STUDENTS' PERCEPTION IN ENGLISH TEACHING AND LEARNING CONCERNING NATIVE-SPEAKERISM

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Abstract : Native-speakerism issues are found in English teaching and learning around the world. This study aims to clarify how students perceive something like the characteristics of an ideal English teacher, and how students perceive learning English, and was conducted at the Faculty of English Education, Faculty of Languages and Arts, Universitas Negeri Manado. This study is a quantitative descriptive study, using a 17-item questionnaire with 4-point Likert scale which is adapted from a previous related study and was distributed to 32 students. The results of this study showed that most students do not recognize 'native speakers' as a source of authenticity, realness, or correctness of English teaching and that the role model for imitating accents should be 'native speakers'. In terms of perceptual understanding, the term 'native speaker' and the origin of birth defines 'nativeness' to the eye of 'non-native speakers'. However, both 'native speakers' and 'non-native speakers' are recognized as equally good in teaching grammar.

Keywords: *native-speakerism, perception, dichotomy, teaching-learning, authenticity.*

INTRODUCTION

English is the official foreign language in Indonesia that is taught throughout the country, and many people view local teachers who teach English with wrong perceptions and assumptions. Various studies show that recruitment advertisements are devoted to 'native speakers' only (Selvi, 2010). Some recruitment advertisements explicitly and implicitly state to seek candidates that are young, white, and Caucasian (Ruecker & Ives, 2015). This is a wrong, discriminatory, and

inappropriate perception of 'non-native speakers', especially for 'non-native speaker' teachers.

Native-speakerism is a term used by (Holliday, 2005) which refers to an understanding that the ideal way of teaching and the ideal practice of teaching English comes from western culture, and is only owned by 'native speakers', who is considered the ideal teachers. Assumptions such as "'native speakers' can always provide better learning," or "'non-native speaker' teachers will always have difficulty with their language skills, so they must be able to adopt methods from 'native speakers'" (Selvi, 2014). In other words, native-speakerism is considered as an ideology that exists because it is driven by certain rules in the world of teaching English so that it makes this ideology feel normal, rational, and appropriate (Kiczkowiak, 2017).

In countries like Indonesia where English is a foreign language that must be taught in every school (Liando, Sahetapy, & Maru, 2018), 'native speaker' teachers are among the favorite teachers in the world of language teaching (Tania, Liando, & Maru, 2016; Tumbal, Liando, & Olii, 2021). The reason behind this is because students and even teachers consider 'native speakers' to be language experts, therefore they ('native speakers') are trusted, have experience, and are more qualified to teach. Hence, it is very easy for 'native speakers' to get a promotion or job.

One of the causes of this misunderstanding is a lack of knowledge about how a language is learned and taught, including the ignorance of the concept of World Englishes, ELF (English as a Lingua Franca), and other issues regarding native-speakerism (Seidlhofer, 2013). Without it, there will always be a false idealization that 'native speakers' are the best English teachers (Jin, 2005; Reis, 2011).

One of the most famous models of the worldwide spread and transformation of English is (Kachru, 1992) model (Murata, 2015). Kachru states that English in the world can be divided into three different categories or circles. Each circle represents how English spread, how people learned the language, and how English was used.

These circles are called Inner Circles, Outer Circles, and Expanding Circles. (Marino, 2011)

With all the different aspects that shape how students learn the English language, it is considered important to address this issue of native-speakerism, especially in the Indonesian context.

REVIEW OF LITERATURE

'Native Speaker' and 'Non-Native Speaker'

According to (Chomsky, 1965), a 'native speaker' is one who speaks a language as a native language from birth, and according to (McArthur, 1992), a 'native speaker' of a language is someone who has been using it since childhood. Therefore, a 'non-native speaker' is a person who speaks and learns a language as a foreign language or as a second language. From the point of view of multilingualism, this definition carries a misunderstanding – that 'native speakers' have positive connotations: they have fluency, inborn talent, cultural appeal, and sociolinguistic skills (Braine, 2010), and that 'non-native speakers' are charged with reality as marginalized and stigmatized minorities (Braine, 2010).

Native-Speakerism

Native-speakerism is a common ideology in teaching and learning contexts characterized by the belief that native speakers are better able to express Western cultural values (Holliday, 2005). Teachers who are labeled as 'native speakers', have always been considered more superior than their domestic counterparts.

The 21st century ELT world has undergone various ideological controversies and reforms. English is owned by "native speakers" and it was taken for granted that the only criterion for determining the success of English education was the norms of "native speakers" (Fang, 2018). Native-speakerism can have impacts in many aspects of professional life including the presentation of the language (Holliday, 2006) and perceptions from students (Lowe & Kiczkowiak, 2016). It is the

reflection of inequality in the context of ELT (Silalahi, 2019). Teachers whose native language is English (NEST) are considered superior to teachers whose native language is not English (NNEST) (Hwang & Yim, 2019). Native-speakerism is gradually shaping the perception of people and educational institutions about English teaching. Moreover, this ideology is the basis for forming politically unfair policies. In many educational institutions, 'native speaker' teachers are more likely to become language teachers because they are considered more competent than 'non-native speakers' (Silalahi, 2019).

By analyzing the advantages and disadvantages of both 'native speaker' and 'non-native speaker', can change our perceptions about what is an ideal teacher rather than judging from the place they were born.

Perceptions of English Learners

Most English learners and teachers believe that 'native speakers' teach English best in a language. The discourse underlying the dichotomy of native speakers is the dichotomy between 'native speakers' and 'non-native speakers'. Since (Chomsky, 1965) established the concept of the ideal speaker-listener, it has been associated with the 'native speaker', and is quite extensively used in ELT (Kiczkowiak, 2017). As a result, 'non-native speakers' were quickly considered linguistically deficient, even though some scholars argue that ultimate language attainment is also possible for 'non-native speakers' (Davies, 2013).

"The 'native speaker' came to be seen as the ultimate judge of grammaticality, omniscient and infallible, and the ultimate goal against which every language learner's interlanguage should be compared." (Kachru, 1994; Kiczkowiak, 2017)

Consequently, the terms 'native speaker' and 'non-native speaker' are used in this paper in inverted commas to denote that they are 'so called', and have not been properly defined despite numerous attempts at it (Davies, 2003, 2012, 2013). Ideally, you should not use these terms at all, or use one of the alternative terms suggested by various scholars (Cook, 2001; Jenkins, 2015; Rampton, 1990), this is

not possible since the labels have become very deeply ingrained in the minds of ELT professionals and students.

According to (Panggabean, 2015), such an image of this against English results in problematic English learning. Language teachers and learners are often stereotyped with learning English to become like the 'native speakers', even though they do not use the language often enough, or at least are not exposed to the language daily. Many language students of English in Indonesia still view that their best teacher or role model in learning should be 'native speakers' (Liando, 2015).

The design of the learning environment, as well as the appropriate balance of students' competencies and interests, influences the effectiveness of learning (Neuenschwander & Garrett, 2008; Karisi, Pelenkahu, & Maru, 2021). Small friction between learners' perceptions of learning and teachers' perceptions of education can have a positive effect in encouraging learners to develop more mature learning experiences. However, if the difference is too large, friction can also impair learning and thinking skills (Ou, 2017; Reitz, 1987).

Early research that has been conducted on native-speakerism, particularly in Indonesia, found that native-speakerism phenomena are very real in Indonesia (Silalahi, 2019). Most study participants found that learning English is best delivered in a native context. The study further showed that only 20 out of 60 respondents said that all language skills can be taught by NNEST.

Later after that, another research was conducted by (Silalahi, 2020). Studies show that 80% of participants believed that multiple courses should be taught by foreigners. Conversational subjects and English culture (American or British culture) should teach NESTs because foreign language speakers have broader cultural knowledge than NNESTs.

Another research by (Silalahi, 2021), was conducted on finding teachers' perceptions towards non-native English varieties. All respondents said that NESTs understand the context better than NNESTs because they often use English in natural contexts.

The difference between this study and the previous studies is that there are still few findings of native-speakerism in the North Sulawesi context. Every research sample regarding the topic needs more supporting samples in any other area in Indonesia to justify the perceptions around the country for this particular subject of native-speakerism. The research instruments that are used are similar and are adapted from the previous studies. Comparison between this study and the previous study is that this study might be the smallest scale study conducted in North Sulawesi.

RESEARCH METHOD

The design in this research is descriptive quantitative research to find out the perceptions of English students in one of the most known teachers' training departments in North Sulawesi regarding this native-speakerism phenomenon in the context of TEFL. To determine how widespread the misconceptions are, participants were given questionnaires with a Likert scale (1 to 4) on each question; Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4).

The pilot test was done with 10 samples before gathering the real samples. The responses were then collected and calculated using SPSS to analyze the reliability based on Cronbach's alpha score.

Table 1: Reliability result of the questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.806	17

Reliability analysis showed a result of 0.808, which means the questionnaire is reliable and the alpha value is described as fairly high (Taber, 2017).

Table 2: Standard deviation of each question

Item Statistics

	Mean	Std. Deviation	N
Q1	2.80	.789	10
Q2	2.70	.675	10
Q3	2.00	.943	10
Q4	2.60	.966	10
Q5	2.10	.876	10
Q6	1.80	.422	10
Q7	2.20	.632	10
Q8	2.50	.707	10
Q9	2.60	.699	10
Q10	3.10	.876	10
Q11	2.70	.675	10
Q12	2.90	.568	10
Q13	3.00	.667	10
Q14	2.80	.919	10
Q15	2.10	.876	10
Q16	2.70	.823	10
Q17	1.90	.876	10

The Standard Deviation (SD) described the measure of the amount of variation or dispersion of students' responses to each item in the questionnaire.

The population in the present study are students of English Education Department (EED), Fakultas Bahasa & Seni, Universitas Negeri Manado.

Study samples are taken from the population and divided into two groups. The first group is 30 students from the class of 2017 in EED which is a convenience sampling (or those who are close to the researcher). And the second group is all students from the class of 2017 in EED that respond to the questionnaire spread over the local official WhatsApp group of EED.

In this study, data will be collected with the help of questionnaires distributed to participants in the form of Google Forms over the Internet. There are 17 items in the questionnaire. This questionnaire was used in research done by (Kiczkowiak, 2017) in Barcelona which was made supporting Kumaravdivelu's framework. Below are the items in the questionnaire.

Table 3: Research questionnaire

No.	Statement
1	A 'native speaker' of English is somebody who was born only in the UK, the US, Ireland, or Australia.
2	A 'native speaker' of English did their tertiary education in English.
3	A person who has a great TOEFL score is a 'native speaker' of English.
4	A 'native speaker' speaks English perfectly and never makes mistakes.
5	All 'native speakers' of English are white.
6	There is no 'native speaker' of English in Africa or India.
7	Only the English is spoken by a 'native speaker' is the real and correct English.
8	A person born to English-speaking parents who have lived abroad most of their life is not a 'native speaker' of English.
9	Only a 'native speaker' can teach me real and correct English.
10	I need a 'native speaker' of English to learn important things about the culture of English-speaking countries.
11	There are only 7 countries where English is the official language: Ireland, the UK, the US, Canada, Australia, New Zealand, and South Africa.
12	I might learn incorrect English pronunciation from a 'non-native speaker'.
13	I would like to speak with an English 'native speaker' accent.
14	English is mostly used by 'native speakers'.
15	'Non-native speakers' of English are worse teachers.
16	'Native speakers' of English are not good at teaching grammar.
17	I don't want to sound like a 'native speaker' of English.

The analysis is done by calculating each response from participants by applying scores on each item in the Likert Scale. According to (Bowling, 1997) which was cited on (McLeod, 2008), the Likert Scale is implemented in the research

instrument that used fixed choice response formats and is designed to measure opinions. In this study, the choice of the Likert Scale that is offered to the participants applied a choice of four pre-coded responses. The choice of responses consists of "Strongly Agree (SA)," "Agree (A)," "Disagree (DA)," and "Strongly Disagree (SDA)." In this study, each answer was assigned a score that was used to measure participants' perceptions. Below are the scores for each answer used in the participant question. (Wardani, 2018)

Table 4: Value/score for responses

Scale	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

Based on the questionnaire, participants are expected to choose one of the degrees. After the answers have been collected, the questionnaire is processed to determine the results. In each statement, the number of students who choose SA, A, DA, or SDA is calculated in percentages. The following formula is used to calculate the percentages.

$$y = \frac{\sum x}{\sum n} \times 100\%$$

y = the degree of agreement percentages

∑n = the number of students based on the degree of agreement

∑x = the number of all students

Statements in the questionnaire are grouped by key points contained in each statement. These indicators (or key points) are all towards 'native-speaker'. The statements are sorted in the table below based on the most frequent key points.

Table 5: Questionnaire items indicator

Category Indicators	Keywords	Statement
Authenticity	authenticity	Q7, Q9, Q10, Q12
	culture	Q10
Background & Origin	geography	Q1, Q6, Q11
	origin	Q1, Q6, Q8
	speaking skill	Q4, Q7
	appearance	Q5
	education	Q2
	language status	Q11
	ownership	Q14
	proficiency test	Q3
	skin	Q5
Accent	accent	Q13, Q17
Teaching	teaching	Q15, Q16
	grammar	Q16
	pronunciation	Q12

FINDINGS AND DISCUSSION

In this chapter the results obtained in this research are presented and described, first, the graph of responses in 4-point Likert scale, second, the graph of grouped responses Agree and Disagree. There are 17 statements in the questionnaire which are measures towards 'native speaker' presented below:
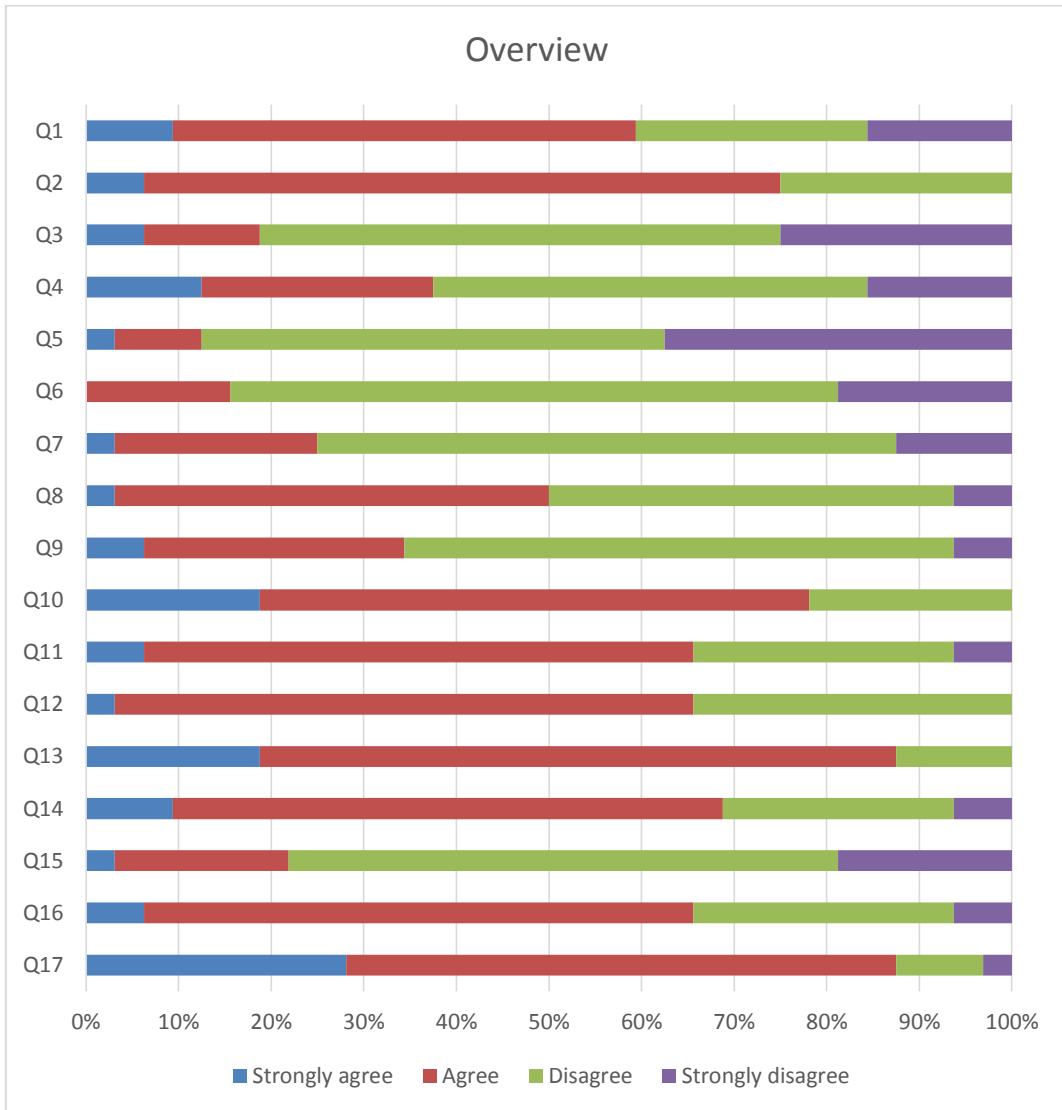
Figure 1: Graph of responses

To make the data responses more readable, the responses are grouped into Agree and Disagree. Q16 and Q17 particularly, are reversed because the statements were initially towards 'non-native speaker'.
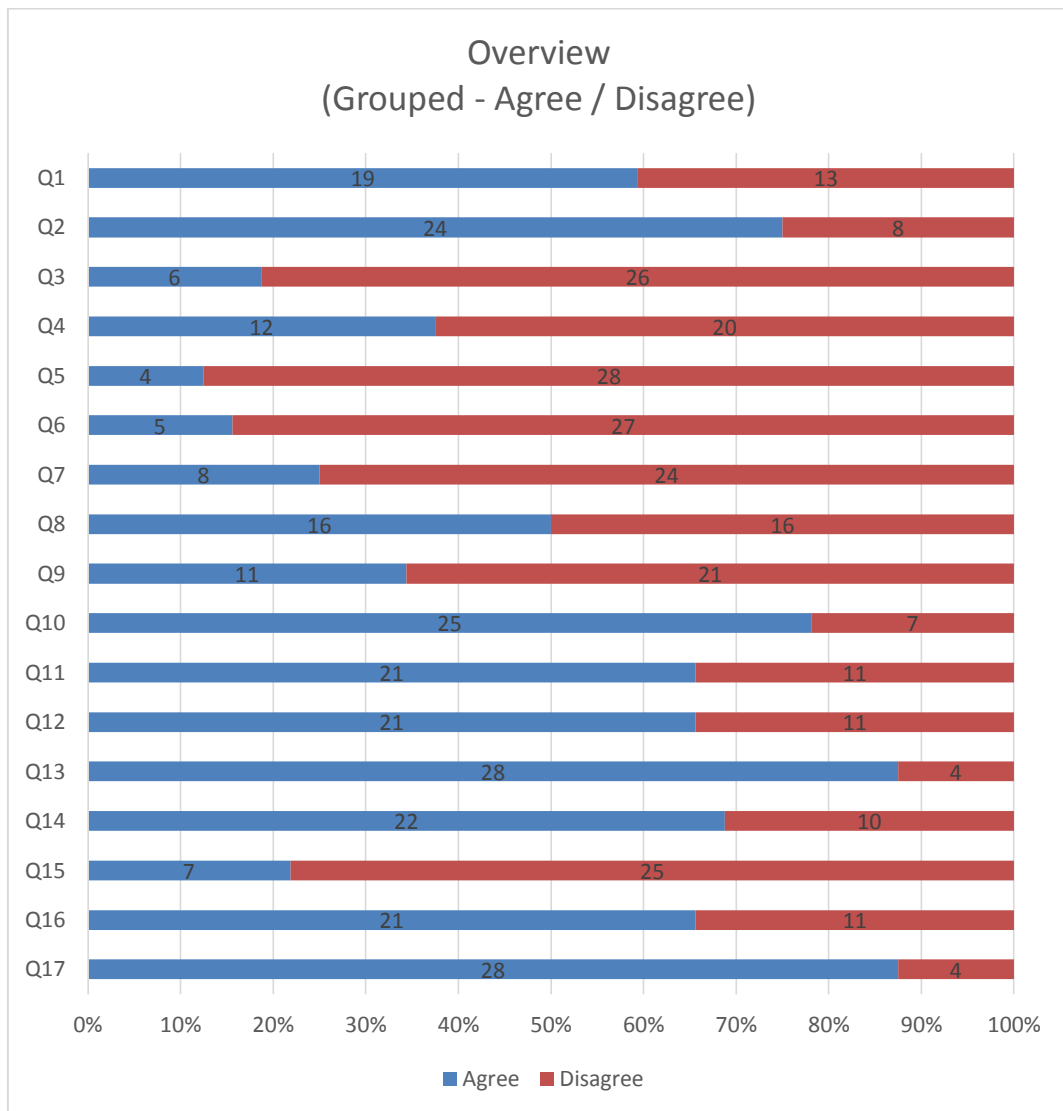
Figure 2: Graph of responses (grouped)

Furthermore, the responses to the questionnaire are grouped based on indicators mentioned in Chapter III, with 32 respondents (N). These indicators are key points contained in each statement presented in the table below:

Table 6: Quantitative data with indicator

Indicator	Question/ Statement	Agree	Disagree	N
authenticity	Q7	25%	75%	32
	Q9	34.4%	65.6%	32
	Q10	78.1%	21.9%	32
	Q12	65.6%	34.4%	32
origin	Q1	59.4%	40.6%	32
	Q6	15.6%	84.4%	32
	Q8	50%	50%	32
geographic	Q1	59.4%	40.6%	32
	Q6	15.6%	84.4%	32
	Q11	65.6%	34.4%	32
speaking skill	Q4	37.5%	62.5%	32
	Q7	25%	75%	32
accent	Q13	87.5%	12.5%	32
	Q17	87.5%	12.5%	32
teaching	Q15	21.9%	78.1%	32
	Q16	65.6%	34.4%	32
education	Q2	75%	25%	32
proficiency test	Q3	18.8%	81.3%	32
skin	Q5	12.5%	87.5%	32
culture	Q10	78.1%	21.9%	32
language status	Q11	65.5%	34.4%	32
pronunciation	Q12	34.4%	65.6%	32
ownership	Q14	68.8%	31.3%	32
grammar	Q16	65.6%	34.4%	32

The calculation analysis was done using SPSS 25 with Microsoft Office Excel 2013 as an additional tool used to make sure the researcher had found the intended result variables. The data were transferred from Google Form and were calculated in descriptive statistical analysis. The steps of the process were done as follows:

- Data were copied from Google Form to the SPSS dataset.
- The values were given labels.

Table 7: Questionnaire statistic result

Statistics

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Mean	2.53	2.81	2.00	2.34	1.78	1.97	2.16	2.47	2.34	2.97
Mode	3	3	2	2	2	2	2	3	2	3
Std. Deviation	.879	.535	.803	.902	.751	.595	.677	.671	.701	.647
Variance	.773	.286	.645	.814	.564	.354	.459	.451	.491	.418

	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Mean	2.66	2.69	3.06	2.72	2.06	2.66	3.13
Mode	3	3	3	3	2	3	3
Std. Deviation	.701	.535	.564	.729	.716	.701	.707
Variance	.491	.286	.319	.531	.512	.491	.500

Perceptual Understanding

The 'native' versus 'non-native speaker' distinction is' at the heart of the native-speakerism concept. The ultimate judge of grammaticality, omniscient and infallible, the 'native speaker' came to be considered as the ultimate aim. As a result, the 'non-native speaker' began to be regarded as linguistically inadequate, even though some scholars contend that 'non-native speakers' can also achieve ultimate language mastery.

Furthermore, there is growing evidence that being a 'native speaker' has little to do with language ability and much more to do with "the 'white Anglo-Saxon' image of persons from the English-speaking West." As a result, in some situations, being White, Western-looking, and hailing from one of the 7 Inner Circle countries, such as the United States or the United Kingdom, is required to be called a "native speaker." However, in the context of this research, Q5 did not confirm that respondents perceive this way (87.5% disagree).

In the concentric circle model popularized by (Kachru, 1992), the most common perception among English learners is that a 'native speaker' hold citizenship or reside for some time in an "Inner Circle" country where most people

speak English as their native language and where communication is predominantly English (about 59.4% respondents confirm in Q1 and Q6 that the most frequent perception among English learners). Despite recent critiques (Jenkins, 2007; Park & Wee, 2009), Kachru's model is one of the most important models to explain the spread of English and its speakers.

Although the term "Caucasian" is fraught with problems, often used to represent race or ethnicity (some respondents confirm this in Q5). "A member of any of the races of people who have pale skin," according to the Oxford Advanced Learner's Dictionary (p. 233). Because Caucasians have historically made up the bulk of the population in Inner Circle countries, the English language is connected with them, and teachers who are Caucasians or "White people" may be praised (Braine, 2010). In fact, in some countries of the expanding circle, such as Poland and Russia, some whites do not speak English as their mother tongue. Nonetheless, having a Caucasian appearance is still seen as one of the "ideal" features (Mahboob, 2010).

Q8 shows that the majority of respondents perceive 'native speaker' that lived overseas most of their life is no longer a 'native speaker', which could be said as an indication that respondents perceive the term 'native speaker' and the origin of birth defines 'nativeness' (Holliday, 2006).

Authenticity

In ELT, the concept of authenticity is very problematic as English is the world's second language in that it is the most taught and studied language. There are several ways in which 'native speaker' conversation and authenticity can interact and influence each other, which has a real impact on the lives of teachers, students, and others involved in teaching English (Lowe & Pinner, 2016), but in the context of this research, only some respondents confirm in Q7 and Q9 that 'native speaker' is the source of authenticity, realness or correctness of English teaching.

Accent

Native accents are perceived as good, complete, accurate, experienced, competent, fluent, real and original English, whereas non-native accents are considered bad, wrong, incorrect, fake, incomplete, and strong (Jenkins, 2015). The majority of respondents confirm in Q13 and Q17 that they would like to imitate 'native speakers' and make them role models.

Teaching

When 'non-native speaker' teachers are unable to answer a grammar question or make a mistake, it usually doesn't hurt their self-esteem, but when 'non-native speaker' teachers make a mistake or reveal that they "do not know everything about the English language," their ability to teach is often immediately questioned. But most respondents confirm in Q15 that they think 'non-native speakers' of English are not bad teachers and in Q16 that 'native speakers' and 'non-native speakers' of English are equally good at teaching grammar.

CONCLUSION

A good number of respondents perceive that 'native speakers' are people who were born only in some specific countries, which reflects an incomplete understanding of English variations. About the same number of respondents also perceive that people who took study in tertiary education are considered 'native speakers'. Regarding authenticity, the majority disagrees that 'native speakers' speak or teach the real and correct English. But they agree only 'native speakers' can teach important things about the culture of English-speaking countries.

The research presented in this paper aimed to investigate the perception of students in a teacher training department of English. In addition, it should be emphasized how important the 'nativeness' is. Since the study is based on a small

group of participants, it is unclear if the results can be generalized. Nonetheless, the research methods and analyzes here can provide some preliminary conclusions.

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