CHAPTER I
INTRODUCTION

In this chapter, the researcher is trying to discuss background of the study, statements of the problem, purpose of the study, significance of the study, scope and limitation of the study and definition of the key terms. Each will be as below.

1.1 Background of the Study

English is one of the foreign languages that takes important role in this globalization era as it is spoken by many people worldwide. English has increased in popularity globally, and the number of people learning English from an early age has increased exponentially. In non-English speaking country such as Indonesia, English has been taught since in elementary school until university level because English is considered as global language. Crystal (2003) stated that “A language achieves a genuinely global status when it develops a special role that is recognized in every country” (p.3). The spread of English was begun from the British colonial expansion which led to the existence today to numerous independent countries where English continues in daily use. English is used as the medium of commerce and education, since textbooks, scientific journals and other literatures are written in English. There are many English signs and advertisement abroad, and when entering a hotel or restaurant abroad they will understand English.

According to Graddol (1997) the estimation number of English first-language speakers (L1) are only 375 millions in the world, 375 millions for English second-language speakers, and over 750 million for English as a foreign language speaker
It means there are more nonnative English speaking teachers (NNESTs) in the world than the native English speaking teachers (NESTs) and the number of people worldwide learning English increases rapidly.

In Indonesia English is considered as foreign language. English is given a place as important subject from elementary school until university level. This situation makes many Indonesian students try hard to learn English from their early age. Therefore many institutions race to employ native English teachers to teach English without considering their education background. Many native English speakers do not have teaching experience or linguistic educational background, but they are employed because they speak English fluently and come from English speaking country such as America, Australia, Canada, or UK. The issue of native and nonnative English teacher has a big effect on the experiences of English as Foreign Language (EFL) students worldwide. The importance of this subject has encouraged the researcher to investigate it from students’ point of view.

Being able to speak English is a priority for many foreign language learners such as Indonesia. Richards (2008) argues that “Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency” (p.19). In English Department of University of Muhammadiyah Malang, there are four speaking classes students must take during their study. They are speaking 1, speaking 2, speaking 3, and speaking 4. Speaking 1 and 2 are taught by nonnative English teachers, and Speaking 3 and 4 are taught by native teachers. The native teachers are mostly American and they have no background in teaching English.
In the purpose to know more about students’ perception about native and nonnative teacher in detail, there were several researches which had been conducted. One of them is Ekram Mahmoud Yacoub entitled “Attitudes of Jordanian Graduate Students and Teachers toward Native and Non-native English Language Teachers” in 2011. In his research, Ekram focused on Jordanian graduate students’ view toward native and non-native English language teachers. In the research, it was found that NESTs are better in pronunciation, language use, linguistic competence and knowledge of English culture, the question of who is a better language teacher appears to be rather irrelevant. It also noticed that NNESTs are better to teach grammar, writing, and to be more sensitive to their needs, culture, and difficulties. In addition, another research was conducted by Daniel Madrid and Mª Luisa Pérez Cañado’s study (2004) about teacher and student preference of native and nonnative foreign language teachers; in their study they describe about the differences between native and nonnative teachers. Their finding revealed that both students and teachers have found relevant differences between the pedagogical behavior of native and nonnative teachers. The results of the study portray that students do not show a preference for native teachers, whom they value as much as nonnative ones. It can be observed that, as their academic level increases and they pass on to the higher grades, their preference for the native teacher also increases.

In this present study, the researcher wants to expand the topic to the undergraduate students, because the researcher wants to know more about the English department students’ perception about native and nonnative teacher, their reasons and their preference of English speaking teacher. Moreover, there are only few studies
about students’ perception about native and nonnative English speaking teacher in speaking class. Therefore, this study is able to answer the students’ expectation of ideal English Language teacher in speaking class, because sometimes the students do not get the teacher who is suitable with their needs. The researcher chooses students who have taken speaking 1 until speaking 4 courses as the participants, because they have experienced being taught by both native and nonnative teachers. So that, the researcher hopes the result of the research will be useful for all, not only for the learners, but also for the students.

1.2 Statement of Problem

Dealing with the problem stated in the background, the researcher formulates the research questions as below:

1. What are the English Department students’ perceptions about native and nonnative English speaking teachers?
2. What are the reasons behind the English Department students’ perceptions about native and nonnative English speaking teachers?
3. What is the English Department students’ preference of English speaking teacher in speaking class?
1.3 Purpose of the Study

In line with the research questions in this present study, the researcher designs the purpose of this present study as: to examine the perception of the English Department students about native and nonnative English speaking teachers, to know the reasons behind the English Department students’ perception about native and nonnative English speaking teachers, and to find out the English Department students’ preference of English speaking teacher in speaking class.

1.4 Significance of the Study

This present study research has significances as follows:

1. The result will be beneficial for English teachers. English teachers are able to know about how students like to be taught in speaking class and to be ideal teacher for the students.

2. The result will be beneficial for the students. It is expected that the result of this present study can contribute a new motivation to study English in speaking class.

3. This present study is also aimed to give contribution for other researchers to do similar research topic in deeper, further and better techniques.

1.5 Scope and Limitation of the Study

The scope of this study is limited in teaching speaking in University of Muhammadiyah Malang.
The limitation of this study is only limited to English Department students academic year 2010-2011 who have taken Speaking 1 until Speaking 4 courses and have experienced being taught by native and nonnative teacher.

1.6 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation the meaning of the term in this study, the definition of key term is presented. Those terms are:

1. Native English speaking teacher (NEST) is defined as someone who speaks English as his or her native language, also called mother tongue, first language, or L1 (Medgyes 2001).

2. Nonnative English speaking teacher (NNEST) is defined as someone whom English is his or her second or foreign language and speaks the same native language as his or her students (Medgyes 2001).

3. Speaking refers to an ability of the students to express the ideas, feeling, and opinion orally in simple utterances and in a suitable context (Brown 2000).

4. Perception is defined as the experience about object, event, or getting the correlation by summarizing information and interpreting instruction (Rakhmat 2007).

To sum up, this chapter has already highlighted the introduction of the study that consist of; background of the study, statement of problems, purpose of the study, significant of the study, scope and limitation of the study and the definition of the key term.
In order to expand the chapter one and to give more clear understanding about this present study, chapter two will discuss about the review on the literature namely; English language and English Speaker (first language speaker, second language speaker, English as a foreign language speaker), English language teacher (native English speaking teacher, nonnative English speaking teacher), speaking class, students preference in speaking class (the difference in teaching behavior between NEST and NNEST), and related studies.