCK). The complementary amalgam stipulates that as a specialist in a particular area of study, it is obligatory for teacher "to provision input of knowledge and skills that is discernible for each student of diverse achievement levels so as to facilitate effective, high-impact learning". Differently put, teacher is to establish a linkage between learning with real life and through this construct to assist students with recognising the relevancy of what they have learnt as applied in various circumstances. Taking account of the function of English as a medium for communication in both intranational and international context, the preceding research (e.g., Fang, 2018; Sarie, 2018; Harsanti & Manara, 2021; Kirana & Methitham, 2022) therefore evinced the contention that ELT practice in EFL context

shall embrace local customs and beliefs, ethical values, as well as social norms besides those of Western.

This is by reason that, as avowed by Wang and Fang (2020), the ideology of Native-speakerism is frequently confronted due to the major representation of Anglophone culture in ELT curricula and course contents. Although it aims to equip students with cross-cultural insights from which they would benefit to avert crisis, especially in terms of barriers and discrepancies in communication (Harsanti & Manara, 2021), in response, the question as to why as well as other issues such as the state of bewilderment or incomprehension might arise. As Sarie stated in 2018, teaching regarding the custom April Fools' Day, for example, given that LX students neither have access to the celebration nor the experience of participating in it with their surroundings, could "cause confusion imputable to unfamiliar linguistics and social practices". Hereupon, Shulman's framework of PCK countered as a stricture against the Native-speakerism purport that ELT is most ideal to be conducted within the Inner Circle teaching methodology (Liu & Li, 2019).

According to the common belief that "L1 teacher provides innovative pedagogy", they are capable of accommodating students with better learning. Further to the reverence for being the fount of correctness, their positionality relative to ELT practice is amplified (Alghazo & Zidan, 2019; Schreiber, 2019; Rondonuwu et al., 2022).

Choi (2016), cited in Jang et al. (2022) disclosed that through the implementation of Communicative Language Teaching (CLT) approach and its upgrade Task-Based Language Teaching (TBLT), L1 pedagogy places focus on near-L1 levels of fluency. Both set oral communicative competence as the objective of language learning, which is inherited in, to name an example, the English Programme in South Korea (EPIK). Bearing in mind the notion that fluency, cultural affinity, as well as sociolinguistic competence, and to recite Braine (2010, as quoted in Wang & Fang, 2020), even such putative birthright of linguistic authority per se is attributed to L1 teacher, all of which is the underlying cause upon why their LX counterparts are frowned.

To elaborate on the aforementioned issue, an article by Liu (2021) explicated the fallacy of favouring L1 teaching approaches. Both CLT and TBLT in particular, despite being proclaimed to articulate an advanced and modern educational culture considering the student-centred and communication-oriented feature, signified “marginalisation directed towards the Outer-Expanding Circle languages and cultures”. He further deliberated on the case against the adoption of CLT and TBLT in global ELT, particularly those within the Asia-Pacific sphere, which, in essence, elevates Western knowledge systems whilst concurrently relegates those of locals. Nevertheless, the two approaches might not necessarily thrive on

certain countries (e.g., Thailand, cited in Huttayavilaiphan, 2021) in that more emphasis on oral activities is taken. Moreover, both eventuate a shift of focus from teacher-directed instruction to that of students. This does not appear to fit with the local culture in which teacher serves as the provider by presenting course contents, whereas students as the receiver attend to the teacher.

Delving into the Native-speakerism fallacy in ELT practice, racial discrimination comes as a complete revelation by reason that it affects not only LX teachers but also fragments of L1 as well. This is attributable to the predilection for the upper-middle class of Caucasian origin (Fang, 2018; Rudolph & Rudolph, 2018; Hwang & Yim, 2019; Rondonuwu et al., 2022). On the basis of Medgyes (2001, quoted in Alghazo & Zidan, 2019), this thus results in the act of recruiting expatriates at local schools, including ‘backpackers’ despite with neither teaching experiences nor qualifications. Lee and Du (2021) propounded that such hierarchy poses detrimental impacts as it fuels speculations and generalisations over the quality of both the Inner Circle and Outer-Expanding Circle teachers. Quoting Meidita (2019), recited from Wulandari et al. (2021), their representation is depicted as follows.

No	L1 Teacher	LX Teacher
1	Attitude: broad-minded, open to argument, lenient	humourous, sympathetic, punisher
2	Teaching performance: innovative	monotonous
3	Feeling: unique, confusing	understanding, favouritism

Figure 2.2

Conjectures regarding L1 and LX teacher

As shown above, L1 teacher employs innovatory approach whilst simultaneously deploys their creative communication range, which hinges upon Hutabarat (2023), in a way to engage students in an interactive classroom. Despite this, their teaching performance, especially in terms of classroom management might be considered inadequate due to foreign, therefore mismatched linguistic nuances and cultural references. Pertaining to Tatar's findings in 2019, a novice L1 teacher in Outer-Expanding country was inclined to encounter issues, for instance, in tailoring class instructions according to students' English proficiency level (Fang, 2018).

By contrast, shared cultural backgrounds between students and LX teacher induce a mutual connection which allows of more attuning to students' learning preferences, needs, and challenges. Wulandari et al. (2021) articulated that students are accommodated with an optimised learning environment befitting the corresponding

aspects. Contingent upon this, sympathetic understanding having augmented with bilingual flexibility between them further leads to fostering a sense of trust and rapport (Lee & Du, 2021).

c. Academic Competence

Teaching essentially relates to more of pedagogy rather than the content itself. Thus, educators or in this sense English teachers, as suggested by Dwisari (2023), are expected to possess expertise in terms of ELT. Reflected from the ability to facilitate students in learning, academic qualifications support teacher's professionalism in which poses vital role in contribution to shaping better generation.

One approach to testify whether or not a teacher is qualified is evidenced by a certificate of proficiency in language pedagogy obtained via formal or informal schooling. Take an analogy that an Indonesian teacher whose L1 is Indonesian does not necessarily warrant them to be a qualified language teacher. The reason behind this is that they might have never attended formal education relating to Indonesian teaching from which accordingly results in the lack of corresponding pedagogical knowledge. This is the inverse proof that Native-speakerism is a form of linguistic imperialism, especially in ELT. With this in mind, teaching English should not only belong to L1 but also any LX teachers under the condition that they meet the qualifications, such as completed undergraduate level or teaching training certification (Anas et al., 2022).

C. Perception

1. Definition of Perception

The word perception is derived from the Latin *percipio*, which as stated by Ruslan (2020), delineates “receiving, collecting, action of taking possession, apprehension with the mind or senses”. He inscribed, it is a dynamic process in which one perceives, organises, and interprets what is currently being encountered. The perceiver’s prior experiences, presumptions towards human behaviour patterns, comprehension on other circumstances, current sentiments, whims or intentions, as well as expectations; all of which influence the formulation of interpretations. Furthermore, according to Szilagyi and Wallace (1980, as cited in Azizah et al., 2023), perception is defined as a process of attending to an incoming stimulus, organising, and interpreting it accordingly into a range of message that in turn induces appropriate act or behaviour as a personal response.

Perception, as Qiong (2017, as quoted in Irawati et al., 2022) defines, is an experience of recognising or achieving awareness of sensory information. When one procures a stimulus from the vicinity through five senses, inclusive of sight, smell, hearing, taste, and touch, a sensory process hereby commences as neuronal signal arrangement or synapse are forwarded to their brain. The process does not cease forthwith; the sensory inputs are interpreted subject to their personal opinions, sentiments, beliefs, as well as prior knowledges and

experiences. Together with these entries of information, the messages are processed into the formation of thought, whereupon one could attain awareness of context and personally respond to it (Hidayad et al., 2023).

As all the aforestated points have demonstrated, perception is a physical, physiological, and psychological process that involves an act of judgement in response to a stimulus. It occurs within one's mind, and thus differs between one another due to distinct viewpoints. Therefore, the present research is expected to bespeak students' voices and views concerning the phenomenon of Native-speakerism.

2. Process of Perception

Perception transpires in the act of awareness towards a person, thing, or event. As erstwhile suggested, perceptual process is entailed by the reception of sensory information which is further proceeded for thought processing in the human brain; ergo, perception requires such complex process. Following Fajrie (2022), it encompasses three stages, which includes as follows.

a. Selection

In the initial stage of perception, external stimuli are converted into meaningful experiences. Raw sensations obtained from the outside world impart structure to human perception. Once they are selected, these stimuli often become protracted.

b. Organisation

Succeeding the selection process, the organisation stage involves

identifying pertinent patterns. It is often referred to as classification.

This is accomplished by categorising by, for instance, its size, shape, colour, and so forth.

c. Interpretation

The last stage is characterised by attributing meaning to the selected stimuli as a means of apprehending them. The information hereupon is manifested through attitudes and behavioural cues that best reflect one's interpretation.

3. Factors of Perception

A stimulus often collates diverse interpretations. This attests to how each individual possesses distinct viewpoints. Toha (2013, recited from Rusgiani, 2022) wrote, two factors that affect perception are as follows.

a. Internal Factor

Internal factor influences the individual themselves. Each of them possesses unique characteristics that differ from one another. It is profoundly related to psychological circumstances, such as attitudes, feelings, personalities, whims, expectations, values, interests, needs, and motivations.

b. External Factor

External factor originates from outside of the individual. Acquired information, contextual knowledge, surrounding needs, repetitions, intensity, familiarity, novelty, resilience, as well as ignorance; all of

which influence perception towards the object perceived.

4. Types of Perception

In reference to being influenced by various factors as annotated, perception is subjective in nature. This suggests that one might respond differently regardless towards the exact same object. Therefore, in line with Irwanto in 1997 (in Zannah & Hidayanti, 2024), each individual proceed to provide responses into as follows.

a. Positive Perception

Positive perception delineates positive interpretations on account of the interaction with an object. It includes all kind of knowledge and responses in line with the perceived object, hence supportive.

b. Negative Perception

Negative perception occurs when the perceived object is interpreted negatively. Contradictory with the other type, the responses are not in line with the object, hence opposing.

5. Aspects of Perception

Walgito (2010), quoted in Tutupoho and Hartati (2022) stated that in terms of aspects, perception is classified into three as follows.

- a. Cognitive Aspect, which pertains to mental or intellectual functions that are associated with knowledge and comprehension. This aspect of perception encompasses ideas, views, beliefs, prior experiences, expectations, and essentially thoughts;

- b. Affective Aspect, which accentuates the involvement of psychological dimensions from which involves emotional reactions in response to various stimuli. This aspect of perception elementally relates to feelings; and
- c. Conative Aspect, which concerns the manifestation of behavioural intentions and actions that are resulted from cognitive processes as well as emotional states. This aspect of perception influences one's attitudes and motivations.

D. Related Research

In addition to the underpinning theory and conceptual framework from experts, professionals, and preceding researchers, this research is constructed with regard to three related journals. The journals utilised descriptive qualitative approach, which is in line with the present research. Additionally, the instrumentation exerted influence upon the structuration of instruments manifested in this research.

Foremost amongst the others is one conducted by Silalahi in 2019 entitled *Linguistic Imperialism: Native-Speakerism from the Perspective of Non-Native English Learners*. The research aimed to ascertain English learners' perceptions towards the phenomena of Native-speakerism in TEFL context. By means of Focus Group Discussion (FGD) involving a total of 60 students in English department of several private universities in Jakarta, it examined disparity in their attitudes towards L1 and LX ELT teachers. The findings indicated prevalence of Native-speakerism in

Indonesian context as to how LX teachers were regarded as almost on a par with L1 in terms of linguistic proficiency. It was by reason that a frequent tendency dwelled among students that anticipates L1 teachers exclusively to teach in their speaking classes whereas it is favourable for LX teachers only in listening, reading, and writing classes.

Another research was conducted by Wang and Fang in 2020 entitled *Native-Speakerism Policy in English Language Teaching Revisited: Chinese University Teachers' and Students' Attitudes towards Native and Non-Native English Speaking Teachers*. Although the research aim happened to be equivalent to the earlier one, the researchers expanded its scope beyond students' attitudes by including teachers as another paramount stakeholder in educational sphere, and proceeded to conduct the research in a university in southern China. Utilising questionnaire and interview, a total of 106 valid responses from students were collected, and eight interviewees comprising of equal number of stakeholders were involved in a follow-up interview. The findings demonstrated that any indications of Native-speakerism were not necessarily exhibited in a sense that both L1 and LX ELT teachers were perceived as level.

The last one was conducted by Schreiber in 2019 entitled "*More Like You*": *Disrupting Native Speakerism through Multimodal Online Intercultural Exchange*. The research explored the potentials for disruption of an online classroom activity wherein 18 Sri Lankan Master of Arts (MA) in TESL communicated with four undergraduates in New York City.

Through discussion forums for students to exchange photographs of linguistic landscape and interviews exploring language disparities, the MA TESL students confronted linguistic and racial diversity in the United States and acknowledged the presence of dialects such as Afro American Vernacular English. As the conclusion, the research catered benefits in terms of raising students' awareness of variations in linguistics.

The representation of Native-speakerism in the aforestated research reflects its ubiquitous presence. Although the cases might differ to some degree in particular context, particularly in the light of distinctive sociocultural exposures from one environment to another, the positionality of preceding researchers are for all intents and purposes to favour WE and embrace localised variants of English. With regard to the cultural diversity in Indonesia, the voices and views recorded in this research might encourage stakeholders to move beyond L1 standards in ELT classroom and in turn, to treasure local wisdom as the sacred ancestral heritage of Nusantara.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

Native-speakerism remains prominent in EFL settings, and for that matter, the present research studied students' perceptions towards the matter. In accordance with that, it utilised a qualitative approach in order to procure a thorough apprehension of Native-speakerism's intricacies. Hidayad et al. in 2023 described that qualitative research delves into participants' acts in a situational context in the form of categorical data in lieu of numerical. This is in line with the data analysis by means of descriptive method.

Whilst capitalising on the respective purpose of qualitative approach for arriving at a profound understanding of the issue, the principal merit of descriptive method rests upon its ability to ascertain the genuine truth of participants' thoughts (Johnson & Onwuegbuzie, 2004 in Liu & Li, 2019:7), in this regard concerning Native-speakerism through the interpretation of their personal viewpoints based on the past experiences (Dörnyei, 2007 in Harsanti & Manara, 2021). Additionally, Tatar (2019) signified that descriptive method allows the researcher to perform an in-depth analysis, which following Tavares' (2022) explication, so as to systematically derive factual and accurate data. In order to facilitate the process of conducting this research, the researcher presented the research design as represented in the following figure.

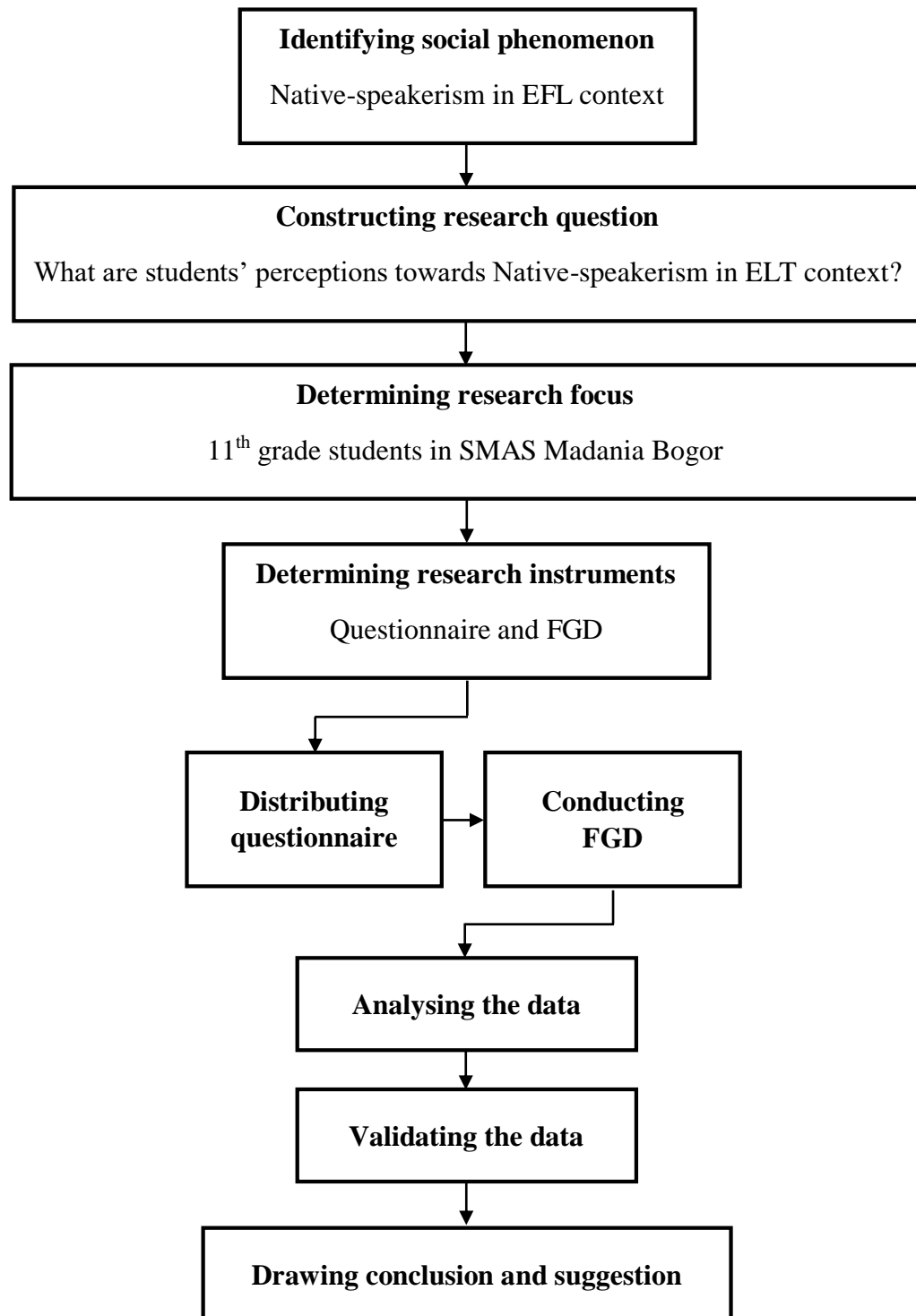


Figure 3.1
Research design

B. Research Site and Participants

Margono (2004, in Seran, 2024) defined population as the entirety of data that is the centre of attention in a research. Suppose that one human provides one datum, it alludes to the number of human being equal to the number of population. As asserted by Furchan (2004, cited in Seran, 2024), population consists of all individuals within a group of people or organisations. The research was conducted at SMAS Madania Bogor, and in this regard, the population consisted of the school stakeholders.

SMAS Madania Bogor is a private school located in the sub-district of Bogor, specifically at Telaga Kahuripan, Bogor, West Java 16330. The researcher posited a population frame, which refers to a collection of all the elements within the population where sample is collected. Considering the limitations, the researcher also proposed purposive sampling technique from which, following Gill (2020), samples with certain characteristics as well as who well acknowledge the presence of the phenomenon being studied are intentionally selected. One prerequisite to fulfil was that they have attended English classes taught by L1 teacher. In accordance with that, students of 11th grade were involved since they had had at least two years of experience in learning English under L1 teacher's instruction by the time the present research was conducted. Therefore, it preliminarily studied two classes consisting of 44 students and subsequently six students for further data collection as elaborated in the following sub-chapter.

C. Research Instrument

The present research was conducted within a descriptive qualitative framework in the sense to study students' perceptions. Thus, it utilised non-test instruments for the process of data collection. The reason was that, according to Winarno et al. (2019), this type of instruments assesses various aspects beyond cognitive, inclusive of perceptions which not only revolves around the comprehension nature but also environs the area of affective as well as conative. Accordingly, it was theoretically justifiable for the researcher to collect the data by administering questionnaire and FGD.

First, the questionnaire manifested in the present research gathered preliminary data from a general perspective. Questionnaire, as addressed by Dörnyei (2007), recited from Kiczkowiak (2018), is a written instrument presented in the form of either statements or questions to which respondents are required to react by selecting the pre-existing responses or inscribing their own answers. This research comprised a total of 25 close-ended statements with a 4-point Likert scale, including SD (strongly disagree), D (disagree), A (agree), and SA (strongly agree). The exclusion of a neutral category, citing from Nemoto and Beglar (2014, cited in Zapletal et al., 2023), was to conform to the fundamental continuum of the scale in which neutral equals neither agreement nor disagreement. This reduced ambiguous, imprecise, or fuzzy responses, thus enhanced the data clarity by compelling the students to express a definitive position between the opposite polarities.

In the process of constructing the questionnaire items, two types of validation were enacted in terms of population and instrument. Following Findley et al. (2021), population validity as a fragment of external validity pertains to the extent to which the present research population share similar characteristics with those of the preceding ones. The questionnaire items were adapted from Kiczowski (2018), Colmenero and Lasagabaster (2020), Wang and Fang (2020), and Rondonuwu et al. (2022), which respectively involved a total of 49 Polish college students, 355 Spanish lower and upper secondary students, 106 Chinese under and post-graduate students, and 32 Indonesian college students; all of whom are identified as EFL learners originating from the Expanding Circle. As the inference derived from these samples is applicable to other target populations, involving the 11th grade students in the present research is therefore reasonable.

Apart from population validity, a process to which Campo-Arias and Pineda-Roa (2022) referred as instrument validation was as well directed to determine the accuracy, reliability, and quality of the instrument. With the aid of expert such as co-supervisor of the researcher, pre-reviewed draft of the questionnaire items (see appendix 1.A.1) were first validated in terms of content and construct. In pursuit of ensuring whether the items cover each and every aspect aimed to measure as well as reflect the theoretical concepts, the draft was expanded from 11 to 25 items in total (see appendix 1.A.2). They were organised according to the frequent themes in the table below.

Table 3.1
Questionnaire items distribution

Categories	Themes	Statements
Content Knowledge	Linguistics <ul style="list-style-type: none"> • solid command of English • pronunciation accuracy • appropriate vocabulary • speaking fluency • accented speech • grammatical accuracy 	Q1, Q2 Q3, Q5 Q3, Q6 Q3, Q7 Q8, Q14 Q19, Q25
	Skills <ul style="list-style-type: none"> • productive skills: speaking writing • receptive skills: listening reading 	Q4, Q7 Q20, Q25 Q21, Q25 Q22, Q25
Pedagogical Competence	Methods <ul style="list-style-type: none"> • preparation and presentation of classroom materials • access to students' English proficiency • understanding of students' needs and difficulties 	Q10, Q24 Q16, Q24 Q23, Q24
	Delivery <ul style="list-style-type: none"> • rapport building • provision of engaging learning • frequent use of English • learning encouragement 	Q9, Q15 Q10, Q11 Q12, Q13 Q17, Q18
Preferences		Q9, Q15

Succeedingly, an FGD session was administered to collect more data from six students. It was semi-structured in form to allow for an in-depth information and contextualised exploration with respects to their viewpoints. Although the FGD was conducted in view of five pre-prepared questions, the interviewees were yet encouraged to elaborate on particular issues that

arose throughout the time of discussion (Dörnyei, 2007, in Kiczowskiak, 2018). The entire FGD was recorded on a voice recorder, which was then utilised to validate the collected data from questionnaire. The FGD items (see appendix 1.B.2) were adapted from Wang and Fang (2020) as well as Silalahi (2022), and organised according to the themes in the following table.

Table 3.2

FGD items distribution

Categories	Themes	Statements
Content Knowledge	Linguistics <ul style="list-style-type: none"> • solid command of English • pronunciation accuracy • appropriate vocabulary • speaking fluency • accented speech • grammatical accuracy 	Q1, Q3 Q1 Q1 Q1 Q1 Q1
	Skills <ul style="list-style-type: none"> • productive skills: speaking writing • receptive skills: listening reading 	Q1 Q2 Q2 Q2
Pedagogical Competence	Methods <ul style="list-style-type: none"> • preparation and presentation of classroom materials • access to students' English proficiency • understanding of students' needs and difficulties 	Q1, Q4 Q4 Q2, Q4
	Delivery <ul style="list-style-type: none"> • rapport building • provision of engaging learning • frequent use of English • learning encouragement 	Q2 Q2 Q2 Q4
Preferences		Q5

D. Research Procedure

In conducting the present research, the data was obtained through the following procedure.

1. The researcher distributed questionnaire containing questions related to students' perceptions towards Native-speakerism. It was presented bilingually (in English and Indonesian) to elude any misconception on the students' side and through an online platform, namely Google Form, for practicality reasons.
2. The researcher analysed the responses as recorded in the Google Form. The response distributions which included total numbers and percentages of students under each Likert scale of each item were annotated in agreement with the assigned themes.
3. The researcher with the aid of teacher selected six students, two from each high, medium, and low achiever group to participate in the follow-up FGD.
4. The researcher conducted FGD in Indonesian involving selected six students to collect more in-depth information. The students were informed concerning the overview of the discussion topic heretofore to better understand, prepare, and elaborate to answer FGD items.
5. The researcher transcribed, translated, and analysed the data.
6. The researcher proceeded to document all the collected and analysed data into research findings, results, and conclusions.

E. Data Analysis

After enacting the questionnaire and FGD, the researcher analysed the collected data. As Wulandari et al. (2021) suggested, this research might be referred to as quantitative primarily for the reason that it utilised a data collection procedure, namely questionnaire, wherein most situations result in numerical data. The recorded responses in Google Form were proceeded to an automated calculation and translated into percentages; nonetheless, further analysis was executed by means of data coding, which belongs to qualitative approach.

Through this technique, the researcher organised the collected data into thematic codes or patterns of meaning by assigning labels to summarise in short phrases and converging into broader categories or themes emerging from the data (Tatar, 2019; Veliz & Veliz-Campos, 2021). Moreover, Colmenero and Lasabaster (2020) articulated that this presents the facility to observe, delineate, and annotate the shared themes across the responses on the principle of the research focus. In the attempt to more facilitate of the analysis, the questionnaire item number 1 is referred to as “Q#1”, number 2 as “Q#2”, number 3 as “Q#3”; student 1 who participated in the FGD as “S#1”, student 2 as “S#2”, student 3 as “S#3”, and so forth.

The data collected from FGD was initially transcribed. Utilising the voice recording file, the researcher manually transposed the entire discourse from spoken to written language, translated it from Indonesian into English,

and thematised appertaining to the recurring themes. The data were analysed descriptively and interpreted to elicit comprehensive conclusion afterwards.

F. Validity Checking

Considering that this research was centred on the Indonesian context, it was not possible to extrapolate from this small sample to the larger population of Indonesian students. Notwithstanding, the presented results might be applicable to other comparable contexts. In the effort of validating the research findings, the researcher enacted triangulation. Quoting Merriam and Tisdell (2016, as cited in Jones, 2023), data triangulation is an approach in data collection technique that involves combining various data and sources. Within this frame of reference, the present research compared the data from two sources by means of questionnaire and FGD.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The present research was conducted in a senior secondary school, namely SMAS Madania Bogor. It was primarily administered on the basis of the research question: “What are students’ perceptions towards Native-speakerism in EFL context?” To answer the aforementioned question, data were collected by means of questionnaire and FGD described as follows.

1. Data from Questionnaire

A preliminary questionnaire was utilised in this research as the first data collection. It was distributed to 29 students of the 11th grade on Friday, 14th June 2024. As a point of clarification, the two classes consisted of 44 students in total; however, considering the significance of parental consent, the 29 students were those whose parents granted a permission for them to participate in the data collection process of this research. They were provided six days to complete the questionnaire, hence required to submit their responses by Wednesday, 19th June 2024. It comprised a total of 25 close-ended items from which gauged students’ perceptions towards Native-speakerism with regard to two main categories, which included content knowledge as well as pedagogical competence. Considering the thematic analysis technique,

the questionnaire items were further classified into five major themes: linguistics, skills, methods, delivery, and preferences.

a. Linguistics

The first theme covered the category of content knowledge in terms of linguistics. A total of 10 items were divided into six sub-themes, such as solid command of English, pronunciation accuracy, appropriate vocabulary, speaking fluency, accented speech, as well as grammatical accuracy. Below is a table containing the result of the linguistics theme.

Table 4.1

The result of questionnaire for linguistics

Sub-theme	No.	Statement	Frequency (Percentage)			
			SD	D	A	SA
Solid command of English	1.	Only the English spoken by L1 teacher is the real and correct English.	2 (6.9%)	17 (58.6%)	9 (31%)	1 (3.4%)
	2.	Only L1 teacher can teach me real and correct English.	5 (17.2%)	18 (62.1%)	6 (20.7%)	0
Pronunciation accuracy	3.	L1 teacher speaks English fluently with the right diction and pronunciation.	0	3 (10.3%)	17 (58.6%)	9 (31%)
Appropriate vocabulary						
Speaking fluency						
Pronunciation accuracy	5.	My pronunciation would improve better with L1 teacher than LX teacher.	0	17 (58.6%)	10 (34.5%)	2 (6.9%)

Appropriate vocabulary	6.	My vocabulary would improve better with L1 teacher than LX teacher.	0	15 (51.7%)	12 (41.4%)	2 (6.9%)
Speaking fluency	7.	I think L1 teacher is a good model for me to speak English fluently.	0	5 (17.2%)	20 (69%)	4 (13.8%)
Accented speech	8.	I should imitate how L1 teacher speaks English in their accent.	0	11 (37.9%)	17 (58.6%)	1 (3.4%)
	14.	I am fine with the English spoken by LX teacher with Indonesian accent.	1 (3.4%)	3 (10.3%)	21 (72.4%)	4 (13.8%)
Grammatical accuracy	19.	LX teacher explains grammar better than L1 teacher.	0	15 (51.7%)	13 (44.8%)	1 (3.4%)
	25.	I think LX teacher is as good language model as L1 teacher.	0	2 (6.9%)	19 (65.5%)	8 (27.6%)

The result for the first sub-theme related to **solid command of English** with Q1 shows that two students (6.9%) chose “strongly disagree”, 17 students (58.6%) chose “disagree”, nine students (31%) chose “agree”, and eventually one student (3.4%) chose “strongly agree”. This denotes that the students do not necessarily think if the only real and correct English is the English spoken by L1 teacher. On Q2, there are five students (17.2%) who strongly disagreed, 18 students (62.1%) who disagreed, and meanwhile six students (20.7%) who agreed. Most of them are certain that not only L1 teacher can teach them the real and correct English.

Pronunciation accuracy, appropriate vocabulary, as well as **speaking fluency** as the next three sub-themes intersect on Q3. The result indicates that there are only three students (10.3%) who chose “disagree”, whilst 17 students (58.6%) chose “agree”, and nine students (31%) chose “strongly agree”. Accordingly, almost all of them are in agreement on how L1 English teacher speaks fluently not only with the appropriate vocabulary but accurate pronunciation as well. Each of the sub-themes is further represented in the items as follows, respectively Q5, Q6, and Q7.

Initially, for the sub-theme of **pronunciation accuracy** with Q5, as many 17 students (58.6%) responded with “disagree”, whereas 10 students (34.5%) responded with “agree”, and there are two students (6.9%) who responded with “strongly agree”. The sub-theme of **appropriate vocabulary**, as reflected in Q6 result, reveals that 15 students (51.7%) disagreed with it, yet 12 students (41.4%) agreed, and two students (6.9%) strongly agreed. Slightly more than half of them do not consider that learning with L1 teacher would necessarily improve either their pronunciation or vocabulary better than with LX teacher. On Q7 for the sub-theme of **speaking fluency**, the result attests that the majority of them think if L1 teacher is nevertheless a good model for fluent English speaking with five students (17.2%) who chose “disagree”, 20 students (69%) chose “agree”, and four students (13.8%) chose “strongly agree”.

Subsequent to the aforestated sub-theme, that of concerning **accented speech** is addressed on Q8 and Q14. Initially, the result for Q8 suggests that 11 students (37.9%) responded with “disagree”, 17 students (58.6%) responded with “agree”, and eventually only one student (3.4%) responded with “strongly agree”. In accordance with that, the students yet fairly possess a propensity to imitate the way L1 teacher speaks English in their L1 accent. With Q14, only one student (3.4%) strongly disagreed, three students (10.3%) disagreed, meanwhile there are as many 21 students (72.4%) who agreed, and four students (13.8%) strongly agreed. As the result signifies, the students predominantly deem the English spoken by LX teacher in their Indonesian accent acceptable.

The sub-theme **grammatical accuracy** concludes the theme of linguistics. On Q19, 15 students (51.7%) chose “disagree”, whilst 13 students (44.8%) chose “agree”, and there is only one student (3.4%) chose “strongly agree”. This statement bisects the students: half do believe that LX teacher explains grammar better, whereas the other express disagreement. The result for Q25 demonstrates that mostly they consider LX teacher a language model that is as good as L1 teacher with only two students (6.9%) who disagreed, yet there are as many 19 students (65.5%) who agreed, and eight students (27.6%) who strongly agreed.

b. Skills

In addition to linguistics, content knowledge as manifested in the questionnaire encompassed the theme of skills. Inclusive of productive and receptive skills, six items were divided into four sub-themes, such as speaking, writing, listening, as well as reading skills. Similar to the previous, three of the sub-themes intersected on one of the questionnaire item. The following table represents the result of the skills theme.

Table 4.2

The result of questionnaire for skills

Sub-theme	No.	Statement	Frequency (Percentage)			
			SD	D	A	SA
Speaking skills	4.	L1 teacher speaks English better than LX teacher.	0	12 (41.4%)	16 (55.2%)	1 (3.4%)
	7.	I think L1 teacher is a good model for me to speak English fluently.	0	5 (17.2%)	20 (69%)	4 (13.8%)
Writing skills	20.	LX teacher teaches writing better than L1 teacher.	0	11 (37.9%)	16 (55.2%)	2 (6.9%)
Listening skills	21.	My listening skills would improve better with LX teacher than L1 teacher.	0	14 (48.3%)	12 (41.4%)	3 (10.3%)
Reading skills	22.	My reading skills would improve better with LX teacher than L1 teacher.	0	14 (48.3%)	12 (41.4%)	3 (10.3%)

Writing skills	25.	I think LX teacher is as good language model as L1 teacher.	0	2 (6.9%)	19 (65.5%)	8 (27.6%)
Listening skills						
Reading skills						

The result for the sub-theme in relation to **speaking skills** with Q4 demonstrates that 12 students (41.4%) chose “disagree”, 16 students (55.2%) chose “agree”, and only one student (3.4%) chose “strongly agree”. This delineates that half of them do think if L1 teacher speaks English better compared to LX teacher. On Q7, there are five students (17.2%) who disagreed, whilst 20 students (69%) agreed, and four students (13.8%) strongly agreed. Most of the students are assured that L1 teacher is conclusively good model for them to speak fluently in English.

Each of the sub-themes, including writing, listening, as well as reading skills, is represented in the following items, respectively Q20, Q21, and Q22. To begin with, for the sub-theme of **writing skills** with Q20, 11 students (37.9%) responded with “disagree”, whereas 16 students (55.2%) responded with “agree”, and there are two students (6.9%) who responded with “strongly agree”. Slightly more than half of them consider that learning with LX teacher would improve their writing skills more effectively. As reflected in Q21 result, the sub-theme of **listening skills** reveals that 14 students (48.3%) disagreed with it, yet 12 students (41.4%) agreed, and three students (10.3%) strongly agreed. On Q22 for the sub-theme of

reading skills, with the exact number of frequency and percentages similar to the previous item, the result suggests that they consider learning with LX teacher more effective in terms of improving both their listening and reading skills compared to with L1 teacher.

The three sub-themes further intersect on Q25. The result indicates that only two students (6.9%) chose “disagree”, whilst there are as many 19 students (65.5%) who chose “agree”, and eight students (27.6%) who chose “strongly agree”. Accordingly, almost all of them reach agreement that LX teacher is deemed as level and good model in language learning as L1 teacher.

c. Methods

Pedagogical competence as the second category encompassed the theme of methods. There were four items divided into three sub-themes, including preparation and presentation of classroom materials, access to students’ English proficiency, as well as understanding of students’ needs and difficulties. The table below delineates the result of the methods theme.

Table 4.3

The result of questionnaire for methods

Sub-theme	No.	Statement	Frequency (Percentage)			
			SD	D	A	SA
Preparation and presentation of classroom materials	10.	L1 teacher presents class materials in a unique and interesting way.	0	14 (48.3%)	14 (48.3%)	1 (3.4%)

Access to students' English proficiency	16.	I would have less language difficulties in learning English with LX teacher.	1 (3.4%)	10 (34.5%)	16 (55.2%)	2 (6.9%)
Understanding of students' needs and difficulties	23.	LX teacher understands and solves my problems in learning English better than L1 teacher.	0	15 (51.7%)	12 (41.4%)	2 (6.9%)
Preparation and presentation of classroom materials	24.	LX teacher prepares materials that best fit my English level and needs.	0	8 (27.6%)	18 (62.1%)	3 (10.3%)
Access to students' English proficiency						
Understanding of students' needs and difficulties						

Each of the sub-themes is represented in the items as follows, respectively Q10, Q16, and Q23. To begin with, for the sub-theme **preparation and presentation of classroom material**, 14 students (48.3%) disagreed with Q10, whereas 14 students (48.3%) agreed, and there is eventually one student (3.4%) strongly agreed. This discloses that slightly more than half of them believe if L1 teacher presents materials considerably interestingly. The sub-theme of **access to students' English proficiency**, as reflected in Q16 result, unveils that only one student (3.4%) responded with “strongly disagree”, 10 students (34.5%) responded with “disagree”, yet 16

students (55.2%) responded with “agree”, and two students (6.9%) responded with “strongly agree”. Half of the students accordingly acknowledge that they likely face less language difficulties when learning with LX teacher. The result on Q23 for the sub-theme of **understanding of students’ needs and difficulties** demonstrates that LX teacher is appraised by slightly less than half of them with 15 students (51.7%) who chose “disagree”, whilst 12 students (41.4%) chose “agree”, and there are two students (6.9%) chose “strongly agree” for her understanding and problem-solving.

The three sub-themes further intersect on Q24. The result indicates that eight students (27.6%) disagreed, as many 18 students (62.1%) agreed, and three students (10.3%) strongly agreed. Most of them do think and feel that the materials prepared by LX teacher are often well suited to their proficiency as well as learning needs.

d. Delivery

The succeeding theme addressed concerning delivery. Eight items were evenly divided into four sub-themes, such as rapport building, provision of engaging learning, frequent use of English, as well as learning encouragement. The result of the delivery theme is presented as follows.

Table 4.4**The result of questionnaire for delivery**

Sub-theme	No.	Statement	Frequency (Percentage)			
			SD	D	A	SA
Rapport building	9.	I feel like having English classes with L1 teacher rather than LX teacher.	1 (3.4%)	17 (58.6%)	8 (27.6%)	3 (10.3%)
	15.	I prefer having English classes with LX teacher to L1 teacher.	2 (6.9%)	14 (48.3%)	11 (37.9%)	2 (6.9%)
Provision of engaging learning	10.	L1 teacher presents class materials in a unique and interesting way.	0	14 (48.3%)	14 (48.3%)	1 (3.4%)
	11.	L1 teacher situates lively classroom activities that engage my attention.	0	14 (48.3%)	13 (44.8%)	2 (6.9%)
Frequent use of English	12.	It is best when my teacher speaks English at all times in class.	0	5 (17.2%)	18 (62.1%)	6 (20.7%)
	13.	It is helpful when my teacher speaks my mother tongue in class.	3 (10.3%)	10 (34.5%)	15 (51.7%)	1 (3.4%)
Learning encouragement	17.	I would feel more motivated in learning English with LX teacher.	1 (3.4%)	10 (34.5%)	16 (55.2%)	2 (6.9%)

	18.	I would have more positive attitudes in learning English with LX teacher.	1 (3.4%)	13 (44.8%)	13 (44.8%)	2 (6.9%)
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For the sub-theme **rapport building** with Q9 to begin with, only one student (3.4%) responded with “strongly disagree”, 17 students (58.6%) responded with “disagree”, whereas eight students (27.6%) responded with “agree”, and there are three students (10.3%) responded with “strongly agree”. Perplexingly, as reflected in Q15 result, it unveils that two students (6.9%) strongly disagreed with it, 14 students (48.3%) disagreed, yet 11 students (37.9%) agreed, and two students (6.9%) strongly agreed. This insinuates that slightly more than half of them do not necessarily possess such preference for attending English classes with either L1 teacher or LX teacher.

Succeedingly, the sub-theme as to **provision of engaging learning** is covered on Q10 and Q11. Initially, the result for Q10 discovers that there are 14 students (48.3%) who chose “disagree”, whereas 14 students (48.3%) chose “agree”, and eventually one student (3.4%) chose “strongly agree”. On Q11, 14 students (48.3%) disagreed, whereas there are 13 students (44.8%) who agreed, and two students (6.9%) who strongly agreed. These two statements bisect the students: half believe that they are more likely to be engaged in the learning in that not only are the materials

unique and interesting, the classroom activities as presented by L1 teacher are lively as well; the other half, however, feel otherwise.

The result for **frequent use of English** as the third sub-theme reveals that five students (17.2%) responded with “disagree”, whilst as many 18 students (62.1%) responded with “agree”, and there are six students (20.7%) who responded with “strongly agree”. As this signifies, the students predominantly consider the constant usage of English in classroom to be most suitable. On Q13, there are three students (10.3%) who chose “strongly disagree”, 10 students (34.5%) chose “disagree”, yet 15 students (51.7%) chose “agree”, and eventually only one student (3.4%) chose “strongly agree”. This denotes that slightly more than half of the students do still feel if it is to their advantage when the teacher explains in Indonesian.

Concluding the category of pedagogical competence, the last sub-theme in terms of delivery is **learning encouragement**. One student (3.4%) strongly disagreed with Q17, 10 students (34.5%) disagreed, whilst there are as many 16 students (55.2%) who agreed, and two students (6.9%) strongly agreed. On the basis of this result, they fairly feel more motivated to learn English under the condition that they are taught by LX teacher. Lastly, the result for Q18 unveils that the presence of LX teacher in classroom rather leads to more positive attitudes from the students in learning English with only one student (3.4%) who responded with “strongly disagree”, 13

students (44.8%) who responded with “disagree”, meanwhile 13 students (44.8%) responded with “agree”, and two students (6.9%) responded with “strongly agree”.

e. Preferences

For the latter part, the final theme within the questionnaire pertained to preferences. Two items were classified into this theme. Accordingly, the result is specified in the following table.

Table 4.5

The result of questionnaire for preferences

Theme	No.	Statement	Frequency (Percentage)			
			SD	D	A	SA
Preferences	9.	I feel like having English classes with L1 teacher rather than LX teacher.	1 (3.4%)	17 (58.6%)	8 (27.6%)	3 (10.3%)
	15.	I prefer having English classes with LX teacher to L1 teacher.	2 (6.9%)	14 (48.3%)	11 (37.9%)	2 (6.9%)

To begin with, there is only one student (3.4%) who chose “strongly disagree” with Q9, 17 students (58.6%) chose “disagree”, whereas eight students (27.6%) chose “agree”, and three students (10.3%) chose “strongly agree”. Perplexingly, as reflected in Q15 result, it unveils that two students (6.9%) strongly disagreed with it, 14 students (48.3%) disagreed, yet 11 students (37.9%) agreed, and two students (6.9%) strongly agreed. This insinuates that slightly more than half of them do not necessarily possess such preference

for attending English classes with either L1 teacher or LX teacher.

In other words, no clear preference for either is signified, and thus the follow-up FGD is to exhume regarding their rationale behind it.

2. Data from Focus Group Discussion

The second data was taken from an FGD session. It serves as a stage to verify the questionnaire responses. With the aid of LX teacher, six students of the 11th grade were selected and involved in this FGD, which was conducted on Wednesday, 19th June 2024. The FGD session spanned approximately 40 minutes, starting from 11.05 to 11.45 WIB. The students and the researcher assembled in the school library and discussed concerning the issue of Native-speakerism following the five pre-prepared questions. Considering the thematic analysis technique, the collected data were further categorised into five major themes: linguistics, skills, methods, delivery, and preferences.

a. Linguistics

The first theme covered the category of content knowledge in terms of linguistics. Two items were to explore how students perceive the issue of Native-speakerism within the respective sub-themes, similar to those included in the questionnaire, including solid command of English, pronunciation accuracy, appropriate vocabulary, speaking fluency, accented speech, as well as grammatical accuracy. To start with, the third item, “*Mengapa Anda berpikir bahwa antara guru penutur pertama dengan penutur asing*

memiliki kemampuan berbahasa Inggris dan kemampuan mengajar bahasa Inggris yang lebih baik dibanding yang lain?” / [Why do you think that either L1 or LX teacher has better English proficiency and competency in teaching English?], results in the following response as stated in Excerpt #1 from S#6.

Mungkin karena native speaker bahasa dari kecilnya begitu ya? Jadi sudah biasa. Kita memiliki stigma, ya karena bahasanya Inggris punya orang itu.

[Maybe because he is a native speaker of the language since little? So he is used to it. We have such stigma because English is indeed the language he owns.]

This is corroborated by the response from S#1 in Excerpt #2.

Jadi karena dari kecil sudah belajar dari lingkungannya, makanya biasanya native lebih bagus. Tapi di sini sama-sama bagus kok.

[So because he has learnt it from the surroundings since little, that is why usually L1 user is better. Both the teachers here are as good, though.]

The excerpts above reveal that the students are aware of the stigma and apprehend concerning the early childhood acquisition as the rationale behind the L1 teacher's proficient English. However, it does not preclude the possibility of the LX teacher possessing a proficiency, which according to S#1, that is as level. S#4 expressed similar response to the first item, “*Apa yang Anda pikirkan tentang guru bahasa Inggris penutur pertama dan penutur asing?”* / [What do you think of L1 and LX English teacher?], presented in Excerpt #3 as follows.

... lebih ke dari gurunya itu, nggak, sih? Kayak kalau memang sama-sama bagus, ya bagus. Guru lokal kita bagus, sama kok, sama guru native kurang lebih.

[... More from the teachers themselves, is not it? If they are just as good, then good. More or less, our LX teacher is as good as L1 teacher.]

The remainder of the students were not against the proposed responses, which indicates that they are collectively aligned on the viewpoint. The first item garners further information regarding the sub-theme of **good command of English** in connection with the real and correct English as utilised in daily conversation as well as academic English for overseas tertiary study. Below are addressed respectively Excerpt #4 from S#4 and Excerpt #5 from S#5.

(Guru asing) lebih membantu juga gimana bahasa Inggris dipakai sehari-hari.

[L1 teacher helps more with how English is spoken in everyday life.]

... kalau guru asing ya, lebih luas lagi misal kita mau kuliah di luar negeri, kayak ke Cambridge.

[... As for L1 teacher, he helps us prepare for an abroad study to Cambridge, for example.]

Subsequently for the sub-theme of **pronunciation accuracy**, one student acknowledged the L1 teacher's pronunciation as decent. However, the difficulty in comprehending what he is attempting to speak was also propounded. The underpinning reason is presented in the Excerpt #6 from S#6.

Iya, bagus. Tapi ini juga, karena guru native kita cowok mungkin berat ya, suaranya. Suka nggak terdengar.

[True, pronunciation is good, but also maybe since our L1 teacher is a man with a deep voice, we often could not hear.]

S#3 also supported his remark as defined in Excerpt #7.

Iya, nggak terdengar jelas, ya.

[True, it is often not heard clearly.]

This issue extends its coverage to the sub-theme of **speaking fluency**. Not only did the students proffer negative commentary on the L1 teacher, they referenced the LX teacher as well by disclosing both demographics and, ergo, associating each with the contentions. The following are Excerpt #8 from S#4, Excerpt #9 from S#5, and Excerpt #10 from S#3.

Dan ini kan, dari sananya langsung. Jadi kayak, 'Ini ngomong apa?'

[Also since he is directly from L1 country, so I am often like, "What did he say?"]

Guru lokal kita juga, karena dari Lampung ya, fluent tapi entah terlalu cepat apa gimana.

[The same with our LX teacher, she is fluent but since she comes from Lampung, somehow she speaks too fast?]

Iya, jadi untuk menangkapnya agak susah.

[True, so it is a bit difficult for us to catch what they say.]

This series of arguments suggest that each L1 and LX teacher has a flawed intelligibility that puts the students at an unfavourable

position. For the subsequent sub-theme regarding **accented speech**, correlatively, one student avowed his preference for the accent that the L1 teacher possesses. Despite the disadvantages, one of which was mentioned by himself, S#6 positionality on opting for the American accent rather than Indonesian-English was justified in Excerpt #11 and Excerpt #12 as follows.

... native speaker itu... Secara komunikasi, mungkin karena aksennya aksen dari sana. ... Jadi, untuk belajar fluency, aksennya untuk native speaker lebih ke American.

[... For the L1 teacher... in terms of communication, maybe since the accent is foreign. ... So, for learning fluency, I go for more of the L1 accent, American.]

... Kalau guru lokal kan, memang mungkin karena biasa aksennya Indo, jadi dibawa juga ke Inggris-nya. ...

[... For LX teacher, maybe since she usually speaks Indonesian, her English also becomes somewhat Indonesian-accented. ...]

S#1, notwithstanding, offered a rebuttal as stated in Excerpt #13.

Guru lokal kita juga bagus, kok. Nggak ada aksen Indo-nya.

[Our LX teacher is also good, though. I do not hear any Indonesian accent from her.]

This attests to the manifestation of Native-speakerism where in this case, American accent is favoured over the other varieties of English. Although another student contended otherwise, pursuant to his analogy, he deemed Indonesian-accented English unsatisfactory. The rest did not respond any further, which highlights either general consensus or indifference towards the views.

Lastly, the sub-theme of **grammatical accuracy** concludes the theme of linguistics. S#5 in Excerpt #14 below expressed that both L1 and LX teacher equally play an integral role in facilitating the students in learning grammar. Her idea indicates the emphasis on written, grammatical structure from the LX teacher as well.

Menurut aku, sih, guru asing itu sebenarnya bisa membantu kita di grammar bagaimana caranya, ... Nah, kalau guru lokal ya, hanya membantu saja cara menulisnya, sama grammar juga.

[I think, L1 teacher helps us with the grammar, the how-tos. ... As for LX teacher, she helps us more with the writing, and grammar as well.]

The FGD results in connection with this theme indicate the complementary contributions of both teachers to the scientific study of English. Students are facilitated in learning the language, which covers topics such as how sounds are produced in pronunciation, how words and phrases are structured in grammar, how it evolves over time in idioms, et cetera. Notwithstanding the preferences for specific L1 accents, they recognise the two as equally proficient. Moreover, the expertise of each L1 and LX teacher respectively in speaking and writing is appreciated, as elaborated in more detail in the subsequent section.

b. Skills

In addition to linguistics, content knowledge as manifested in the FGD encompassed the theme of skills. Inclusive of productive and receptive skills, there were two items to discuss how students

perceive the issue of Native-speakerism within four sub-themes, such as speaking, writing, listening, as well as reading skills. The first item results in the response from S#5 in Excerpt #15 below.

... terus juga (guru asing) membiasakan kita untuk public speaking karena ada speaking test gitu kan.

[... Besides, L1 teacher familiarises us with public speaking since there is such speaking test.]

Following her claim, the L1 teacher cultivates the students' **speaking skills** as he assumes role in assessing their speaking performance, especially in terms of public speaking. This might be interpreted as an indication of his absolute authority over speaking classes. He is responsible solely for assessments, howbeit, the LX counterpart also holds her own portion within the classroom settings as addressed by S#3 in Excerpt #16.

Ada pernah guru lokalnya juga. Biasanya sekadar latihan-latihan, baru nanti yang nilai itu guru native.

[So does LX teacher. Usually only practices, and so later would L1 teacher take over for the scorings.]

The LX teacher focuses more on facilitating practice sessions. Continuing in connection with the associated sub-theme, S#4 brought to light her positionality in response to the second item, “*Dengan guru manakah Anda lebih suka belajar bahasa Inggris, guru penutur pertama atau asing?*” / [Whom do you prefer learning English from, L1 or LX teacher?], narrated in Excerpt #16 as follows. In addition, she introduced an additional context indicating

that material delivery is primarily conducted by the LX teacher.

Jujur, kalau untuk ini kan, kita diajar sama guru native itu nggak sering banget ya. Karena lebih seringnya sama guru lokal, jadi ya, sejauh ini prefer guru lokal, sih. Kalau guru native itu jarang-jarang, nggak yang banyak mengajar materi gitu.

[Honestly, for this, we are not so often taught by L1 teacher. He does not teach us that much, neither does he deliver materials. On the other hand, since we are more often with LX teacher, so far I prefer the LX one.]

This was further echoed by S#5 in Excerpt #17, S#1 in Excerpt #18, and S#6 in Excerpt #19.

Guru native kita cuma tes...

[Our L1 teacher only does tests...]

Iya, kalau guru lokal itu lebih ke materi.

[True, while LX teacher deals more with delivering materials.]

Kelas XI ini banyak kasih worksheet, sempat sekali mengajar.

[Now that we are 11th grade, L1 teacher gives a lot of worksheets. He taught us once, though.]

For the sub-theme of **writing**, **listening**, as well as **reading skills**, the students reported that the LX teacher had been providing instructions across the three language skills. Recently, however, a pronounced focus on writing was observed due to the requirements of final paper projects. Such shift reflects her adaptability especially in attending to specific educational needs, which over the long run supports the academic progress of students. The following are Excerpt #20 from S#4,

Apa yang kita pelajari? Lebih ke bikin essay, analisis cerita...

[What we learn? It is more of writing essays, analysing stories...]

Excerpt #21 from S#1,

... terus ambil contoh soal dari buku Cambridge. Question paper ya? ... terus ada listening test, kita tulis jawabannya gitu.

[... And then taking practice questions from the Cambridge book. Question paper, is it? ... There would be listening test, we write down the answers on it.]

Excerpt #22 from S#5,

Lebih banyak ke writing, sih.

[We learn more about writing.]

and Excerpt #23 from S#6.

Listening juga ada. Sebenarnya equal, nggak, sih? Maksudnya kayak sama-sama aja, cuma kalau sekarang karena final paper ya, lebih fokusnya ke writing semua.

[There are also listening, though. Actually equal, is not it? I mean, they have the same portion. It is just that for now since there is final paper, we are more focused on writing.]

Pertaining to the respective theme, the FGD elicits responses in which confer disclosure of the collaboration between teachers in the learning in terms of the four skills. In light of their importance in communication, L1 teacher focuses on teaching speaking whilst LX teacher is accountable for managing the remainder. A thorough exploration of each skill is essential for ensuring effective English learning, having incorporated with distinct pedagogical approaches utilised by L1 and LX teacher as further discussed as follows.

c. Methods

Pedagogical competence as the second category encompassed the theme of methods. Three items were to explore how the students perceive the issue of Native-speakerism within three sub-themes, including preparation and presentation of classroom materials, access to students' English proficiency, as well as understanding of students' needs and difficulties. The first item results in S#1 response as documented in Excerpt #24.

Kalau dari aku, sih, guru lokal biasanya lebih terpaku terhadap materi. Misalnya, kalau lagi belajar tentang ini, lebih fokus ke materi ini dan materi ini saja. Kalau guru native itu kan, bahasanya dia sendiri ya. Jadi, dia sebenarnya bisa agak meluas tentang pelajarannya.

[From me, the LX teacher is usually more fixated on the class materials. For example, when we are learning about a certain unit, she would only focus on that one exact unit. As for the L1 teacher, since English is his own language, he might eventually cover broader context through his lessons.]

This receives reinforcement as asserted by S#5 in Excerpt #25 and S#4 in Excerpt #26.

Iya, (terpaku) sama textbook. Kalau guru native lebih santai.

[True, fixated on textbook, while the L1 teacher is more at ease.]

Ibaratnya kalau lokal lebih ke teori, native lebih ke praktiknya. Itu, sih, kurang lebih.

[More or less, it is like while LX teacher deals with the theory, L1 teacher is more about the practice.]

For the first sub-theme **preparation and presentation of**

classroom material, the aforesaid excerpts uncover the extensive instructions with a broad coverage provisioned by the L1 teacher, which situate a comprehensive yet rather relaxed learning atmosphere. The findings also confer disclosure of a tendency for the LX teacher to attentively prioritise specific subject matter during lessons, one at a time. Further to this, S#5 as a response to the fourth item, “*Ceritakan mengapa Anda percaya bahwa antara guru penutur pertama dengan penutur asing adalah guru bahasa Inggris yang ideal.*” / [Tell us why you believe or do not believe that either L1 or LX teacher is the ideal English teacher.], postulated that she felt overwhelmed by the perpetual influx of assignments and found it difficult to not lose track of time, as transcribed in Excerpt #27.

Iya, memang betul. Jadi kayak tugasnya selalu ada, ada, ada, padahal kita belum selesai, tapi ada lagi.

[Yes, indeed. It is as if there are always assignments to do. One after another after another. Even when we are not done, there is yet another one.]

S#4 in Excerpt #28 provided validation for the previous response.

Memang banyak banget. Misalnya, kita lagi worksheet satu, kita harus selesai. Tapi karena waktunya sudah habis, banyak yang belum selesai, tapi nanti dikasih lagi.

[There are a lot. For example, we are on the first worksheet. We have to finish it but since the time is up already, a lot of us could not finish. But then we would still be given another one.]

One student addressed a method that the LX teacher utilises herewith, namely timeblocking. It involves timed intervals devoted

to a set of tasks to finish within the specified timeframe, which in its implementation unfortunately received poor reception as another student pondered. Below are Excerpt #29 from S#6 and Excerpt #30 from S#4.

Guru lokal kita itu pakai metode blocking time. Jadi sistemnya setiap 25 menit itu satu tugas ini, nanti selanjutnya satu tugas baru.

[Our LX teacher uses a blocking time method. Every 25 minutes is allotted for an assignment, and it is coming one after another.]

Iya, kita pada dipatok waktu banget pas mengerjakan tugas, padahal nggak semua tugas bisa waktunya cepat.

[True, we really race against time when doing assignments. Even though not all of them takes so quick.]

Additionally, the following findings suggest a shortfall in the clarity of instructions. Aside from requiring some assignments to be completed within the lesson period, worksheets are often with such insufficient guidance. This, following S#1 in Excerpt #31 and S#5 in Excerpt #32, causes confusion and in consequence, hinders them in the task completion.

Terus beberapa tugas nggak boleh dibawa pulang, jadi harus selesai di kelas, di hari itu juga.

[Also some tasks are not meant to bring home, so we have to finish it in the class on that exact day.]

... dan beliau kalau misalnya membagikan worksheet cuma yang, 'Baca aja, ' gitu tanpa kasih contoh gimana.

[... Also when she distributes worksheets, she says, "Just read it," or such without giving example on how to answer.]

S#3 espoused their contentions as annotated in Excerpt #33.

Nah, padahal kan, waktu di kelas nggak cukup. Jadi makanya bingung gitu gimana.

[Even though there is not enough time in class, so that is why we are confused.]

The L1 teacher covers a broad spectrum of subjects as presented in classroom. In contradiction, the LX teacher dedicates attention to the depth of comprehension within one area. The contrasting approaches, having complemented with **access to students' proficiency** on which was imparted in Excerpt #34 by S#4, contribute to establishing an equilibrium within the classroom ecosystem.

Iya kok. Guru sini menyesuaikan kapasitas dari kitanya juga.

[She does. LX teacher adjusts the lessons to suit our capacities.]

In the attempt to ensure optimised learning, she tailors the instructions to align with the students' English levels. Considering the completion of standardised tests such as TOEFL and IGCSE, which corresponds with S#6 and S#4 responses in respectively Excerpt #35 and Excerpt #36, the students are acquainted with their proficiency levels of English.

Sudah, kak. TOEFL sama...

[Sure, we have. TOEFL and...]

Yang Cambridge? IGCSE. Kita pernah ambil tes itu, nanti kelas XII ada lagi.

[The one from Cambridge? IGCSE. We have taken that test, and we are to take it again at 12th grade.]

With these being administered internally, the teacher is able to review the test results with ease. She thereby fortifies inclusivity amongst students of diverse levels by accommodating them with a more effective instructional strategy to employ. As it is testified in Excerpt #37 from S#2 and Excerpt #38 from S#1, each student is therefore benefited.

Kalau menurut saya, sih, cocok. Jadi materi yang beliau siapkan bisa kita kejar.

[I think it is well-suited, so that we could easily follow along with the materials that she prepared.]

Di kelas kan, anaknya beda-beda ya. Ada yang belajarnya cepat, ada yang kurang. Sejauh ini, sih, menurut saya sudah sesuai.

[In the class, each student is different, right? There are the fast learners, also the not-so-fast ones. Well, I think so far it is already appropriate.]

The contentions were verified by S#5 in the following Excerpt #39.

Pernah aku waktu SD di sini memang diajar sama guru bule juga, dan sama aja. ...

[When I attended the primary level here, I was taught by other L1 teachers as well, and they were just the same. ...]

This signifies that the prior L1 teachers have been as adept at adapting to students' levels as well. Such adaptability caters to their capabilities, and thus could elevate each individual's grasp on

what is being learnt. Further on this subject, the results for the sub-theme **understanding of students' needs and difficulties** are interspersed amongst the responses to the second and fourth item.

The discussion was commenced with a number of challenges that the students had faced throughout the process of learning. S#5 in Excerpt #40 below articulated her problem while attempting to talk in English. Following her statement, she attributed this issue to a shortage of vocabulary.

Karena kan, aku kayak nggak bisa bahasa Inggris tapi aku paham dia lagi ngomong apa. Nah, kalau mau ngomong suka bingung nih, 'Aduh, bahasa Inggrisnya apa? Vocab-nya apa?' gitu.

[It is because I am not good at English even though I understand what they are talking about. Whenever I want to talk, I often get confused, "Gee! What is the English for this? What is the vocabulary?", or such.]

This is validated by the responses in Excerpt #41 from S#4 as well as Excerpt #42 from S#3.

Iya, suka lupa.

[True, I often forget what to say.]

Sudah ada di kepala, tapi nggak bisa ngomongnya.

[I had it in my head already, but I could not say it.]

The three of them shared the same issue. They receive inputs well from others, yet struggle to produce their own outputs, hence inadequate language threshold or a disparity between receptive and productive skills. This correlates with cognitive blocks such as

blanking, to quote S#5 in Excerpt #43, which are often experienced in the presence of L1 users, or in this regard the L1 teacher.

Karena kan, kalau misalnya kita dihadapkan sama bulenya suka nge-blank gitu, kan? Jadi kayak tiba-tiba lupa nih, ya sudah.

[It is because when we are faced with a foreigner, we often go blanking. So we suddenly forget what to say.]

Such issues relating to linguistic vulnerability are further substantiated with S#3 response in Excerpt #44 below. The struggle to convert concepts or ideas into verbal expressions is one factor that impacts confidence. Accounting with the fear of stumbling over words despite the necessity to speak English during the lessons, all of which exacerbate her anxiety bearing upon speaking.

... kadang kalau mau ngomong itu takutnya belibet, terus bulenya nggak ngerti aku ngomong apa. Walaupun aku tahu, sih, sebenarnya bulenya cukup bisa bahasa Indonesia ya. Tapi kan, tetap harus ngomong bahasa Inggris...

[... Sometimes when I want to say something, I am afraid of having tongue-twisted, then he would not understand what I say. Although I know that he actually could speak Indonesian, but still, I have to speak in English...]

This is supported by the response in Excerpt #45 and Excerpt #46 respectively from S#5 and S#4.

Kayak merasa nggak bisa salah gitu, loh, kak. Atau kita ngomong apa, takutnya mereka nggak ngerti.

[It feels like as if we are not allowed to be wrong. In another case, it is the fear for if we are talking, they do not understand.]

Kalau sama yang lokal kan, bisa kayak, 'Bu, ini Inggrisnya apa?' gitu, terus lanjut ngomong. Kalau native nggak direspon karena

harus Inggris kan.

[If we are with LX teacher, we could ask, “Ma’am, what is the English for this?”, then continue talking. However, if with the L1 one, he would not respond since we have to speak in English.]

As S#5 underwent a sense of pressure to forbear from errors, S#4 illustrated the ‘English-only’ policy to which the L1 teacher has enforced strict adherence as it unintentionally creates communication barriers between them. By contrast, the LX teacher allows for flexibility in terms of assisting the students, for instance, with minor translations in order to facilitate smoother interactions. This was reinforced by S#1 in Excerpt #47 as follows.

Kalau lokal itu biasanya lebih connect gitu, soalnya mereka tahu kita lagi belajar apa-apanya disesuaikan sama kondisi kita juga...

[For the LX teacher, usually we are more connected since she knows what is being learnt has to suit our conditions as well.]

The FGD results hereupon transpire that there is a variance in the methodologies employed by L1 and LX teacher. Students feel benefited from the wide range of contextual understanding through the L1 approach, whereas that of LX is geared towards a deep dive into the topic. Above all else, immediate attention is necessitated to alleviate the challenges that students encounter in learning English, as highlighted in the findings, including linguistic vulnerability as well as low language threshold.

d. Delivery

The succeeding theme addressed concerning delivery. Two items were to explore how the students perceive the issue of Native-speakerism within four sub-themes, including rapport building, provision of engaging learning, frequent use of English, as well as learning encouragement. For the first sub-theme **rapport building**, the second item results in the response from S#6 as recounted in Excerpt #48.

... waktu impromptu misal, kayak lebih ... gimana ya? Karena dites sama guru bule, jadi lebih pressure. Meskipun guru lokalnya juga ada di samping, cuma yang menilai kan guru sana.

[... When we had an impromptu speech, for example, it was more ... How do I say? Since we were assessed by L1 teacher, I felt more pressured. Even though the LX teacher was also there in the classroom, still the one who assesses is from L1 country.]

S#3 in Excerpt #49 corroborated the previous viewpoint.

Iya, takut salah ngomong.

[True, I am afraid of saying something wrong.]

From these excerpts, the innate background of L1 teacher is of their concerns as one student had experienced pressure, while another expressed anxiety over potential errors. Contradictory with these two who articulated affective as well as cognitive dynamics, S#1 and S#4 admitted that his sporadic teaching schedule limited their ability to offer objective feedback. This is addressed respectively in Excerpt #50 and Excerpt #51.

Guru native jarang mengajar, sih...

[The L1 teacher rarely teaches us, so...]

Iya, kita nggak bisa nilai lengkap, karena jarang sama kita.

[We could not reflect accordingly since we are rarely with him.]

Due to this, the students could not articulate further on this matter. One student, however, as a response for the subsequent sub-theme **provision of engaging learning**, recounted his experience of learning with LX teachers since primary levels. He regarded them as diverse, which hinges upon their own competence as depicted in the following Excerpt #52 from S#6.

Kalau dari kecil kan, saya juga kayak pas SD sempat belajar di EF dan lebih sering sama guru lokal ketimbang yang native. Balik lagi memang tergantung gurunya. Kadang-kadang ada yang monoton, cuma itu-itu aja; tapi ada satu lagi guru yang lebih seru.

[From little at around my primary school years, I went to EF and have been with LX teachers more often than the L1 one. Still, it depends on the teacher. Sometimes there were the monotone ones with such repetitive methods, but there were also the ones with more exciting lessons.]

S#1 in Excerpt #53 below advocated concerning his idea.

Kalau dari saya... apa ya? Sama, sih, sebenarnya tergantung gurunya juga. Kalau kompetensinya bagus, mengajarnya bagus.

[As for me, ... What do I say? It is the same actually, depending on the teachers themselves. If they have good competence, then they teach as good.]

Aside from that, there were as well two students narrated the experience of learning English under the L1 teacher's

instruction in the preceding year. One of the methods that he utilised in particular for writing classes was namely Bing-Bang-Bongo, that of which according to S#5 in Excerpt #54 and S#4 in Excerpt #55 was perceived as intriguing. This attests to the enjoyable learning atmosphere situated by the L1 teacher so as to stimulate the students' enthusiasm towards the subject.

Sebenarnya, kelas X itu kita pernah belajar Bing-Bang-Bongo semacam menyusun paragraf, gimana cara bikin essay.

[Actually, when we were at 10th grade, we learnt how to construct paragraphs, how to write essay using Bing-Bang-Bongo method from the L1 teacher.]

Oh, iya. Menulis berita, majalah. Seru, sih.

[Oh. Also writing news and magazine. It was exciting.]

As a point of clarification, S#6 noted how it is mandatory for the students to communicate in English exclusively throughout English lessons. This denotes that regardless of by whom the class is conducted, such practice encourages **frequent use of English**. Issues as previously mentioned relative to their difficulties might have arisen; in positive light, as annotated in Excerpt #56, it is yet projected to foster the internalisation of English, hence fluency.

Setiap kelas English itu disuruh full English, kak. Biar fluent.

[We are asked to speak fully English every English class, so we are likely be fluent.]

Additional information, also previously mentioned in the 13th sub-

theme, was presented by S#4 in Excerpt #57.

Kadang kalau sama guru lokal suka diselip-selip Indo sedikit bisa, tapi sama native nggak.

[Sometimes when we are with the LX teacher, it is allowed to mix in a bit of Indonesian, but not with the L1 teacher.]

By allowing the mixing of English and Indonesian, the LX teacher offers opportunities for the students to bridge linguistic gaps. This cultivates a learning environment that is more flexible wherein are engaged the students, those of medium to lower achiever groups in particular. Such supportive approach serves as a form of **learning encouragement**, which is essential to boost students' motivation to learn English.

S#4 alluded to the reinforcement that the L1 teacher provides in the form of feedback posterior to assessments. Scores as well as the explanatory notes herewith allow the students to acknowledge the extent of their skills, which in turn motivates them to set more objectives to achieve for further improvement. More on this topic is expounded in Excerpt #58 below.

Kalau feedback, sih, lebih ke nanti pas di penilaiannya. Kalau secara langsung nggak pernah. Biasanya nanti dapat penilaian di Google Classroom, nilainya berapa, penjelasan apanya yang kurang.

[As for the feedback, it is never in a direct manner but later in the assessment process. How much the score is, on which parts are lacking, and the explanations; usually we get the results on Google Classroom.]

Supplemental details referenced by S#1 and S#4 were recorded in Excerpt #59 and Excerpt #60.

Mengikuti rubriknya biasanya.

[... Usually following the scoring rubrics.]

... Biasanya di rubriknya bakal ditulis ini apa yang kurang, apa yang harus diperbaiki.

[... Usually, on the rubrics some notes would be put for which are lacking and what needs to be improved.]

The students have benefited from the use of scoring rubrics as a means of comprehensive feedback. It is considered instrumental in identifying the progress that they have attained over times, aspects where errors occurred, areas for improvement, et cetera. The L1 teacher utilises an online platform, namely Google Classroom, in that its service ensures privacy where only the teacher and each associated student have the access to their feedback. This is in line with S#6 response as inscribed in Excerpt #61.

Jadi kayak secara personal, nggak terang-terangan di kelas. Cukup kita tahu sendiri, mana yang kurang.

[So it is through personal and not openly in class. Which parts are lacking or such is enough to know for ourselves.]

S#1 fortified his point as specified in the following Excerpt #62.

Iya, maksudnya beliau bukan yang kita error sedikit langsung di-point out pada saat itu juga.

[True. I mean, he is not the type who pointed out directly at the very moment we make slight errors.]

Such nuanced approach that the L1 teacher employs reflects a commitment to constructive feedback. By averting correction of minor mistakes in an immediate manner and instead exemplified by extending personalised resources and suggestions, he establishes a learning environment that is supportive. S#3 purveyed accordingly his input as settled in Excerpt #63.

Tapi aku pernah waktu itu gara-gara nggak ikut di kelas jadi susulan sendiri kan. Terus pas sudah selesai impromptu-nya, aku dikasih saran buat nonton video di TikTok cara memperbaiki grammar gitu.

[Once when I had a make-up test because I was absent from the class, as soon as I finished the impromptu, I was suggested to watch a video on TikTok about how to improve grammar.]

The findings from FGD on the respective theme elucidate the students' receptions of English learning experiences with both L1 and LX teacher. Initially, ambivalent reactions towards the first one are evident in the fervour for the engaging delivery, regular usage of English, as well as provision of constructive feedback, even so juxtaposed with dismay over his cultural contrast. Contrariwise, the latter garners more favourable attitudes due to translanguaging, which in turn stimulates higher levels of motivation. This therefore reflects a nuanced preference between L1 and LX teacher, which is the focus of later discussion.

e. Preferences

For the latter part, the final theme within the FGD pertained to students' preferences. This emerges from the fifth item, "*Jelaskan*

mengapa Anda setuju atau tidak setuju bahwa pengajaran bahasa Inggris seharusnya hanya dilakukan oleh guru penutur pertama.” /
[Explain why you agree or disagree that teaching English should be done only by L1 teacher.], which results in the response from S#2 as disclosed in Excerpt #64.

Kalau saya setuju dan prefer native speaker karena lebih memperkenalkan kita gimana ngomong sama orang asing. Kan kita belajar bahasa Inggris bisa dipakai di luar negeri, jadi terbayang seperti apa.

[I agree and prefer L1 teacher since he introduces us more to how we talk to foreigners. We learn English, so that we can picture what it is like to use it abroad.]

His preference for the L1 teacher stems from the emphasis placed on developing practical communication skills essential for interacting with individuals from diverse cultural backgrounds. This approach enables the students to envisage and accordingly prepare better for the implementation of English in international contexts. However, another student articulated an alternative perspective that illustrates the prominence of the LX teacher's presence in contrast to the L1 counterpart as documented in Excerpt #65 from S#1 below.

... Sebenarnya, saya nggak terlalu bisa bilang ya, karena hampir jarang diajar sama guru native. Tapi ya, kalau saya bilang antara guru lokal atau native, saya lebih pilih lokal.

[... Actually, I could not really say since it is almost rarely that we are taught by L1 teacher. But still, if I am to choose between L1 and LX teacher, I would rather pick LX teacher.]

Other students embrace this contention and integrate it into

their own positions. S#3 inclination towards the LX teacher is arises from a desire to mitigate her perceived linguistic vulnerability under close scrutiny of the L1 teacher, whilst S#6 favours the LX teacher to mitigate academic pressure and, non-derogatory, discomfort with the learning environment as facilitated by the L1 teacher. Below are respectively Excerpt #66 and Excerpt #67.

Aku juga sama aja, sih. Kayak lebih ke guru lokal, karena tadi takut salah ngomongnya.

[It is the same for me as well. I prefer LX teacher, as I said before, the reason is that I am afraid of saying something wrong if with the L1 one.]

Kalau pribadi, sih, aku memang prefer itu aja yang lokal karena nggak begitu pressure pas belajarnya. Kalau sama native, lebih takut karena beliau mengerti betul bahasanya. ... Ujung-ujungnya kurang nyaman.

[Personally, I prefer LX teacher since I feel less pressured when learning with her. If with the L1 one, it is the fear for me since he understands the language that well. ... At the end, I feel rather less comfortable.]

S#5 attributed the varying responses to the presence of L1 teacher with their educational background differences of which she extended the scope to state school and international school students. She argued that the first group likely perceive a disadvantage, while the latter one might exhibit a more favourable attitudes towards L1 teacher. Moreover, such linguistic vulnerabilities were cited as the primary reason why the majority of them would rather learn English with LX teacher as evinced in Excerpt #68.

Kalau sekolah negeri ya, itu pasti banyak nggak setuju karena memang kurang, nggak, sih? Kalau sekolah internasional, memang cocoknya sama guru asing. Tapi karena di sini kebanyakan nggak paham jadi guru lokal ya?

[If it is state school, there must be a lot of which are against since they are somewhat underperforming? If it is international school, L1 teacher would be more suitable. But since most of us here do not understand well, so we prefer the LX teacher, right?]

There were eventually one student who maintained a neutral stance and suggested that the preference for either L1 or LX teacher is contingent upon individual objectives. Those aspiring for fluency would lean towards the L1 teacher, whereas those pursuing casual learning might find the LX teacher adequate; both are justifiable. The following Excerpt #69 featured S#4 response.

Jujur, lebih di ke tujuannya, nggak, sih? Kalau yang memang benar-benar mau fluent gitu, menurut aku bakal prefer yang native. Tapi kalau buat belajar sehari-hari aja, ya yang lokal juga cukup, sih.

[Honestly, it depends more on our own purposes, does not it? If we really want to be fluent, I think we would prefer the L1 one. But instead, if it is just for casual learning, the LX one is enough.]

S#1 response in Excerpt #70 strengthens the aforestated notion.

Kalau tujuannya memang mau ke luar negeri atau gimana, bakal lebih ideal sama guru native, sih.

[If we aim for an abroad study or such, it would be more ideal with an L1 teacher.]

The preferences amongst students for L1 and LX teacher from the FGD results reflect a diverse set of factors. In essence, each is opted for respectively in terms of practical skills and overcoming language barriers. The secondary choice, notwithstanding Native-speakerism, is the preferred alternative for the majority of students.

B. Data Analysis

The researcher administered the process of data collection for the present research utilising two instruments, including questionnaire and FGD. The data were taken from 14th to 19th June 2024 involving the 11th grade students of SMAS Madania Bogor. Variety of perceptions towards Native-speakerism were discovered as the students articulated their distinct ideas. Triangulation was utilised to verify the validity of the collected data in the present research. The data from various sources, in this sense, questionnaire and FGD as enacted were interpreted to corroborate each other. Through this method, convergent findings across the results solidify the conviction in the data credibility (Merriam and Tisdell, 2016, cited in Jones, 2023). Considering the thematic analysis technique, the data were further classified into five major themes: linguistics, skills, methods, delivery, and preferences.

1. Linguistics

In accordance with the result from the questionnaire relating to the theme of linguistics, the present research demonstrates that students appreciate the distinct contributions of each L1 and LX teacher to ELT.

Not only do they recognise the fluency of L1 teacher, they acknowledge the acceptability of LX counterpart. They also remain in accord as to how LX teacher exhibits grammatical accuracy inasmuch as L1 teacher excels in pronunciation; all of which elevate their English acquisition as well as proficiency. This indicates that L1 teacher is not necessarily considered the exclusive source of English, which aligns with Silalahi (2019) and Rondonuwu et al. (2022). Instead, both L1 and LX teacher are equally valued as competent models of English.

The FGD results in connection with this theme evince the students' nuanced awareness of Native-speakerism and its implications particularly within the EFL context. L1 teacher is regarded for practical English that is essential for daily communication and academic pursuits worldwide. Although concerns persist regarding intelligibility issue, the favouritism towards certain L1 accents (Trzeciakowska, 2020; Veliz & Veliz-Campos, 2021), reflect broader sociolinguistic dynamics that prompt challenges for LX teacher and students. Nonetheless, the parity in proficiency between L1 and LX teacher is acknowledged. With LX teacher emphasising on grammatical structures in writing as is the L1 counterpart especially in speaking, as Harsanti and Manara (2021) equivalently postulated, the findings highlight the context in which not only the LX but also L1 teacher significantly contribute to instructions concerning grammar.

On the basis of the data collection results from both instruments,

the role of teachers in language learning extends beyond the dichotomy of L1 and LX users. Bearing in mind their inborn linguistic repertoire, the initial party might have traditionally been upheld as the predominant authority on English; contemporary perspectives, however, emphasise the efficacy of both L1 and LX teacher in serving as equally proficient language models. This paradigm shift establishes a solid foundation in the effort to, as Fang (2018) proposed, address and further challenge the ideology of Native-speakerism.

2. Skills

The analysis of the data collected by means of questionnaire relative to the four language skills reveals several notable trends that emerge regarding the students' perceptions. L1 teacher is recognised as a proficient English speaker and is advocated as exemplary role model for achieving fluency in English. This attests to the belief in the value of L1 linguistic repertoire, as reposes upon Alghazo and Zidan (2019), which reflects the expectations of authentic English exposure inherent to L1 instructions. On the contrary, LX teacher is favoured in view of assisting with the students' improvement in writing as well as receptive skills more than the L1 counterpart. The general consensus highlights the equivalence between L1 and LX teacher in their efficacy as adequate models for English language learning, likewise the theoretical basis by Silalahi (2019). In retrospect, neither is perceived as superior or inferior to the other.

Pertaining to the respective theme, the FGD elicits responses in which confer disclosure of a synergistic, proportionate approach that is entailed on both teachers in enhancing students' language skills. L1 teacher's contribution to the development of oral communication skills is substantial. Through the provision of critical feedback, students are facilitated in identifying their strengths and weaknesses, postliminarily directing them to achieving competence in spoken English (Wulandari et al., 2021). LX teacher assumes responsibility for the delivery of, as opposed to the L1 counterpart, the three remaining skills and therefore manifests versatility in terms of addressing the multifaceted nature of language, which echoes heretofore as featured in a journal by Silalahi (2019). English learning, for instance, is beyond mere memorisation of vocabulary and grammar as it encompasses not only one but four skills, including listening, speaking, reading, as well as writing; all of which are elemental in effective communication.

Both the questionnaire and FGD demonstrate both L1 and LX teacher as devoid of hierarchical distinctions, hence comparable levels (Wang & Fang, 2020). Each is esteemed for their capacity to effectively impart regarding the basic language skills and nurture a holistic learning environment. Proficiency in English entails competence across all four domains, which enables one to engage confidently in diverse contexts, for instance, from apprehending conversations, interpreting texts, to articulating coherent ideas in oral as well as written forms. Regardless

of their assigned speakerhood, both teachers take on the responsibility of facilitating students in achieving proficiency, which in accordance with Krstinić (2020) involves accuracy, fluency, as well as all four basic language skills.

3. Methods

For the subsequent theme, the responses to the questionnaire on the subject of methods highlight the complementary virtues of both L1 and LX teacher. The teaching practice of L1 teacher is perceived as presented in an intriguing approach, as constructed on Hutabarat (2023), which encourages attentiveness and active participation from students. In the meantime, along with the adeptness in reducing language barriers as well as resolving the challenges that they face throughout the process of English learning, following Fang (2018), LX teacher is regarded for tailored materials compatible with the students' levels and needs. The inference being that both teachers are integral part of ELT nevertheless.

The FGD results hereupon transpire that teaching methodology as implemented by L1 teacher is distinct from that of LX teacher. The extensive coverage to which L1 teacher is attributed emphasises the creation of a learning environment conducive to exploration across various subjects. Despite the language barriers, the accommodation for students of varying achievement levels, as constructed on Myhill et al. (2023), is exhibited by the L1 teacher as well. Conversely, LX teacher is noted for addressing the issue by occasional translanguaging, which

is enacted to offer support for the underperforming students, whilst employing a focused approach so as to allow of in-depth understanding. The shortcoming is that concerns with troubleshooting issues such as finite vocabulary, hesitation, as well as speaking anxiety, each of which is common for EFL students (Liu, 2021), or the ‘notorious’ high-pressure deadlines yet prevail.

It is inferred from both instruments that both teachers contribute in an indispensable sense towards ELT. The approach employed by L1 teacher affords students extensive exposure to contexts, whereas that of the LX counterpart brings forth in-depth exploration of the subject. This, as affirmed by Wang and Fang (2020) as well as Wulandari et al. (2021), accommodates variety of learning needs and objectives, thus promotes thorough language acquisition for both academic and practical purposes.

4. Delivery

For the theme of delivery as analysed through the questionnaire, the results emanate diverse perspectives and attitudes towards English learning with both teachers. Despite the exclusive use of English in the classroom in which L1 teacher conducts being generally favoured, which assents to Sarie (2018), the incorporation of Indonesian by LX teacher is appreciated by reason that it promotes better comprehension. Taking another vantage point into account, engagement varies as L1 teacher’s lively learning environment appeals to only some whilst LX counterpart’s approach resonates better with the majority of students,

parallel to Lee and Du (2021). They are likely to be inspired with greater motivation and positive attitudes towards English learning if it is with LX teacher, thereby leveraging the willingness to actively participate.

The findings from FGD on the respective theme elucidate the complex dynamics of students' experiences of learning English with L1 and LX teacher. A range of emotional responses are exhibited due to the distinct cultural origin of L1 teacher, likewise discussed heretofore in reference to Huttayavilaiphan (2021). Together with the personalised resources, the bright side is that L1 teacher receives appreciation for the provision of constructive feedback as students deem it of significant benefit. The topic regarding his engaging delivery is further reiterated, augmented with annotations on the regular use of English from which they expect and are expected to achieve fluency (Jang et al., 2022). The discussion relating to the LX counterpart, however, sparks similar point as aforementioned.

To conclude the questionnaire and FGD results, the formation of students' perceptions in this sense involves a complex landscape that is influenced by the exposure to pedagogical approaches and cultural dynamics. L1 teacher appeals to those who seek contextual immersion, which denotes to both social and cultural context, in English learning, whereas the LX approach is regarded as more resonant with the students. Aside from having credited with learning encouragement, her bilingual approach, allusion to Kiczkowiak (2018), essentially caters to the low-

achieving groups. Only through this could ELT emphasise inclusivity and strive for thorough comprehension for the entirety of the class.

5. Preferences

For the latter part, the final theme within the questionnaire pertained to students' preferences. Whilst a subtle variance is inclined towards LX teacher, there is no pronounced preference for either L1 or LX teacher, which mirrors the conclusions of Silalahi (2019) as well as Wang and Fang (2020). This indicates a nuanced balance regarding the appeal of each teacher regardless of their assigned speakerhood.

The preferences amongst students for L1 and LX teacher from the FGD results reflect multifaceted considerations on account of individual needs and circumstances. Those who favour L1 teacher have priority over the development of practical skills that are fundamental to communicating with culturally diverse settings. Oppositely, those who lean towards the LX counterpart mostly seek support in confronting their linguistic threshold and vulnerability as they are perceived to be more manageable under her instructions. The ratio is that four of six prefer LX teacher, and accordingly such trend suggests the significance of tailored approach that, to cite from Trzeciakowska (2020), is implemented to align with the students' capacity.

To summarise, a slight preference for LX teacher is suggested in both instruments. The underpinning reason for their preferences extends beyond mere linguistic identity, for instance, nativity status as

illustrated in the Kachru's Concentric Circle model (Al-Mutairi, 2020; Colmenero & Lasagabaster, 2020; Hasibuan, 2020). It encompasses the teacher's perceived expertise in regard to content knowledge as well as pedagogical competence.

Over the length and breadth of the data collection in the present research, a wide spectrum of viewpoints on Native-speakerism signifies the students' positionality in connection with the subject. Influenced by the cognitive, affective, as well as conative aspects, they acknowledge the urgency to move beyond the pervasive bias and prejudice associated with the cultural and linguistic diversity of each assigned speakerhood (Schreiber, 2019). Particularly in EFL context, the fluency of a teacher is not considered the sole determinant of whether the learning process would be successful or otherwise stated. The qualifications extend further to, which was posited as PCK (Shulman in Myhill et al., 2023), each and every area of content knowledge and pedagogical competence. On final note, by prioritising these, all students benefit as they receive a quality education that serves as a catalyst for their academic growth.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The widespread marginalisation of LX users to which often referred as Native-speakerism poses as the main cornerstone of the present research. Its demeanour is to retaliate the dominance of Inner Circle L1 counterpart with their entitled ‘real and correct’ English. Therefore, this research was conducted with respects to the research question as follows: “What are students’ perceptions towards Native-speakerism in EFL context?”. So as to answer, research instruments such as questionnaire and FGD were utilised as a means of data collection technique. The process of data collection involved the 11th grade students of SMAS Madania Bogor, with 29 of them having directed to respond to the questionnaire and six to participate in the follow-up FGD. The results reveal varied perceptions on the quality of both L1 and LX teacher and how their approaches in teaching English differ from one another.

The students’ deliberation on the issue of Native-speakerism cogitate on the prior experiences of learning English under both teachers’ instructions. Native-speakerism yet remains apparent in the minds of some students. This is evident from the preference over L1 accent as well as the implication that LX-accented English does not fulfil their expectations of exposure to authentic English. However, it is noteworthy that LX teacher is

regarded as fluent whilst L1 teacher's expertise in grammar is as advanced, which reflects their proficiency being on a par with that of their counterpart. Correspondingly, both provision adequate support for the students in their linguistic development.

Regarding L1 and LX teacher's pedagogical approach, students are engaged with contextual and in-depth exploration of subject matter. This is to obtain comprehensive understanding not only by solidifying conceptual knowledge but also connecting these concepts to real-world circumstances. It is as well discovered that each L1 and LX teacher is designated to classes according to their expertise. With the first being responsible for speaking and the latter for other three areas, such synergistic collaboration enhances instructional effectiveness, which contributes to amplifying students' achievement across language domains.

Evidence signifies a notable preference for LX teacher. Despite this, it does not diminish the presence of Native-speakerism. The focus therefore lies in capitalising on the strengths of both teachers to cultivate even more effective learning environment. By integrating both pedagogical approaches could enhance ELT, foster an inclusive and engaging learning experience, as well as empower students to achieve linguistic proficiency.

B. Suggestion

Based on the results of the present research, suggestions to students, L1 and LX teacher, as well as English Language Education colleagues are discussed briefly as follows. The research provides an overview of Native-

speakerism with an acknowledgement of previous researchers' attempts to challenge this critical issue by validating WE. Take LX teacher, for instance, as a living proof that even an English speaker originating from the Outer-Expanding Circle excels in English. Through this lens, it should cater for the students a boost in self-esteem in learning English and most importantly, encourage them to legitimatise themselves as level as L1 users.

Aside from that, voices and views from the students should propose a source of evaluation for the L1 and LX teacher concerned to engage in the improvement of ELT in the school. The aforestated issues such as narrow linguistic threshold and vulnerability should be resolved in a timely manner so as to compromise with the students' difficulties in learning English. In addition to that, considering the limitation that the scale is relatively small, future research on this subject as commenced by colleagues should offer broader coverage and involve more diverse samples.

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APPENDICES

Appendix 1. Research Instruments

A. Questionnaire

Pre-reviewed Questionnaire Items

No.	Statement	Responses				
		SD	D	N	A	SA
1.	L1 user of English is someone who was born only in the UK or US.					
2.	All L1 users of English are Caucasian.					
3.	There is no L1 user of English in Africa.					
4.	Every L1 user speaks English perfectly and never makes mistakes.					
5.	Surely L1 user has a high score in TOEFL.					
6.	Only the English spoken by L1 teacher is the real and correct English.					
7.	LX teacher might teach incorrect pronunciation.					
8.	Speaking with a British or American accent is my goal in learning English.					
9.	L1 teacher is not good at teaching grammar.					
10.	I prefer to have English classes with L1 teacher.					
11.	I think LX teacher is an ideal English teacher.					

Questionnaire Items

No.	Statement <i>Pernyataan</i>	Responses <i>Respon</i>			
		SD <i>STS</i>	D <i>TS</i>	A <i>S</i>	SA <i>SS</i>
1.	Only the English spoken by L1 teacher is the real and correct English. <i>Hanya bahasa Inggris guru penutur pertama yang merupakan bahasa Inggris yang nyata dan benar.</i>				
2.	Only L1 teacher can teach me real and correct English. <i>Hanya guru penutur pertama yang dapat mengajarkan saya bahasa Inggris yang nyata dan benar.</i>				
3.	L1 teacher speaks English fluently with the right diction and pronunciation. <i>Guru penutur pertama fasih berbicara dalam bahasa Inggris dengan pemilihan diksi dan pelafalan kata yang tepat.</i>				

4.	L1 teacher speaks English better than LX teacher. <i>Guru penutur pertama berbicara dalam bahasa Inggris lebih baik dari guru penutur asing.</i>				
5.	My pronunciation would improve better with L1 teacher than LX teacher. <i>Pelafalan saya dapat meningkat lebih baik dengan guru penutur pertama dibanding guru penutur asing.</i>				
6.	My vocabulary would improve better with L1 teacher than LX teacher. <i>Pembendaharaan kata saya dapat meningkat lebih baik dengan guru penutur pertama dibanding guru penutur asing.</i>				
7.	I think L1 teacher is a good model for me to speak English fluently. <i>Saya berpikir bahwa guru penutur pertama adalah teladan yang baik bagi saya untuk fasih berbicara dalam bahasa Inggris.</i>				
8.	I should imitate how L1 teacher speaks English in their accent. <i>Saya sebaiknya meniru cara guru penutur pertama berbicara dalam bahasa Inggris dengan logat.</i>				
9.	I feel like having English classes with L1 teacher rather than LX teacher. <i>Saya ingin mengikuti kelas bahasa Inggris dengan guru penutur pertama dibanding guru penutur asing.</i>				
10.	L1 teacher presents class materials in a unique and interesting way. <i>Guru penutur pertama menyampaikan materi kelas dengan cara yang unik dan menarik.</i>				
11.	L1 teacher situates lively classroom activities that engage my attention. <i>Guru penutur pertama mengatur aktivitas kelas yang hidup sehingga menarik perhatian saya.</i>				
12.	It is best when my teacher speaks English at all times in class. <i>Adalah paling tepat bagi saya saat guru berbicara penuh dalam bahasa Inggris di kelas.</i>				
13.	It is helpful when my teacher speaks my mother tongue in class. <i>Adalah membantu bagi saya saat guru berbicara dalam bahasa ibu di kelas.</i>				
14.	I am fine with the English spoken by LX teacher with Indonesian accent. <i>Saya tidak masalah guru penutur asing berbicara dalam bahasa Inggris dengan logat Indonesia.</i>				

15.	I prefer having English classes with LX teacher to L1 teacher. <i>Saya lebih suka mengikuti kelas bahasa Inggris dengan guru penutur asing dibanding guru penutur pertama.</i>				
16.	I would have less language difficulties in learning English with LX teacher. <i>Saya menemukan lebih sedikit kesulitan berbahasa dalam pembelajaran bahasa Inggris dengan guru penutur asing.</i>				
17.	I would feel more motivated in learning English with LX teacher. <i>Saya merasa lebih terdorong untuk mempelajari bahasa Inggris dengan guru penutur asing.</i>				
18.	I would have more positive attitudes in learning English with LX teacher. <i>Saya memiliki sikap yang lebih positif dalam mempelajari bahasa Inggris dengan guru penutur asing.</i>				
19.	LX teacher explains grammar better than L1 teacher. <i>Guru penutur asing menjelaskan tata bahasa lebih baik dibanding guru penutur pertama.</i>				
20.	LX teacher teaches writing better than L1 teacher. <i>Guru penutur asing mengajarkan saya menulis lebih baik dibanding guru penutur pertama.</i>				
21.	My listening skills would improve better with LX teacher than L1 teacher. <i>Kemampuan mendengarkan saya dapat meningkat lebih baik dengan guru penutur asing dibanding penutur asli.</i>				
22.	My reading skills would improve better with LX teacher than L1 teacher. <i>Kemampuan membaca saya dapat meningkat lebih baik dengan guru penutur asing dibanding guru penutur asli.</i>				
23.	LX teacher understands and solves my problems in learning English better than L1 teacher. <i>Guru penutur asing mengerti dan menyelesaikan permasalahan saya dalam mempelajari bahasa Inggris lebih baik dibanding guru penutur pertama.</i>				
24.	LX teacher prepares materials that best fit my English level and needs. <i>Guru penutur asing menyiapkan materi yang sesuai dengan tingkat kemampuan bahasa Inggris dan kebutuhan belajar saya.</i>				
25.	I think LX teacher is as good language model as L1 teacher. <i>Saya berpikir bahwa guru penutur asing adalah teladan bahasa yang setara dengan guru penutur pertama.</i>				

B. Focus Group Discussion

FGD Guide

1. Peneliti mengucapkan salam.
2. Peneliti mengucapkan terima kasih atas kesediaan siswa.
3. Peneliti memperkenalkan diri dan mempersilakan siswa memperkenalkan diri.
4. Peneliti menjelaskan secara singkat maksud dan tujuan diskusi.
5. Peneliti meminta izin tentang penggunaan alat komunikasi selama diskusi, seperti alat perekam.
6. Peneliti menggunakan daftar pertanyaan yang telah disiapkan dalam pedoman diskusi.
7. Siswa bebas menyampaikan, menguatkan, dan atau membantah pendapat siswa lain.

FGD Items

1. Apa yang Anda pikirkan tentang guru bahasa Inggris penutur pertama dan guru bahasa Inggris penutur asing?
2. Dengan guru manakah Anda lebih suka belajar bahasa Inggris, guru penutur pertama atau guru penutur asing?
3. Mengapa Anda berpikir bahwa antara guru penutur pertama dengan guru penutur asing memiliki kemampuan berbahasa serta kemampuan mengajar bahasa Inggris yang lebih baik dibanding yang lain?
4. Ceritakan mengapa Anda percaya atau tidak percaya bahwa antara guru penutur pertama dengan guru penutur asing adalah guru bahasa Inggris yang ideal.
5. Jelaskan mengapa Anda setuju atau tidak setuju bahwa pengajaran bahasa Inggris seharusnya hanya dilakukan oleh guru penutur pertama.

Appendix 2. The Result of Questionnaire

Responses

No.	Statement	Frequency (Percentage)			
		SD	D	A	SA
1.	Only the English spoken by L1 teacher is the real and correct English.	2 (6.9%)	17 (58.6%)	9 (31%)	1 (3.4%)
2.	Only L1 teacher can teach me real and correct English.	5 (17.2%)	18 (62.1%)	6 (20.7%)	0
3.	L1 teacher speaks English fluently with the right diction and pronunciation.	0	3 (10.3%)	17 (58.6%)	9 (31%)
4.	L1 teacher speaks English better than LX teacher.	0	12 (41.4%)	16 (55.2%)	1 (3.4%)
5.	My pronunciation would improve better with L1 teacher than LX teacher.	0	17 (58.6%)	10 (34.5%)	2 (6.9%)
6.	My vocabulary would improve better with L1 teacher than LX teacher.	0	15 (51.7%)	12 (41.4%)	2 (6.9%)
7.	I think L1 teacher is a good model for me to speak English fluently.	0	5 (17.2%)	20 (69%)	4 (13.8%)
8.	I should imitate how L1 teacher speaks English in their accent.	0	11 (37.9%)	17 (58.6%)	1 (3.4%)
9.	I feel like having English classes with L1 teacher rather than LX teacher.	1 (3.4%)	17 (58.6%)	8 (27.6%)	3 (10.3%)
10.	L1 teacher presents class materials in a unique and interesting way.	0	14 (48.3%)	14 (48.3%)	1 (3.4%)
11.	L1 teacher situates lively classroom activities that engage my attention.	0	14 (48.3%)	13 (44.8%)	2 (6.9%)
12.	It is best when my teacher speaks English at all times in class.	0	5 (17.2%)	18 (62.1%)	6 (20.7%)
13.	It is helpful when my teacher speaks my mother tongue in class.	3 (10.3%)	10 (34.5%)	15 (51.7%)	1 (3.4%)
14.	I am fine with the English spoken by LX teacher with Indonesian accent.	1 (3.4%)	3 (10.3%)	21 (72.4%)	4 (13.8%)
15.	I prefer having English classes with LX teacher to L1 teacher.	2 (6.9%)	14 (48.3%)	11 (37.9%)	2 (6.9%)
16.	I would have less language difficulties in learning English with LX teacher.	1 (3.4%)	10 (34.5%)	16 (55.2%)	2 (6.9%)
17.	I would feel more motivated in learning English with LX teacher.	1 (3.4%)	10 (34.5%)	16 (55.2%)	2 (6.9%)
18.	I would have more positive attitudes in learning English with LX teacher.	1 (3.4%)	13 (44.8%)	13 (44.8%)	2 (6.9%)

19.	LX teacher explains grammar better than L1 teacher.	0	15 (51.7%)	13 (44.8%)	1 (3.4%)
20.	LX teacher teaches writing better than L1 teacher.	0	11 (37.9%)	16 (55.2%)	2 (6.9%)
21.	My listening skills would improve better with LX teacher than L1 teacher.	0	14 (48.3%)	12 (41.4%)	3 (10.3%)
22.	My reading skills would improve better with LX teacher than L1 teacher.	0	14 (48.3%)	12 (41.4%)	3 (10.3%)
23.	LX teacher understands and solves my problems in learning English better than L1 teacher.	0	15 (51.7%)	12 (41.4%)	2 (6.9%)
24.	LX teacher prepares materials that best fit my English level and needs.	0	8 (27.6%)	18 (62.1%)	3 (10.3%)
25.	I think LX teacher is as good language model as L1 teacher.	0	2 (6.9%)	19 (65.5%)	8 (27.6%)

Appendix 3. The Result of Focus Group Discussion

Transcription

- R : “Assalamualaikum warahmatullah wabarakatuh.”
- S# : “Walaikumsalam warahmatullah wabarakatuh.”
- R : “Baik. Selamat pagi, teman-teman.”
- S# : “Pagi, kak.”
- R : “Ya. Pertama-tama, terima kasih untuk teman-teman semua yang sudah menyempatkan waktunya untuk hadir pada kegiatan hari ini. Perkenalkan, saya Zaenul Fahri, mahasiswa dari Universitas Pakuan, yang pada kesempatan ini sedang melakukan penelitian skripsi di sini, Sekolah Madania Bogor, dengan judul *Students’ Perceptions towards Native-speakerism in English as a Foreign Language Context*. Secara singkat, penelitian ini mengangkat topik terkait stigma masyarakat di mana kebanyakan orang beranggapan bahwa *native speaker* atau penutur pertama sudah pasti menguasai betul bahasa mereka sehingga jauh lebih bagus dibanding penutur asing. Nah, ini berkaitan langsung dengan bagaimana kalian menyikapi hal tersebut selama pembelajaran bahasa Inggris di kelas antara dengan guru *native* dan guru lokal; apakah *prefer* untuk diajar dengan guru *native* atau bagaimananya itu yang akan dibahas melalui kegiatan Focus Group Discussion pada hari ini, Rabu, 19 Juni 2024. Kita juga bakal lebih lanjut membicarakan terkait kuisisioner yang sudah kalian isi sebelumnya. Untuk pembukaan mungkin itu saja, bisa dipahami kah?”
- S# : “Paham, kak.”
- R : “Nah, kita mulai saja ya dari pertanyaan pertama. Nanti untuk yang mau menjawab duluan siapa, silakan angkat tangan lalu menyampaikan pendapatnya. Setelah itu, kita bahas lagi sama teman-teman yang lain mungkin ada yang mau menambahkan atau menyanggah silakan. Oke, kita mulai dari pertanyaan pertama: **Apa yang Anda pikirkan tentang guru bahasa Inggris penutur pertama dan guru bahasa Inggris penutur asing?** Atau mungkin kita ganti ya *term*-nya, antara guru lokal dan guru asing. Seperti mungkin dari identitasnya, bagaimana kalian melihat adanya perbedaan-perbedaan antara keduanya secara *general*?”
- S#5: “Menurut aku, sih, guru asing itu sebenarnya bisa membantu kita di *grammar* bagaimana caranya, terus juga membiasakan kita untuk *public speaking* karena ada *speaking test* gitu kan. Nah, kalau guru lokal ya, hanya membantu saja cara menuliskannya, sama *grammar* juga. Gitu nggak, sih?”
- S#4: “Kayak tipis-tipis.”
- S#5: “Nah, itu. Tapi kalau guru asing ya, lebih luas lagi misal kita mau kuliah di luar negeri, kayak ke Cambridge.”

- S#4: “Lebih membantu juga gimana bahasa Inggris dipakai sehari-hari.”
- R : “Ok. Mungkin ada temannya yang mau merespon atau menambahkan?”
- S#6: “Dari saya, sih, hampir mirip. Cuma kalau yang *native speaker* itu lebih kayak... Secara komunikasi, mungkin karena aksennya aksen dari sana ketimbang sama yang lokal. Kalau guru lokal kan, memang mungkin karena biasa aksennya Indo, jadi dibawa juga ke Inggris-nya. Jadi, untuk belajar *fluency*, aksennya untuk *native speaker* lebih ke...”
- S#5: “Logat Amerika.”
- S#6: “... Iya. Belajar *speaking* lebih ke sana, sih. Apa namanya? Guru bule?”
- R : “Ok. Tentang aksen sama *fluency*, ya. Yang lain bagaimana?”
- S#1: “Kalau dari aku, sih, guru lokal biasanya lebih terpaku terhadap materi. Misalnya, kalau lagi belajar tentang ini, lebih fokus ke materi ini dan materi ini saja. Kalau guru *native* itu kan, bahasanya dia sendiri ya. Jadi, dia sebenarnya bisa agak meluas tentang pelajarannya.”
- R : “Jadi dari penyampaian materinya, ya? Bedanya yang satu terfokus sama apa yang ada di buku...”
- S#5: “Iya, sama *textbook*. Kalau guru *native* lebih santai.”
- R : “... yang satunya bisa meluas tentang bagaimana konteksnya di dunia nyata digunakan. Ada lagi?”
- S#4: “Kurang lebih sama, sih, sama yang tadi.”
- R : “Ok. Mungkin ada yang berbeda nih, untuk persepsinya? Silakan.”
- S#2: “Saya sama, sih.”
- R : “Oh, ya. Ok. Karena di sini kan, kemarin itu di kuisionernya kita ada 25 ya. Untuk yang beberapa pernyataan pertama itu lebih mengarah ke identitas guru. Maksudnya, bagaimana guru *native* itu digambarkan atau sebaliknya, bagaimana guru lokal itu digambarkan. Biasanya, guru lokal itu kan... lokal ya, berarti orang sini. Orang Jawa, orang Sunda; tapi mengajar bahasa Inggris kan. Berhubung tadi sudah disinggung, aksennya juga aksen Indonesia, seperti itu. Kalau *native* kan, dari luar. Dari mana, Amerika ya?”
- S# : “Iya, dari Amerika.”
- R : “Mungkin bisa digali lagi, kita lihat dari *sub-theme*-nya. Tadi sudah disinggung ya, ada *grammar*, *speaking*, *writing*, *accent*, *fluency*, terus yang penyampaian materinya juga. Bagaimana kalau tentang *pronunciation*? Mungkin ada temuan-temuan, perbedaannya gimana?”
- S#6: “Aksennya, nggak, sih? Sama dari mengajarnya juga.”
- S#1: “Guru lokal kita juga bagus, kok. Nggak ada aksen Indo-nya.”

- S#4: “Kalau perbedaan, lebih ke dari gurunya itu, nggak, sih? Kayak kalau memang sama-sama bagus, ya bagus. Guru lokal kita bagus, sama kok, sama guru *native* kurang lebih.”
- S#6: “Iya, bagus. Tapi ini juga, karena guru *native* kita cowok mungkin berat ya, suaranya. Suka nggak terdengar.”
- S#3: “Iya, nggak terdengar jelas, ya.”
- S#4: “Dan ini kan, dari sananya langsung. Jadi kayak, ‘*Ini ngomong apa?*’”
- S#5: “Guru lokal kita juga, karena dari Lampung ya, *fluent* tapi entah terlalu cepat apa gimana.”
- R : “Karena *fluent* gitu ya, dua-duanya?”
- S#3: “Iya, jadi untuk menangkapnya agak susah.”
- R : “Oke, mungkin itu saja ya, untuk nomor satunya. Kita lanjut ke nomor berikutnya: **Dengan guru manakah Anda lebih suka belajar bahasa Inggris, guru asing atau guru lokal?**”
- S#4: “Jujur, kalau untuk ini kan, kita diajar sama guru *native* itu nggak sering banget ya. Karena lebih seringnya sama guru lokal, jadi ya, sejauh ini *prefer* guru lokal, sih. Kalau guru *native* itu jarang-jarang, nggak yang banyak mengajar materi gitu.”
- S#5: “Guru *native* kita cuma tes, kayak *speaking* kita... Misalnya, kita kalau lagi belajar *impromptu speech* nih, baru itu sama guru *native* nanti didiktenya. Guru lokal sekadar mengawasi.”
- R : “Oh. Berarti untuk yang semacam penilaiannya dikhususkan dari guru asing?”
- S#1: “Iya, kalau guru lokal itu lebih ke materi.”
- S#5: “Sebenarnya, kelas X itu kita pernah belajar Bing-Bang-Bongo semacam menyusun paragraf, gimana cara bikin *essay*.”
- S#4: “Oh, iya. Menulis berita, majalah. Seru, sih.”
- S#6: “Kelas XI ini banyak kasih *worksheet*, sempat sekali mengajar.”
- S#4: “Sisanya cuma mengawas kayaknya? Materi semua dari guru lokal.”
- R : “Jadi lebih ke *assisting* ya, kurang lebih? Untuk penjelasan materi tetap dari guru lokal. Oke. Saya konfirmasi ulang ya, jadi untuk preferensi kalian ke guru lokal?”
- S# : “Iya, kak.”
- R : “Mungkin ada yang berbeda? ‘*Ah, aku mah lebih suka sama guru native kok belajarnya.*’ Ada?”
- S# : “Sama, kak.”

- R : “Oh, ya? Oke. Nah, kalau berdasarkan teori, sama kemarin juga sempat muncul di kuisioner, biasanya guru lokal itu lebih mengerti tentang kebutuhan siswa, tentang kesulitan belajar siswa. Karena itu, biasanya mereka menyiapkan materi yang sesuai dengan kemampuan anak-anak. Di sini begitu kah atau bagaimana?”
- S#5: “Sesuai, nggak, sih?”
- S#4: “Iya kok. Guru sini menyesuaikan kapasitas dari kitanya juga.”
- S#6: “Cuma mungkin jangan ambil yang di sini doang, sih. Coba dari SD, gitu?”
- S#5: “Pernah aku waktu SD di sini memang diajar sama guru bule juga, dan sama aja. Kita juga dulu sering loh, sama guru *native*.”
- R : “Oke, berarti kita setuju sudah sesuai ya? Kalau ini bagaimana, tadi kan, sempat disinggung kalau guru lokal lebih ke penyampaian materi. Menurut kalian, cara penyampaiannya itu kira-kira *engaging* kah?”
- S#6: “Kalau itu tergantung gurunya, sih.”
- R : “Tergantung gurunya? Coba boleh mungkin diceritakan bagaimana?”
- S#6: “Kalau dari kecil kan, saya juga kayak pas SD sempat belajar di EF dan lebih sering sama guru lokal ketimbang yang *native*. Balik lagi memang tergantung gurunya. Kadang-kadang ada yang monoton, cuma itu-itu aja; tapi ada satu lagi guru yang lebih seru.”
- S#1: “Kalau dari saya... apa ya? Sama, sih, sebenarnya tergantung gurunya juga. Kalau kompetensinya bagus, ya mengajarnya bagus.”
- R : “Oke. Lanjut, kemarin sempat ada juga pertanyaan tentang penggunaan bahasa Inggris di kelas. Menurut kalian bagaimana, antara guru asing atau *native* sama guru lokal *full English* kah...?”
- S#6: “Setiap kelas *English* itu disuruh *full English*, kak. Biar *fluent*.”
- R : “... atau mungkin dicampur?”
- S#4: “Kadang kalau sama guru lokal suka diselip-selip Indo sedikit bisa, tapi sama *native* nggak.”
- R : “Oke. Nah, itu kalian bagaimana menanggapinya? Kira-kira gampang mana mengikuti yang *full English* kah atau...? Bagaimana, coba boleh diceritakan?”
- S#5: “Karena kan, aku kayak nggak bisa bahasa Inggris tapi aku paham dia lagi ngomong apa. Nah, kalau mau ngomong suka bingung nih, ‘*Aduh, bahasa Inggrisnya apa? Vocab-nya apa?*’ gitu.”
- S#4: “Iya, suka lupa.”
- R : “Oh. Jadi mungkin lebih ke *receptive* ya? *Listening*-nya bisa, *reading*-nya juga bisa; nah, tapi *speaking* sama *writing*-nya agak sulit.”

- S# : “Iya. Betul banget, kak.”
- S#3: “Sudah ada di kepala, tapi nggak bisa ngomongnya.”
- S#5: “Jadi maklum, lah, kalau *grammar*-nya salah.”
- R : “Oke. Lanjut, kita masuk ke *rapport building*. Hubungan? Maksudnya, mungkin karena guru lokal ini kan, orang kita juga, sementara itu guru asing, berarti orang luar. Nah, mungkin ada semacam perbedaan budaya yang imbasnya ketara antara belajar sama guru *native* beda sama guru lokal. Adakah temuannya tentang itu?”
- S#1: “Guru *native*-nya jarang mengajar, sih...”
- S#4: “Iya, kita nggak bisa nilai lengkap, karena jarang sama kita.”
- S#6: “Kalau perbedaan, waktu *impromptu* misal, kayak lebih ... gimana ya? Karena dites sama guru bule, jadi lebih *pressure*. Meskipun guru lokalnya juga ada di sampling, cuma yang menilai kan guru sana.”
- S#3: “Iya, takut salah ngomong.”
- R : “Padahal nggak apa-apa, namanya belajar. Nah, tentang *skill* ya. Di sini ada *productive* sama *receptive*, *speaking-writing* sama *listening-reading*. Guru *native* di sini kan, lebih ke penilaian *speaking*-nya. Kalau guru lokal ke materi, biasanya di kelas belajar mencakup apa saja?”
- S#4: “Apa yang kita pelajari? Lebih ke bikin *essay*, analisis cerita...”
- S#1: “... terus ambil contoh soal dari buku Cambridge. *Question paper* ya? Kalau latihan, misalnya Cambridge *paper*, terus ada *listening test*, kita tulis jawabannya gitu.”
- S#5: “Lebih banyak ke *writing*, sih.”
- S#6: “*Listening* juga ada. Sebenarnya *equal*, nggak, sih? Maksudnya kayak sama-sama aja, cuma kalau sekarang karena *final paper* ya, lebih fokusnya ke *writing* semua.”
- R : “Oke. Kalau *speaking*-nya *full* guru *native* yang *handle* kah atau...?”
- S#3: “Ada pernah guru lokalnya juga. Biasanya sekadar latihan-latihan, baru nanti yang nilai itu guru *native*.”
- R : “Lanjut ke nomor tiga: **Mengapa Anda berpikir bahwa antara guru asing dengan guru lokal memiliki kemampuan berbahasa Inggris dan kemampuan mengajar bahasa Inggris yang lebih baik dibanding yang lain?** Untuk pertanyaannya itu. Tapi, tadi kita sudah bahas di nomor satu ternyata sama saja ya? Tidak signifikan. Atau boleh coba dijelaskan saja kira-kira kenapa?”
- S#6: “Mungkin karena *native speaker* bahasa dari kecilnya begitu ya? Jadi sudah biasa. Kita memiliki stigma, ya karena bahasanya Inggris punya orang itu.”

- S#1: “Jadi karena dari kecil sudah belajar dari lingkungannya, makanya biasanya *native* lebih bagus. Tapi di sini sama-sama bagus kok.”
- R : “Oh, ya. Baik, kita lanjut ke nomor berikutnya ya. **Ceritakan mengapa Anda percaya bahwa antara guru asing dengan guru lokal adalah guru bahasa Inggris yang ideal.** Bisa disambung perihal preferensi tadi, boleh silakan.”
- S#4: “Jujur, lebih di ke tujuannya, nggak, sih? Kalau yang memang benar-benar mau *fluent* gitu, menurut aku bakal *prefer* yang *native*. Tapi kalau buat belajar sehari-hari aja, ya yang lokal juga cukup, sih.”
- S#1: “Kalau tujuannya memang mau ke luar negeri atau gimana, bakal lebih ideal sama guru *native*, sih.”
- S#6: “Nah, tapi kalau saya pribadi lebih cocok sama guru lokal karena... ya tadi itu, *pressure*. Kurang tahu kenapa, tapi kadang begitu, kak. Ujung-ujungnya kurang nyaman.”
- S#5: “Kayak merasa nggak bisa salah gitu, loh, kak. Atau kita ngomong apa, takutnya mereka nggak ngerti.”
- R : “Oh, berarti gimana dari kitanya ya, sebagai siswa kira-kira mau yang cukup-cukup saja atau lebih. Oke, ada lagi?”
- S#1: “Kalau lokal itu biasanya lebih *connect* gitu, soalnya mereka tahu kita lagi belajar apa-apanya disesuaikan sama kondisi kita juga. Sebenarnya, saya nggak terlalu bisa bilang ya, karena hampir jarang diajar sama guru *native*. Tapi ya, kalau saya bilang antara guru lokal atau *native*, saya lebih pilih lokal.”
- S#6: “Karena sefrekuensi ya.”
- R : “Oke. Nah, tadi disinggung sama temannya tentang *connection*. Di teori yang saya temukan, karena kita sebagai *English learners* dari Indonesia sama dengan guru lokal di sini juga yang dari Indonesia, artinya punya *background* yang sama sehingga ada keterikatan. Karena itu mungkin menjelaskan bagaimana kalian justru berbanding terbalik sama stigma, *prefer* untuk diajar sama guru lokal. Oh, ya. Menanggapi tadi ada yang bilang kalau lagi dites sama *native* suka takut salah, siapa tadi? Boleh mungkin diceritakan?”
- S#3: “Aku, kak. Kan bule ya, jadi kadang kalau mau ngomong itu takutnya belibet, terus bulenya nggak ngerti aku ngomong apa. Walaupun aku tahu, sih, sebenarnya bulenya cukup bisa bahasa Indonesia ya. Tapi kan, tetap harus ngomong bahasa Inggris jadi kadang suka takut aja gitu.”
- S#5: “Karena kan, kalau misalnya kita dihadapkan sama bulenya suka nge-*blank* gitu, kan? Jadi kayak tiba-tiba lupa nih, ya sudah.”
- S#4: “Kalau sama yang lokal kan, bisa kayak, ‘*Bu, ini Inggrisnya apa?*’ gitu, terus lanjut ngomong. Kalau *native* nggak direspon karena harus Inggris kan.”
- R : “Oke. Mungkin boleh diambil dari sini ya... Guru *native* kalian itu kan, kebetulan khusus *handle* perihal tes, misalnya tadi *impromptu speech*. Nah, beliau *judgemental* kah?”

- S#4: “Nggak, sih. Biasanya di rubriknya bakal ditulis ini apa yang kurang, apa yang harus diperbaiki.”
- S#1: “Iya, maksudnya beliau bukan yang kita *error* sedikit langsung di-*point out* pada saat itu juga.”
- S#3: “Tapi aku pernah waktu itu gara-gara nggak ikut di kelas jadi susulan sendiri kan. Terus pas sudah selesai *impromptu*-nya, aku dikasih saran buat nonton video di TikTok cara memperbaiki *grammar* gitu.”
- R : “Jadi, ada tambahan penguatan materi gitu ya? Yang lain bagaimana, adakah temuan di kelas misal tentang komentar semacam *feedback*?”
- S#4: “Kalau *feedback*, sih, lebih ke nanti pas di penilaiannya. Kalau secara langsung nggak pernah. Biasanya nanti dapat penilaian di Google Classroom, nilainya berapa, penjelasan apanya yang kurang.”
- S#1: “Mengikuti rubriknya biasanya.”
- S#6: “Jadi kayak secara *personal*, nggak terang-terangan di kelas. Cukup kita tahu sendiri, mana yang kurang.”
- R : “Oh, ya? Itu bisa masuk ke *learning encouragement*. Jadi, beliau justru istilahnya membantu ya, dengan menyiapkan materi tambahan untuk lebih membantu buat belajar bahasa Inggris. Nah, kalau dari guru lokal bagaimana? Boleh disambung ke yang tadi sempat disinggung juga, ‘*Materinya banyak, bejibun.*’”
- S#5: “Iya, memang betul. Jadi kayak tugasnya selalu ada, ada, ada, padahal kita belum selesai, tapi ada lagi.”
- R : “Maksud bejibun itu, lebih ke banyak banget atau kalian merasa sudah cukup tapi kok ada lagi, ada lagi?”
- S#4: “Memang banyak banget. Misalnya, kita lagi *worksheet* satu, kita harus selesai. Tapi karena waktunya sudah habis, banyak yang belum selesai, tapi nanti dikasih lagi.”
- S#6: “Guru lokal kita itu pakai metode *blocking time*. Jadi sistemnya setiap 25 menit itu satu tugas ini, nanti selanjutnya satu tugas baru.”
- S#4: “Iya, kita pada dipatok waktu banget pas mengerjakan tugas, padahal nggak semua tugas bisa waktunya cepat.”
- S#5: “... dan beliau kalau misalnya membagikan *worksheet* cuma yang, ‘*Baca aja,*’ gitu tanpa kasih contoh gimana.”
- S#1: “Terus beberapa tugas nggak boleh dibawa pulang, jadi harus selesai di kelas, di hari itu juga.”
- S#4: “Nah, padahal kan, waktu di kelas nggak cukup. Jadi makanya bingung gitu gimana.”

- R : “Oh, ya? Sesuai teori berarti ya? Oke. Lanjut ini mungkin ya, tentang *proficiency* atau level bahasa Inggris kalian. Kalian sudah ini belum, pernah ikut TOEIC atau TOEFL? Atau IELTS?”
- S#6: “Sudah, kak. TOEFL sama...”
- S#1: “... yang pas kelas IX itu apa, sih? Ada *speaking test*, ada *writing test*.”
- S#4: “Yang Cambridge? IGCSE. Kita pernah ambil tes itu, nanti kelas XII ada lagi.”
- R : “Oke, berarti kalian sudah tahu dong, gambaran kira-kira level kalian ada di mana? Nah, kita sambungkan ini ke bagaimana guru lokal di sini menyiapkan materi. Menurut kalian cocok kah atau nggak?”
- S#2: “Kalau menurut saya, sih, cocok. Jadi materi yang beliau siapkan bisa kita kejar.”
- S#1: “Di kelas kan, anaknya beda-beda ya. Ada yang belajarnya cepat, ada yang kurang. Sejauh ini, sih, menurut saya sudah sesuai.”
- R : “Jadi menyesuaikan ya? Betul tadi *inclusivity*, karena di kelas isinya beragam. Guru idealnya bisa merangkul semua, begitu kan? Nah, di sini dibahas guru lokal itu karena mengerti tentang kebutuhan siswa, juga mengerti tentang kesulitan belajar siswa, jadi lebih bisa menyesuaikan. Baik, kita lanjut saja ya, ke nomor terakhir: **Jelaskan mengapa Anda setuju atau tidak setuju bahwa pengajaran bahasa Inggris seharusnya hanya dilakukan oleh guru asing?** Mungkin kita mulai dari setuju, tidak setujunya kali ya? Yang setuju siapa, yang tidak setuju siapa, silakan.”
- S#5: “Kalau sekolah negeri ya, itu pasti banyak nggak setuju karena memang kurang, nggak, sih? Kalau sekolah internasional, memang cocoknya sama guru asing. Tapi karena di sini kebanyakan nggak paham jadi guru lokal ya?”
- R : “Oke. Ada yang mau menambahkan?”
- S#6: “Kalau pribadi, sih, aku memang *prefer* itu aja yang lokal karena nggak begitu *pressure* pas belajarnya. Kalau sama *native*, lebih takut karena beliau mengerti betul bahasanya.”
- R : “Dari yang lain? Berhubung ini nomor terakhir, kira-kira minimal ada masukan dari masing-masing.”
- S#1: “Apa ya? Sama, sih, sebenarnya sama yang lain.”
- S#3: “Aku juga sama aja, sih. Kayak lebih ke guru lokal, karena tadi takut salah ngomongnya.”
- S#2: “Kalau saya setuju *prefer native speaker* karena lebih memperkenalkan kita gimana ngomong sama orang asing. Kan kita belajar bahasa Inggris bisa dipakai di luar negeri, jadi terbayang seperti apa.”
- S#4: “Ibaratnya kalau lokal lebih ke teori, *native* lebih ke praktiknya. Itu, sih, kurang lebih.”

R : “Oke. Jadi ke fokusnya ya? Karena antara guru lokal sama asing beda. Berarti kita ini semuanya ya, sepakat kalau pembelajaran bahasa Inggris nggak harus diajarkan sama *native*. Guru lokal juga ternyata bisa, kok. Mungkin cukup sampai di sini ya, untuk sesi Focus Group Discussion kita hari ini. Terima kasih untuk teman-teman semua sudah menyempatkan waktunya. Semoga apa yang didapat dari diskusi tadi bisa bermanfaat dalam proses penulisan skripsi saya, dan juga dari temuan teman-teman semua tentang bagaimana selama ini belajar dengan guru asing dan guru lokal bisa sebagai bahan refleksi membantu lebih jauh lagi di proses belajar kalian selanjutnya. Cukup sekian dari saya. *Wassalamu’alaikum warahmatullah wabarakatuh.*”

S# : “*Waalaikumsalam warahmatullah wabarakatuh.*”

Appendix 4. Parental Consent Form

 Jotform SIGN | Document ID: 241702895136055

Form Persetujuan Orangtua

Assalamu'alaikum Wr. Wb.

Perkenalkan, nama saya Zaenul Fahri, mahasiswa Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan. Dengan ini saya mohon izin untuk mengikutsertakan anak Bapak/Ibu, bersamaan dengan teman-teman sekelasnya, dalam penelitian saya yang berjudul *Students' Perceptions towards Native-speakerism in English as a Foreign Language Context*. Penelitian ini secara garis besar mengangkat fenomena terkait stigma dalam lingkup pembelajaran bahasa Inggris dimana terdapat kecenderungan preferensi siswa terhadap guru asing 'native' dibanding guru lokal 'non-native'. Besar harapan saya melalui hasil yang didapat dari partisipasi anak Bapak/Ibu membantu meningkatkan rasa percaya diri mereka dalam berbahasa Inggris.

Keikutsertaan anak Bapak/Ibu dalam penelitian ini bersifat sukarela. Hanya mereka yang bersedia kemudian diarahkan untuk melakukan pengisian kuisioner dan berpartisipasi dalam satu sesi Focus Group Discussion sebagai instrumen pengambilan data. Kegiatan ini akan dilaksanakan pada Rabu, 19 Juni 2024. Data yang didapat hanya akan digunakan dalam analisis skripsi. Untuk menjunjung asas anonimitas serta konfidensialitas, seluruh informasi hendak dikodifikasikan sehingga data diri siswa termasuk nama lengkap tidak disebutkan dan segera dihapus setelah selesai penelitian.

Terkait kesediaan ataupun tidaknya mengikutsertakan anak Bapak/Ibu dalam penelitian ini, mohon untuk mengisi form sebagaimana terlampir di bawah ini. Apabila Bapak/Ibu ingin bertanya lebih lanjut, silakan hubungi saya via email zaenulfahri16@gmail.com, atau telepon +62 857 19596401.

Hormat Saya,
Zaenul Fahri

Yang bertanda tangan di bawah ini

Selaku orangtua/wali dari

**Dengan ini menyatakan
MENGIZINKAN/TIDAK
MENGIZINKAN* anak saya sebagai
salahsatu partisipan dalam kegiatan
penelitian skripsi terkait**

Tanda tangan

Appendix 5. Decree of Appointment of Research Supervisors



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: kip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 Nomor : 2293/SK/D/FKIP/VI/2024

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
 4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
 5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN**
- Menetapkan : Mengangkat Saudara
 Pertama : Lungguh Halira Vontii, M.Pd. : Pembimbing Utama
 Abdul Rosyid, M.Pd. : Pembimbing Pendamping
- Nama : ZAENUL FAHRI
 NPM : 031119002
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Skripsi : STUDENTS' PERCEPTIONS TOWARDS NATIVE-SPEAKERISM IN ENGLISH AS A FOREIGN LANGUAGE CONTEXT
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
 Pada tanggal 08 Mei 2024



- Tembusan :
1. Rektor Universitas Pakuan
 2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 6. Research Permit



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 8485/WADEK I/FKIP/VI/2024

03 Juni 2024

Perihal : Izin Penelitian

Yth. Kepala SMA Madania Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : ZAENUL FAHRI
NPM : 031119002
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 3 Juni s.d. 21 Juni 2024 mengenai:
STUDENTS' PERCEPTIONS TOWARDS NATIVE-SPEAKERISM IN ENGLISH AS
A FOREIGN LANGUAGE CONTEXT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Dr. Gaudi Sudiana, M.Pd.
NIP. 1906025469



Appendix 7. Completion Letter of Research



SURAT KETERANGAN
Nomor: 004/14/07-2024

Dengan hormat,

Sekolah Madania menyatakan bahwa mahasiswa di bawah ini:

Nama : Zaenul Fahri
NIM : 031119002
Program Studi : Pendidikan Bahasa Inggris
Semester : Akhir
Judul Penelitian : *"Students Perceptions Towards Native-Speakerism in English as a Foreign Language Context"*

Adalah benar telah melaksanakan penelitian di Sekolah Madania pada bulan 3 Juni – 21 Juni 2024.

Demikian keterangan dari kami untuk dipergunakan sebagaimana mestinya.

Bogor, 30 Juli 2024

Hormat kami,



Alfi Afifah, M.Si.
Head of School Development

Tembusan:

- School Director
- Vice School Director
- Primary School Principal
- Secondary School Principal
- Head of Educational Services
- Head of Administration & General Affairs

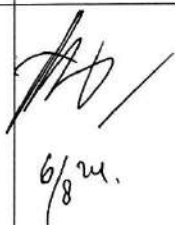

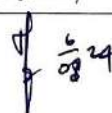
At

Appendix 8. Official Report of Research Guidance

Tanggal	Bab	Catatan Bimbingan	Paraf	Tanggal	Bab	Catatan Bimbingan	Paraf
24/10/2022	I	Revisi dan kembalikan lagi" begini Chapter 2 - R. Significance / margin - R. focus		17/11	II	Determining text monitor Constructing questionnaire & FGD items	
11/11	I	consulting on research trajectory - Background - Question - Aim - Focus		8/12	apx.	reconstructing questionnaire item	
23/12/22	I	Defining indicators submitting references for latest journals		17/12	apx.	reporting the results of SP revision :: inserting page number - arranging sub point (academic competence) - expanding theory of Perception - transcribing instruments → app. - modifying V/N questions → such	
24/12	II	consulting on Chapter III		20/12	I	adjusting parameters & indicators re-determining consideration for sampling	
24/12	I	re-determining focus site Determining sampling technique		14/1	II	Classical completing data description for questionnaire result	
26/12	II	assigning sub-points (Native-speakerism)		8/1	II	expanding theory of Perception (CAC)	
31/12	II	constructing sub-points		14/1	II	classifying unassigned excerpts FGD results consulting on data analysis	
24/12	I	re-defining indicators consulting on instruments					

Tanggal	Bab	Catatan Bimbingan	Paraf
18/1	II	constructing concluding paragraphs per themes (Data Description; FGD)	
	apx.	inserting parental consent form	
24/1	II	adjusting the sub-theme Preferences (Data Description; Questionnaire)	
14/1	II	adjusting suggestion & Limitation	
24/1		adjusting abstract & conclusion consulting on journal adjusting declaration	
2/2	II	reporting the results of PD revision :: Defining participants characteristic - adjusting data analysis method / technique - inserting first draft of adapted questionnaire items	

Appendix 9. Approval of Result of Revisions

<p style="text-align: center;">PERSETUJUAN HASIL PERBAIKAN SETELAH SIDANG</p>				
No	Nama Penguji	Saran Perbaikan	Letak Tindak Perbaikan (Hal)	Paraf (ACC)
1.	Dr. Iyan Irdiyansyah, M.Pd.	<ul style="list-style-type: none"> • Neutral on Likert • Compatibility between the prior and present research participants characteristics • Pre-reviewed questionnaire items 	37 38 104	 6/8/24
2.	Leora Grahadila Andovita, M.Pd.	<ul style="list-style-type: none"> • Baseline information of participants characteristic • Coding analysis technique 	36 42	 6.8.2024
3.	Lungguh Halira Vonti, M.Pd.	<ul style="list-style-type: none"> • FGD items distribution 	40	 6/8/24
<p>Judul Skripsi:</p> <p>Students' Perceptions towards Native-speakerism in English as a Foreign Language Context</p>				
<p>Nama : Zaenul Fahri</p> <p>NPM : 031119002</p>				

Mengetahui,
Kaprosdi Pendidikan Bahasa Inggris



Lungguh Halira Vonti, M.Pd.
NIK. 1.1211052564

