BEING NNES:
SELF-PERCEPTIONS OF INDONESIAN PRE-SERVICE TEACHERS IN THAILAND

(A Research-Based Paper)

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BEING NNES:
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ABSTRACT

The dichotomy of native and non-native English speakers (NNESs) resulted in the common views that native speakers are better than the non-natives. Based on some previous studies, this native speaker fallacy gave non-native English speakers negative views towards their English proficiency and teaching competence. This study endeavoured to see the Indonesian pre-service teachers’ self-perception towards their status as NNESs while teaching in Thailand for EFL context. To conduct the study, a mix method design was employed by quantitatively analysing data from questionnaire and qualitatively from the interview data. The study showed inconsistent responses as seen from the students’ responses which were not really good but the school members and neighbourhood, in contrast, gave good perceptions. They considered that the Indonesian pre-service teachers had good capability in both English and teaching competence despite their status as NNESs. Further research using more complex data collection was suggested to explore further issues in Indonesian context.

**Keywords**: native English speaker, non-native English speaker, self-perception

1 INTRODUCTION

1.1 Burning Issues

The nowadays’ people who are trying to learn English are exposed to the portrayal of native speakers as the ideal teachers who offer the seemingly perfect, ideal models as the ones who master English. The native English speakers (NESs) are considered to be the “the only reliable source of linguistic data” (Chomsky, 1965, in Moussu & Llurda, 2008). Therefore, the existence of non-native English speakers (NNESs) becomes the second option, giving all the best priority and choice to the native speakers.

Being NNESs opens only little chance to be regarded as professionals. Some non-natives got difficulties in trying to get a job and declare their identity as teachers, for their professionalism and competence were questioned either by the administrators, the students, or even the community (Harmer, 2007; Javier, 2010; Liu, 2001; Park, 2012). This perception
that NNESs got made them pessimistic but at the same time they were personally forced to prove that they had good competence as English teachers.

The study of teacher’s perception as NNESs has been widely discussed. Some got negative views related to their identity as NNESs, but some other got positive feedbacks in certain aspects (Figueiredo, 2011). However, the study of NNESs is still limited in Indonesian context, since the previous studies were conducted mostly in English-speaking countries and some countries in Asia. With many courses offering and emphasizing NESs as tutors, it implies that there is still a dichotomy between NESs and NNESs in terms of professionalism. Moussu and Llurda (2008) suggest investigating the issue of NNESs acceptance in the community as we need to know how they are perceived. The lack of sources and studies of this topic in Indonesian context is what the researcher wants to bridge the gap in.

1.2 Objectives of the Research

From the limited studies related to NNESs in EFL context, prominently in Indonesia, the researcher intended to fill in the gap aforementioned. This study then aimed to investigate Indonesian pre-service teachers’ viewpoints in relation to their status as non-native English-speaking teachers in Thailand.

1.3 A Brief Theoretical Foundation

The issue of NNESs first came up in 1985, brought by Paikeday (Moussu & Llurda, 2008). Because it was considered as a sensitive issue, the problems in accordance with native-ness only appeared again about a decade later. Since then, the discussion of this topic mushroomed.

The fact that world-wide people’s initial perception of the best models of English speakers are natives gave NNESs little chance to show that they should have been equally treated as NESs. The native-speakerism definition and issue (Holliday, 2006) were triggered by the ambiguous definition of native speaker itself. The characteristics proposed to group someone as a native were too difficult to precisely define (Medgyes, 2001). It was not until twenty years ago then the movement of NNESs raised up, trying to clarify and develop the issue.

NNESs were also being discriminated as they were seen as life-long language learners who needed to conquer many stages to learn (Mahboob, 2010). This condition which was called as ‘fossilization’, on the other hand, gave a privilege for the NESs and indirectly
emphasized that good English proficiency was that of native-like. Again, this showed that the focus of many was still on NESs as the ideal models.

Although the definition of ‘native’ and ‘non-native’ was arguable, the NNESs currently identify themselves as the counterpart of native speakers (Braine, 2003); it seems that the dichotomy does not really matter right now. However, the issue in terms of hiring, perception, and quality of NNESs are still happening that many NNESs got low self-perceptions towards themselves. Harmer (2007) states that what matters was the quality that the teachers had, however, many still failed to recognize NNESs from this factor, which unfortunately contributed to the unstandardized definition of good teachers.

1.4 Relevant Previous Research

Since the NNESs movement rapidly grew in the late of the twentieth century, many researches have been focusing on the issue of NNESs. Some research reported that many NNESs were disqualified by many factors.

Park (2012) in her research descriptively studied some teachers’ journey in finding their identity as NNES. Park did the research to some East Asian women who lived in United States and asked their perception towards their identity as NNESs in United States. It turned out that NNESs got difficulties in gaining a part time job as the administrators recognized her NNESs identity and doubted her capability in English proficiency. Butler’s (2007) study showed similar result. The majority of Japanese elementary school teachers believed that English was best taught by NESs. Another study by Phothongsunan & Suwanarak (2008) added that both NNESs and NESs received some differences in many aspects, which indicated that inequalities existed between them.

A contrast was shown by Figueiredo (2011) from his study on fifteen NNESs teachers who were teaching in United States. He found out that most teachers got positive reaction as their arrival by the whole community. Only some got complained on the accents for testing. They were praised by the parents as they understood their native language and were glad the teachers came from the same background. Though they received positive reactions, the teachers stated that the native-speakerism still existed in the context of English language teaching.

Those studies on NNESs showed that many different perceptions were gained by NNESs in ELT context. Most of previous studies, however, were done in the United States, Europe, and East Asia. Little research was conducted in ASEAN, particularly in Indonesia, and therefore it is important to conduct a study to give more contribution on this issue.
1.5 **Thesis Statement**

From the lack of available literature in the issue of NNESs in the context of Indonesia, it was then important to conduct a study related to this topic to fill in the gap. It was essential to see the perceptions that Indonesian pre-service teachers gained as they taught English in Thailand, a country where English is foreign language, while their status as the teachers there was NNESs.

1.5.1 **Statement of the Problems**

The problem that the researcher tried to answer is: How did Indonesian pre-service teachers perceive their status as non-native English-speaking teachers in Thailand?

1.5.2 **Significance of the Study**

Upon the completion of this study, it was hoped that the result can contribute to the body of knowledge especially in enriching the literature of this issue in Indonesian context. The result of this study can also be a reflection for the institutions to improve the teaching qualities in the curriculum whenever necessary, so that Indonesian NNESs can be equally treated as NESs for Indonesian NNESs have good teaching quality and English proficiency, too. In addition, it might be important as a reference for the college students or teachers who want to expand their experience and prove that they have good abilities in teaching English not only inside the country but also as NNESs in the overseas. Lastly, the researcher hoped that through this study, it would lessen the negative views towards NNESs because NNESs have equal chance to be good teachers and have good competence such as NESs.

2 **LITERATURE REVIEW**

2.1 **Recent Publication Journal and Book**

It had widely been known that the *native speaker fallacy* placed the first rank in many cases as English started to be globally learnt. This ‘*native speaker fallacy*’, referring to Phillipson in 1992 (Moussu & Llurda, 2008), holds the belief that the native speaker was the ideal teacher of English. Therefore, many job vacancy and either students, parents, administrators, or community required and preferred native speakers as the best model speaker of English. As the consequence, the NNESs were hardly noticed.

Sung (2011) showed some evidences that the dichotomy still existed in the real world. Based on his analysis of parents’ perception towards NNESs in China, it was revealed that many of them preferred NESs as the teachers of their children. Sung also gave undeniable fact that many institutions posted the job vacancy with ‘white’ as the requirement in addition to being ‘native’. This very fact showed that race did affect the distinction among the teachers
in China and thus the NNESs were given only little attention. Faez’s (2011) study also revealed that NNESs’ linguistic identities were frequently misrepresented.

Another study came from Huang (2014) who analysed the NNES teachers in the US secondary ESL classrooms. The process of hiring went smoothly as the administrators were NNESs, too, and they knew how it felt in owning the status as NNESs. Only a small number of students who firstly doubted the teacher’s ability as the heavy accent the teacher’s had. However, the students finally perceived the advantages of encountering many kinds of English accents in life and soon realized and received the NNESs as the teacher. His study revealed that the accented English the teacher’s owned did not necessarily define them as incompetent teachers while in contrast the bilingual and multilingual ability they had made them proud and felt the privileged. In other words, they did not really take the term NNESs identity as a serious matter and just took it for granted.

Kamhi-stein (2016) reviewed the issue of NNESs focusing on the movement that appeared in the late of twentieth century. Since then, the NNESs movement that had set goals on four points related to the developmental identity of NNESs resulted in fruitful research from various background and aspects on NNESs. Within almost 20 years later, some of the goals had already been achieved. Many NNESs were able to gain equal status as NESs in terms of leadership position in various context of ELT. Many research and publications in accordance with this issue had also been done by researchers, mostly by NNESs themselves. This further indicated that the dichotomy of NESs and NNESs was no longer a problem and NNESs did not perceive the term ‘non-native’ as a negative reference anymore. But still, in the end of the discussion Kamhi-stein points out that the discrimination between NESs and NNESs cannot be cleared out in just a glance of an eye; it still exists among us.

2.1.1 Theories Relevant to the Objectives

Many people recognized the NESs as the perfectly captured models of English speakers. Despite the lack of background in teaching, people would still conclude that anyone who is a native is capable of teaching others for they have good English proficiency. This, what we call as native speaker fallacy (Phillipson, 1992), was widely discussed among scholars and thus made the distinction of NESs and NNESs. It also what makes NNESs got narrow chance to get a job as there are still many administrators require the native-ness as the requirement (Kamhi-stein, 2016), though in fact, the native-ness itself is arguable to define (Medgyes, 2001).
The later discussion would come to the issue of the ownership of English itself. The distinction of NESs and NNESs might also come from the geographical site they were from. Some say that natives are those who speak English as the primary language, but still there would be another question on how about a person who speaks bilingual or multilingual. Kachru (in Harmer, 2007) distinguished three circles of people who speak English based on where they come from and how English was perceived in the country; whether it is first, second, or foreign language. These three circles, inner, outer, and expanding circles, however, only led to another argument in which English was now actually nobody’s language. Everyone in the world had their right to learn English and therefore came a new term of *world Englishes*. The *world Englishes* itself then also played role in arguing again who NESs and NNESs actually are.

The identity of NNESs were used to be questioned by many, referring to their capability to learn and master English which was native-like. Mahboob (2010) referred to the term ‘fossilization’ for NNESs in which they were seen of individuals who needed to be life-long language learners. In the early days, NESs were given lots of privileges although some realized that they also lacked of some things which NNESs could tackle (Mahboob, 2010).

The use of dichotomy of NESs and NNESs was highly argued by many. Some scholars proposed other terms instead of the use of the word ‘native’ such as *language expertise* (Rampton in Shin, 2008), *proficient users of English* (Paikeday in Reves & Medgyes, 1994), *more or less accomplished English speakers, or bilingual speakers* (Medgyes, 2001). This proposal which was widely discussed in the beginning of twenty first century was now gradually changing. As the NNESs movement was high in action and many researches were published by NNESs themselves, it showed that NNESs were no longer afraid to identify themselves as ‘non-natives’ (Braine, 2013).

### 2.1.2 Related Previous Research from Journals

The studies on the NESs and NNESs has been growing these last two decades. Various research on this topic had been conducted focusing on different kinds of perspectives. Reves & Medgyes (1994) conducted an international survey to see NNESs perception of their self-image. The result yielded that the higher, better English proficiency of NNESs increased their self-perception towards themselves. Liu (2001) in his paper describing his experiences as NNESs stated that he encountered disgrace from some of his international students as they thought that they would be taught by a native when they entered the class. As the time went by, gladly, his students started to understand that the ability to teach did not
necessarily come from the background of NESs or NNESs. He eventually were able to gain the students’ trust as he could understand their problem as international students who got problems in studying English abroad and helped them to overcome the problems better. A survey conducted by Clark & Paran (2007) showed that NNESs faced challenges in gaining work in UK ELT context because of their status.

Butler’s (2007) study in Asian context showed that the majority of Japanese elementary teachers believed that English was best taught by NESs. A study on Hong Kong students’ perspective towards NESs and NNESs showed that the students identified both weaknesses and strengths on NESs and NNESs (Sung, 2014). Shedding light on NNESs, the students perceived that NNESs were good in pedagogical aspects particularly in grammar and in building rapport with the students but were lack of capability in linguistics aspects such as pronunciation and intonation and also teaching methods. Ma (2012) previously had given notice on her research that students pointed out some advantages as being taught by NNESs, in this context she referred to local English teachers.

In Thailand context, the NESs and NNESs got complex responses from the university students (Todd & Pojanapunya, 2009). The students implicitly showed no preference towards NNESs but warmer explicit feelings towards them. The difference result of studies apparently showed that there was inconsistent responses given by the students as they encountered NNESs as their teachers. Phothongsunan & Suwanarak (2008) concluded their study that the existence of NESs in Thai universities gave impact on inequalities between NESs and NNESs.

2.1.3 Concluding Remarks

Many studies that were carried out under the topic of NESs and NNESs showed that different perceptions were gained. Either the students, teachers, administrators, or community had their own preference and responses to NESs and NNESs. Some showed positive responses and others gave slightly disrespect views towards them. It is similar with the strengths and weaknesses both entities perceived by students, they all had the two natural features that human beings possess.

The studies, however, were mostly done in Europe, the US, and East Asia. Limited number of literature in relation to this issue in ASEAN context needed to enrich. In Indonesia, particularly, none or if exists, only a small number of studies can be found and thus the researcher felt the need to contribute to the body of knowledge to fill in the gap, to see how Indonesian were perceived as NNESs.
3 RESEARCH METHODOLOGY

3.1 Research Methods

This study employed mix method in gaining and analysing the data. This research focused on analysing the teacher-students experience in teaching English overseas, in this context Thailand, and narrating their self-perception towards their status as NNESs. Creswell (2012) defines the mix method as the combination between quantitative and qualitative methods in order to gain a better understanding. Since this study used both quantitative and qualitative method through the use of questionnaire and interviews, the analysis of data was not simply merging the data from those two methods. This method used merging, integrating, linking, or embedding the two methods (Creswell, 2012). The data from questionnaire were analysed quantitatively in the form of percentage. The initial data from questionnaire then became the base for implementing the qualitative method using interview as the instrument to gain a more in-depth understanding towards the previous questions given in the questionnaire. Therefore, the mix method design was used since it involved two kinds of method in gaining and analysing the data.

3.2 Data Collection

To collect the data, the researcher used maximal variation sampling. This kind of sampling was used since the researcher wanted to get various data that represented the phenomenon from different perspectives of participants (Creswell, 2012). Thus, because the participants of this study came from different background and taught in various areas in Thailand, the researcher thought that maximal variation sampling fits this features.

3.2.1 Participants

The participants of this study were Indonesian pre-service teachers who taught English in the internship program held by some universities in Indonesia and a private organisation in Thailand. The participants came from various universities in Indonesia and they were chosen from various batches ranging from 2015-2017. They had stayed in Thailand for about five months and taught in different level of grade starting from primary to senior high school.

There were 18 participants in this study, consisting of nine students from English department and the rest were from non-English department. The students who were from non-English department were included as the participants because they were teaching English, too, and the researcher believed that they had enough capability in teaching English,
proven by their ability in passing the selection test held by their own campus before joining the program.

3.2.2 Instruments

The researcher employed online questionnaires with both open-ended and close-ended questions and conducted in-depth interviews to collect the data. There were 18 questions in the questionnaires (See Appendix 1). The blueprint of the questionnaire is presented in Table 3.1.

### Table 3.1 The Blueprint of the Questionnaire

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Sub-aspect</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants identity</td>
<td>Participants’ background</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>Participants’ internship program</td>
<td>4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>Students’ responses towards Indonesian pre-service English teachers</td>
<td>Students’ enthusiasm</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Students’ attitude towards the teacher</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Students’ responses towards the teacher’s teaching competence</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Students’ attitude outside the class towards the teacher</td>
<td>13</td>
</tr>
<tr>
<td>Additional English program</td>
<td>The existence of additional English program</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>The students’ responses towards the program</td>
<td>15</td>
</tr>
<tr>
<td>School members’ responses towards Indonesian pre-service English teachers</td>
<td>Other teachers’ responses towards pre-service English teacher</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Other teachers’ responses towards pre-service English teachers’ teaching competence</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Pre-service English teachers’ interaction with other teachers</td>
<td>18</td>
</tr>
</tbody>
</table>

In order to get further explanation of the participants’ answers, the researcher conducted in-depth interviews to some participants. Before doing the interviews, an interview protocol (See Appendix 2) was developed to help the researcher focus on the questions being asked. Ten questions were proposed to the participants during the interview. The presentation of interview protocol blueprint was covered in Table 3.2.

### Table 3.2 The Blueprint of the Interview Protocol

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Sub-aspect</th>
<th>No</th>
</tr>
</thead>
<tbody>
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<td>Students’ responses towards Indonesian pre-service English teachers</td>
<td>Students’ enthusiasm</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Students’ attitude towards the teacher</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students’ responses towards the teacher’s teaching competence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students’ attitude outside the class towards the teacher</td>
<td>4</td>
</tr>
<tr>
<td>Additional English program</td>
<td>The existence of additional English program and students’ responses towards the program</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The reason of conducting the program</td>
<td>6</td>
</tr>
</tbody>
</table>
School members’ responses towards Indonesian pre-service English teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other teachers’ responses towards the pre-service English teacher</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Other teachers’ responses towards pre-service English teachers’ teaching competence</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Pre-service English teachers’ interaction with other teachers</td>
<td>9</td>
</tr>
</tbody>
</table>

Neighbourhood’s responses towards Indonesian pre-service English teachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Neighbourhood’s responses towards pre-service English teachers</td>
<td>10</td>
</tr>
</tbody>
</table>

3.2.3 Data Collection Procedure

To get the vast responses from the participants of the study, the researcher distributed online questionnaires. The questionnaires were distributed online because the participants were from different universities in Indonesia and it was hard for the researchers to give them the hard copy of the questionnaires, therefore online way was chosen to overcome the problem. The questionnaires were initially distributed on October 14th 2017. It took three weeks to get 18 respondents voluntarily filling out the questionnaires. The data of the online questionnaire were then analysed in the form of a table to easily track the result (See Attachment 1).

From the questionnaire data, the researcher then chose three respondents from English department and other two participants from non-English department to have telephone interview with. Only those who were willing to have interview with that the researcher chose to be the informants. The selection of different background was intended to get various viewpoints from the respondents and to minimize the bias of different responses that the respondents from non-English department might receive. The interview was done in Bahasa Indonesia and audio-recorded by their permission. It was then transcribed (See Attachment 2) and translated to English in data analysis. Each interview lasted for about 10 to 15 minutes. The interview schedule was done following the respondents’ availability and conducted through telephone call. All of the interviews were done during the first week of November 2017.

3.3 Data Analysis

Firstly, the data from the questionnaires were organised in such a way and transcribed data from the interviews were hand analysed to do further steps in analysis. The data from the questionnaire would be discussed to see the common perceptions that the participants got despite their different background. After that, the data from in-depth
interview would be analysed again using code and then the researcher reduced it into themes. From these steps, the researcher would descriptively analyse the results.

4 FINDINGS AND DISCUSSIONS

4.1 Data Presentation

From the analysis of the questionnaire, it could be described that there were nine teacher-students who were from English department, while the other half came from non-English department. They all came from both private and state university in Indonesia. They did the internship program in various batches ranging from 2015-2017. The teacher-students were selected through test before joining the program. The areas of school that they were placed to do the internship were in different provinces in Southern Thailand. They taught English in various levels of grade starting from primary up to secondary school.

The data would then be presented into four themes, which were the perceptions the participants got from 1) students, 2) school teachers, and 3) neighbourhood. In addition, there was also a discussion on the possibility of additional English program to investigate whether NNES participants affected the program.

4.1.1 Students’ perceived responses towards Indonesian pre-service English teachers

The data from the questionnaires showed that all of the participants felt that the students were enthusiastic towards participants who were NNESs. In the interview session, the participants told the researcher the possible reason of why the students did so and in what way the students acted their passion towards them. According to one of the participants, the students were very enthusiastic as they were in the phase of high curiosity.

“They were very enthusiastic. Although in the class not all of them were able to use English, they appreciated me, paid attention to me. When I asked them (to do something), they directly took an action and if I asked them to come forward they would do so. If there was not (anybody who came forward), they would ask the other friends to come forward so that I would not get disappointed.” (PT1)

“Since I taught in junior and senior high, so (I thought) they were in the phase of high curiosity. They wanted to know so they tried to approach me and be close to me. They were very enthusiastic. It was like they tried to be close to us. Just like when we were sitting they would approach us, shake our hands, be curious, and ask for this and that. It was like they got a new toy.” (PT4)
Some participants, however, expressed that the enthusiasms were only seen in the beginning of their arrival. After a while, the students started to act as just usual and even showed disinterest towards them. It was seen that gender counted for different attitudes, too, in terms of enthusiasm.

“Only after teaching for a week, (could I see) which ones who really wanted to learn and which ones who just sought for an attention. For the ones who had good intention to learn, from the boys, (there were) only just a few, only one or two who were high-spirited. But if from the girls there are plenty enough.” (PT3)

The students were perceived in having good attitude while interacting with the participants. They were seen as students who were very appreciative and helpful. The students helped the participant who got difficulty in communicating in using Thai language.

“Not all of the students understood (English). I had explained hard in front of the class using English, explaining using English, too, and one of them translated to the others. That (particular) student patiently re-explained to the other friends in Thai language for what I had explained.” (PT1)

However, some of the participants felt that the students’ responses towards the teaching and learning of English activities were not really good. One said that the poor responses were gained because of the laziness factor of the students. Another was being criticized because of misunderstanding. Interestingly, others, in contrast, expressed good perception in terms of students’ response in the classroom activities.

“Maybe because of the abundant assignments so in every meeting I always made a target, one meeting one material and the next meeting would be exercise. So it was like ‘Ustadha (the way they called the teacher), why it was like this, ustadha why.’ Because they started from laziness that was hard to be changed, so the complaint because of the many assignments, while in fact the assignments were not many. It was only reading.” (PT5)

“Some of them were smart. The smart girl criticized me in terms of the pronunciation that I taught. Because there was another English teacher in their class and the teacher taught in British accent, while I used American in which I thought I comfortable with, this girl asked which one was correct.” (PT3)

“They could understand English. Some understood. So they liked it, with different methods and different materials.” (PT1)
Outside the classroom, most of the participants got nice responses from the students. The participants were invited to do many activities with them, being asked to have a chat, and were much more enthusiastic in learning English outside the classroom activity. Only two felt that they received poor responses from the students outside the teaching and learning activities.

“In the evening exercise, they asked me to join them, asked me to take a walk. At night they would ask me to hang out in a café. If there was something urgent they would come to my house. If they held an event they often invited me.” (PT3)

“I was very happy because I was teaching in the upper part (of Southern Thailand, ref: the people used Thai language and could not speak Malay), so when I was there they were interested in English, very excited, always invited me to have a chat when I passed by them. When I was in the office they approached me, had a chat, and tried to get to know me, about Indonesia.” (PT1)

4.1.2 School members’ perceived responses towards Indonesian pre-service English teachers

The participants received good responses from the school members as they were doing the internship program. Other teachers tried to give support and suggestions to the participants and offered a help to them although they encountered a lack of communication. Only one participant felt that they received poor response from the school members. From the interview, PT4 sensed different responses from the academic teachers with the religion teachers. The academic teachers gave such a kind of poor response to the participant, yet a very warm welcome was shown from the religion teachers.

“The English teachers were very helpful whenever I got some difficulties. For instance, when I ran out of methods, they directly told me, ‘it was up to you, you could use this, this, and this...’... But for non-English teachers they were much more interested in trying to have a chat with, they wanted to talk in English with me.” (PT1)

“But still, their responses seeing us was like ‘wow’ so it was like they had high expectation upon us. Because of the high expectation, we were trusted for many things, such as making an events related to English, games, or others.” (PT3)
“So it was like the seniority was high so we had to follow them. It was different from the religion teachers. The religion teachers were super friendly.” (PT4)

Meanwhile, the school members’ responses towards the participants’ teaching competence were vary, but almost all of the participants received good perceptions from the other teachers. The other teachers gave good appreciation and were curious on the methods that the participants employed in the teaching activity. One participant who felt that they got poor response was because of the way the teaching method perhaps slightly different with the Indonesian way.

“The English teachers were like given us a lot of responsibilities. They considered us having better English proficiency so everything (the task) was given to us. For example, when there was a student who was joining a competition, they asked us to train the student. If there was a material that they could not decipher, we were the ones who had to teach in the class. I felt like we had a heavy burden because they were dependent on us.” (PT4)

“In terms of appraisal, yes, there is, because I like teaching even though I do not really like formal thing. As a result, I always gave something comprehendible such as using media like pictures, music, or video. In case I got difficulty in using a video, I would use games. They were unexpectedly happy and the other teachers asked me how to teach like that.” (PT3)

“There is a critic from the teachers, ‘Don’t be too lenient with the students’ because the students there were hard, rather difficult to manage, and that was the problem.” (PT2)

Finally, in terms of relationship with other teachers, there were seventeen participants who said that they established very good relationship with the teachers. The participants were invited to join the school events or meetings, given right to speak up, asked for a help in an extracurricular activity, and treated equally as other school teachers. They even acted like an old friend. Only one participant said the other way.

“We always joined the meetings, were given right to utter our opinions, joined the sport events, attended education fair in Hatyai (one of provinces in Southern Thailand).” (PT5)
“So I called other teacher like a close friend. To the male teacher I called them ‘brother’. To the female teachers I called them ‘sis’. If there was a meeting, I also was asked to join.” (PT3)

4.1.3 Neighbourhood’s responses towards Indonesian pre-service English teachers

Discussing the neighbourhood’s responses were done in interview session. Three of the participants stated that the neighbourhood perceived them very well. They often visited their neighbour house, shared some food, and had a talk. Two participants did not really have a good interaction with the neighbourhood because their place was quite far from the others. One was not quite sure about the way the neighbourhood perceived them.

“I was the sixth (Indonesian) person in my place, but the neighbourhood’s responses in perceiving Indonesian was still like ‘wow’. I was once going to a masjid, just passed by (a house), then someone offered me a sugar cane, some food, free. I was wondering as I did not know them. Another time, I was doing nothing but then some people came to my house. Eventually we had a good talk so their curiosity and their attitude were very good upon me as a guest.” (PT3)

“My house was quite isolated, far from the school, so we felt like we rented a house. ... There were some houses but we did not have any interaction with the surrounding neighbourhood.” (PT4)

4.1.4 Additional English program

It was interesting to know whether the participants also held an additional English program outside the class hour and if there was, the students’ responses towards this program might be useful in giving additional insight towards NNESs. From 18 participants, only six participants who gave additional English lesson outside the class. Some proposed this additional program because of their initiative, while others were suggested by the school principals to do so.

“The school never asked (to make an additional English program), so it was from me, because we were asked to make program(s) (by the organization who managed the internship). And previously there was not any English program run outside the school.” (PT2)

“The one who asked was the school principal, so they wanted us to make a kind of English club and they asked the students to be taught conversation, ...” (PT4)
As for the students’ enthusiasm towards this additional program, PT4 stated that the students were much more enthusiastic as this program was only followed by the students who were willing to do so and interested in learning English. Similarly, PT2 also gave similar perceptions towards students’ enthusiasm in following the program.

4.2 Interpretation to the Findings

4.2.1 Interpretation from Students’ Perceived Responses

The data from the questionnaire and interview showed that the participants got different perceptions from the students. Some of the participants felt that the enthusiasm was seen only at the beginning of their arrival, but after a while the students showed disinterest towards them. The different gender of the students might be counted, too, as a factor that affected the enthusiasm. The opposite gender tended to be more enthusiastic, which was indirectly stated by PT1 and PT3 in the interview session. In addition, the students that the participants mostly taught were at the junior and secondary level, in which many of the students were at the grown-up phase so that it was not surprising if the opposite gender tended to give more enthusiasm towards the participants.

The students also showed good manner to the participants. They helped the participants in many aspects either inside or outside the class. The students knew that they did not want to make their teachers get disappointed so that they helped the teachers in the teaching activity inside the class. The various teaching methods, materials, and media that the participants implemented made the students became much more enthusiastic in the teaching and learning activity. This result somehow was in contrast with Sung’s (2014) study in which reported that the students perceived the NNESs as having lack of various methods. However, some participants got different responses as the students were being passive and lazy during the teaching and learning activity. This indicated that during the teaching and learning activity, some participants got different responses because the students’ motivation in learning was different from one participants’ students to the others. Therefore, the researcher could not further specify the common attitude that the students showed to the participants.

The aforementioned phenomenon was in contrast with the fact that the students gave much more enthusiasm, appreciation, and respect outside the class. All of the participants were seen more as a friend and the students were trying to get to know and be close to them. This was in line with the study of Todd & Pojanapunya (2009) which investigated Thai students’ attitude towards NNESs. The students explicitly showed warm feelings in relation to the interaction with NNESs. Their enthusiasm towards the additional program also showed
that the participants were capable of giving the students interesting material which made the students comfortable and have good spirit to learn. It showed that the participants were highly appreciated as NNES teachers.

4.2.2 Interpretation from School Members’ Perceived Responses

The school members tended to give good attention, suggestion, and help whenever necessary. They understood that NNESs had some problem in communicating using Thai language so that the teachers themselves also made effort to get to know them and try to have a chat with the participants. Similar with the students, the teachers were curious with the participants so that it could be inferred that there was no discrimination towards the participants though their status was as NNESs. Only a little number of teachers who were reported to be not well in touch with the participants as they were in different background as teachers. However, mostly, the participants were warmly welcomed as teachers in the school.

This situation was triggered by the fact that the participants were asked and invited to join the school events such as sports, religious speech, meetings, and other events. The participants were even trusted to train the students who were going to have a competition. The various methods that the participants employed were seen as a very good way to teach and made other teachers curious despite the inappropriate technique that did not fit with the Thai culture in teaching as stated by PT2. They were also given responsibilities to teach the extracurricular program and hold some events related to English.

Furthermore, the pre-service teachers were considered to have better English proficiency and thus they were given more responsibilities to do some tasks. The instruction that the school administrator gave to the participants also showed that the participants were seen for having good capability in teaching. Meanwhile, the participants who decisively held the additional English program also proved that they had enough ability in teaching as the students were enthusiastic in following the program. The close relationship that the participants built with the other teachers also indicated good interaction between them. This showed that the NNESs status that the participants owned did not necessarily spark negative views. This result was in contrast with Butler’s (2007) study but was partially in line with Figueiredo (2011).

4.2.3 The Perceived Responses from the Neighbourhood

The respects and responses that the neighbourhood showed to the participants were enough to be a proof that the participants were perceived very well. Despite that there were
already previous Indonesian people who lived in the same area as said by PT3, the responses were still overwhelmingly good. Meanwhile, for the participants who were not able to establish such kind of relationship with their neighbourhood, it was more because of the lack of interaction as they lived quite far from the others. As for general overview, the researcher could say that the neighbourhood perceived the participants as NNESs very well. The responses from the neighbourhood again supported Figueiredo’s (2011) result of study.

5 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The participants self-perceived that the students’ enthusiasm towards them was vary. The researcher could not define the constant perception that the participants gained as the students responses were different from one participant to the others. However, the general responses from the students indicated that the participants as NNESs were perceived well by the students. It was similar with the responses from the other teachers in the school. The participants were considered as having better English proficiency and teaching capability therefore they were given some responsibilities in the school. These responses from the teachers and also the school administrators were seen as good and the researcher could say that the participants were highly appreciated and welcomed as NNESs. However, from the neighbourhood’s view, there was not exact response as the responses were collected only from the interview as addition. However, four out of five interviewees stated that the neighbourhood gave a very good responses in various kinds of ways towards them. Again, this perceived views corroborated the previous statements that the Indonesian pre-service teachers were acknowledged as good teachers despite their status as NNESs.

5.2 Recommendation

This study might lack of supporting data because it only collected data from the Indonesian pre-service teachers’ self-perception through questionnaire and interviews. For further research related to this issue, it is highly suggested that the future researchers use more data such as classroom observation and gather data from different point of view like the students, school members, parents, community, and administrators. It is also recommended that the future researcher who are interested in conducting study in this issue to investigate in other scope and area such as different place and specify the participants’ background but increase the number of the participants.
6 REFERENCES


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Mahboob, A. (2010). The NNEST Lens: Non Native English Speakers in TESOL. Cambridge:
Cambridge Scholars Publishing.


7 APPENDICES

Appendix 1

QUESTIONNAIRE

Q1 Nama lengkap:
Q2 Jurusan dan Program Pendidikan:
Q3 Universitas Asal
Q4 Periode mengajar di Thailand:
Q5 Apakah Anda mengikuti tahap seleksi sebelum mengikuti PPL-KKN ini?
Q6 Daerah sekolah tempat mengajar
Q7 Mata pelajaran apa saja yang Anda ajarkan di sekolah?
Q8 Di tingkat berapa saja Anda mengajar mata pelajaran Bahasa Inggris?
Q9 Apakah pada periode sebelumnya sudah ada guru PPL dari Indonesia yang mengajar di sekolah Anda?
Q10 Bagaimana tanggapan Anda mengenai antusiasme siswa terhadap Anda yang merupakan guru Bahasa Inggris dari Indonesia?
Q11 Bagaimana perilaku peserta didik terhadap Anda?
Q12 Bagaimana tanggapan peserta didik terhadap kompetensi mengajar Anda?
Q13 Bagaimana perilaku peserta didik terhadap Anda ketika berada di luar kelas?
Q14 Apakah Anda mengadakan program tambahan bahasa Inggris selain jadwal wajib dari sekolah?
Q15 Jika iya, bagaimana respon peserta didik terhadap program tersebut?
Q16 Bagaimana tanggapan guru lain terhadap Anda sebagai guru bahasa Inggris yang berasal dari Indonesia?
Q17 Bagaimana tanggapan guru lain terhadap kompetensi mengajar Anda?
Q18 Bagaimana interaksi Anda dengan guru lain di sekolah?

Appendix 2

INTERVIEW PROTOCOL

1. Menurut Anda, bagaimana antusiasme peserta didik terhadap Anda yang merupakan seorang guru bahasa Inggris yang berasal dari Indonesia/non-native? Apa yang Anda rasakan?
2. Menurut Anda, bagaimana perilaku peserta didik terhadap Anda? Apa yang Anda rasakan?
3. Menurut Anda, bagaimana respon peserta didik terhadap pengajaran (kemampuan/kompetensi mengajar) bahasa Inggris yang Anda lakukan? Apakah Anda mendapat complain atau pujian?
5. Apakah Anda melaksanakan program bahasa Inggris tambahan di luar jam sekolah? Jika iya, bagaimana antusiasme dan respon peserta didik terhadap hal tersebut?

6. Jika ada/tidak ada program tambahan, menurut Anda apa faktor penyebab perlu/tidaknya diadakan program tersebut?

7. Menurut Anda, bagaimana respon para guru/anggota sekolah terhadap Anda yang merupakan guru PPL Bahasa Inggris dari Indonesia/non native?

8. Menurut Anda, bagaimana respon para guru/anggota sekolah terhadap Anda terkait pengajaran Bahasa Inggris yang Anda lakukan (kompetensi mengajar)? Apakah Anda mendapat complain atau pujian?


10. Menurut Anda, bagaimana respon masyarakat sekitar tempat Anda tinggal/mengajar terhadap Anda yang merupakan seorang guru bahasa Inggris yang berasal dari Indonesia/non-native?
# Research-based Paper Scoring Rubric

**Student’s Name:** Zuhrufi Latifah  
**Student’s Number:** 1707155  
**Topic:** Native and Non-Native English Speakers

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Research-Based Paper Presentation

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Student’s Number : 17017155
Topic : Native and Non-Native English Speakers

The Grading Criteria

Research-based Paper Presentation Scoring Rubric

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Topic : Native and Non-Native English Speakers

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