STUDENTS' PERCEPTION IN LEARNING ENGLISH WITH NON-NATIVE ENGLISH SPEAKING TEACHERS (NNESTs) AT ENGLISH ACADEMY BY RUANG GURU BUKITTINGGI

THESIS

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LETTER OF ADVISOR APPROVAL

Thesis entitle **"Students' Perception in Learning English with Non-Native English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi"** written by **Rofidah Nur Salamah (2320070)** has been accepted and approved to be examined in the presenting of the thesis examination.

This approval is guaranteed and used appropriately.

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ABSTRAK

Rofidah Nur Salamah, 2320070. Students Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi. English Education Study Program. FTIK UIN Sjech M. Djamil Djambek Bukittinggi. Thesis 2026.

This study was conducted because many students perceived that Non-Native English-Speaking Teachers (NNESTs) were not as competent as Native English-Speaking Teachers (NESTs), particularly in terms of pronunciation. In addition, some students experienced difficulty understanding their teachers' explanations due to their limited vocabulary. Therefore, this study aimed to analyze students' perceptions of the strengths and weaknesses of learning English with Non-Native English-Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi.

This study employed a descriptive quantitative research design. The participants were 20 students of English Academy by Ruang Guru Bukittinggi who were selected using a total sampling technique. The data were collected through a questionnaire and analyzed using percentage calculations to determine students' perceptions of the strengths and weaknesses of NNESTs.

The findings revealed that students generally had positive perceptions toward NNESTs. The strengths indicator obtained a percentage score of 93%, which was categorized as very high. Furthermore, statements number 2 and 7 obtained the highest percentage score, reaching 100%, indicating that students highly valued NNESTs' ability to understand learners' difficulties and their commitment to supporting the learning process. Meanwhile, the weaknesses indicator obtained a percentage score of 75%, which was categorized as high. Statement number 1 obtained the highest percentage score among all weakness indicators, reaching 95%, indicating that this aspect was perceived as the most prominent weakness of NNESTs. However, these weaknesses did not significantly affect students' overall perceptions because they continued to value NNESTs' teaching competence and supportive teaching approach. Therefore, it can be concluded that the strengths of NNESTs were perceived more dominantly than their weaknesses in supporting students' English learning.

Keywords: Students' Perceptions, Non-Native English-Speaking Teachers (NNESTs), English Learning, Strengths, Weaknesses.

ABSTRAK

Rofidah Nur Salamah, 2320070. Persepsi Siswa terhadap Pmbelajaran Bahasa Inggris dengan Guru Bahasa Inggris Bukan Penutur Asli di English Academy By Ruang Guru Bukittinggi. Program Studi Pendidikan Bahasa Inggris. FTIK UIN Sjech M. Djamil Djambek Bukittinggi, Skripsi 2026.

Penelitian ini dilatarbelakangi oleh adanya persepsi bahwa *Non-Native English-Speaking Teachers* (NNESTs) tidak sebaik *Native English-Speaking Teachers* (NESTs), terutama dalam aspek pengucapan (*pronunciation*). Selain itu, beberapa siswa terkadang mengalami kesulitan memahami penjelasan guru secara menyeluruh karena keterbatasan kosakata yang dimiliki. Kondisi tersebut dapat memengaruhi persepsi siswa terhadap pembelajaran bahasa Inggris yang diajarkan oleh NNESTs. Oleh karena itu, penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap kekuatan (*strengths*) dan kelemahan (*weaknesses*) dalam pembelajaran bahasa Inggris bersama *Non-Native English-Speaking Teachers* (NNESTs) di English Academy by Ruang Guru Bukittinggi.

Penelitian ini menggunakan metode deskriptif kuantitatif. Partisipan dalam penelitian ini adalah 20 siswa English Academy by Ruang Guru Bukittinggi yang dipilih menggunakan teknik *total sampling*. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan perhitungan persentase untuk mengetahui persepsi siswa terhadap kekuatan dan kelemahan NNESTs.

Hasil penelitian menunjukkan bahwa siswa secara umum memiliki persepsi positif terhadap NNESTs. Indikator kekuatan memperoleh skor persentase sebesar 93% yang termasuk dalam kategori sangat tinggi, sedangkan indikator kelemahan memperoleh skor persentase sebesar 75% yang termasuk dalam kategori tinggi. Pernyataan nomor 2 dan 7 pada indikator *strengths* memperoleh persentase tertinggi yaitu 100%, yang menunjukkan bahwa siswa sangat menghargai kemampuan NNESTs dalam memahami kesulitan belajar siswa serta komitmennya dalam proses pembelajaran. Sementara itu, pernyataan nomor 1 pada indikator *weaknesses* memperoleh persentase tertinggi yaitu 95%, yang menunjukkan bahwa masih terdapat beberapa keterbatasan yang dirasakan siswa. Meskipun demikian, kelemahan tersebut tidak mengurangi persepsi positif siswa terhadap NNESTs. Dengan demikian, dapat disimpulkan bahwa kekuatan yang dimiliki NNESTs dipersepsikan lebih dominan dibandingkan kelemahannya dalam mendukung pembelajaran bahasa Inggris siswa.

Kata Kunci: Persepsi Siswa, *Non-Native English-Speaking Teachers* (NNESTs), Pembelajaran Bahasa Inggris, Kekuatan, Kelemahan.

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Bukittinggi, 23rd June 2026

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CHAPTER I
INTRODUCTION

A. Background of the Problems

Teaching English for Young Learners (TEYL) is an important aspect of education today. Along with the increasing need for English language proficiency in the era of globalization, many schools have begun introducing English from an early age. In this context, teaching approaches must be adapted to the characteristics of young learners, who tend to learn best through enjoyable, interactive, and meaningful activities. According to (Pinter, 2006), TEYL is not merely about simplifying English materials designed for adults, but rather a specific approach that adapts teaching methods to how children learn—through enjoyable, interactive, and meaningful activities. In line with this, teaching methods are often carried out through playing, singing, storytelling, and the use of visual media such as videos and real objects. Therefore, it can be said that the teaching approach is child-centered, allowing children to develop their English language skills naturally.

Learning english at school cannot be done efficienly by students, this is due to limited alocation time. Because of this, students' needs are often not fully met, especially for those who want to develop higher proficiency in English. The teaching methods commonly used in schools tend to be monotonous and lack variety, with teachers focusing more on theory rather than practice. In addition, the language used in instruction is

often dominated by Indonesian or even local languages, whereas it would be more effective if teachers could deliver lessons directly in English. Thats why many students are interested in taking english course to improve their english ability. This also opens up opportunities for non-formal institutions to create courses that are able to meet the specific needs of students and can provide what they need but cannot get at school properly. One of them is English Academy by Ruang Guru course located in Bukittinggi City.

English Academy by Ruang Guru is one of the courses that uses full English in its teaching and learning process. This is based on observations conducted by the researcher at two different courses. In contrast, another course does not use full English during the learning process, but still mixes it with Indonesian. The use of language in the teaching and learning process can also influence children's learning development. According to (Krashen, 1982) through the Input Hypothesis, the full use of English allows students to receive more comprehensible input, which can enhance their language acquisition naturally, especially in the areas of listening and speaking.

The courses offers two types of learning programs: online and offline classes. They have more than 100 offline class locations spread across various Indonesian cities. The courses is also one of the few that employs native speakers as teachers, though they have their own conditions for placing them in branches. They can place a native speaker in a branch if it already has at least 100 students. The Bukittinggi branch just opened and

does not yet meet these conditions, so there are no native speakers there yet. The courses divides its classes based on students' ages: Dasher for ages 3–6, Runner for ages 7–10, Sprinter for ages 11–14, and Ranger for ages 15–18 and older.

The teaching method that used at English Academy by Ruang Guru is focuses on the “Natural Way of Learning” method with a Cambridge standard curriculum, combining native and local teachers, focusing on 4 skills (listening, speaking, reading, writing) through a communicative approach. The learning process is carried out using various interactive media, such as videos, music, images, and educational games. This is done with the aim of attracting students' interest in learning, so that the learning process feels more enjoyable and not boring, and so that students can also play an active role in class, which indirectly trains their english ability. Not only that, during class, teachers also tend to use English fully with clear pronunciation. To help students understand what is being taught more easily, teachers also use teaching aids or pictures. Because of this, the researcher discussed students’ perceptions in learning English with non-native English-speaking teachers (NNESTs).

Non-native english speaking teachers have their own strengths and uniqueness, such as a higher sense of empathy. That's because they already have gone through and experienced the challenges of improving their speaking skills. Non-native english speaking teachers also have better skills in metalinguistic understanding, as they understand the rules of grammar

because they have learned them explicitly. Non-native english speaking teachers have a unique set of strengths that native english speaking teachers often do not. Their main strength is their capacity to serve as better role models and empathizers for learners. As individuals who have gone through the process of learning English as a foreign language, non-native english speaking teachers have first-hand experience with all the difficulties, grammatical obstacles and mental challenges faced by their students. This personal experience allows them to better understand their students' struggles, predict areas of difficulty, and provide more effective and empathetic strategies and explanations.

Additionally non-native teachers are often more dedicated and structured language teachers. They tend to have a stronger metalinguistic understanding of grammar rules because they have to learn them explicitly, in contrast to native english speaking teachers who often use language intuitively without being able to explain the ‘why’ behind a rule. Thus, Medgyes rejects the notion that native speakers are always superior teachers and instead elevates the value and crucial contribution that non-native english speaking teachers make in the world of language teaching (Medgyes, 1994).

Nonnative english speaking teachers also have various weaknesses, such as limited vocabulary, pronunciations that are not as better than native english speaking teachers and a lack of understanding of cultural elements such as idioms and slang. Nonnative english speaking teachers have

limitations in terms of their mastery of English, particularly in aspects of linguistic competence. These include a more limited vocabulary, a less intuitive understanding of nuances of meaning, and a mastery of idioms, phrases, and cultural references that are often not as complete and complete as native speakers. In addition, their abilities in pronunciation and fluency often cannot match the naturalness of a native english speaking teachers. However, Medgyes emphasizes that these language deficiencies do not necessarily make them worse teachers; rather, by being aware of these limitations, non-native teachers can develop effective compensation strategies and capitalize on their other strengths (Medgyes, 1994).

The various strengths and weaknesses described above can arise due to the perception or views of others towards nonnative english speaking teachers. Perception is a view or cognitive process that arises because of social interactions used by a person to understand the surrounding environment. According to (Robbins & Judge, 2024) perception is defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. They emphasize that the key to this definition is the fact that perception is based on the interpretation of what is perceived by the five senses, not objective reality itself. It can be inferred that perception is a viewpoint or mental process that results from social interactions and is utilized to comprehend their immediate surroundings.

There are several previous studies that relevant to this study. The first, a research was conducted by Ulfah Ridhwan Dirham (2022) entitled "*English as a Lingua Franca: Perception of Indonesian Non-Native English Speaking Teachers' (NNESTs)*". The study found that while accent differences were recognized, mutual intelligibility was seen as the key to communicative success. The second,a research was conducted by Ronald Maraden Silalahi (2020) entitled "*Ideological Conflicts in English Language Teaching Perceptions of English-Speaking Teachers Toward Methods and Teaching Styles of Native English-Speaking Teachers*". Found that NESTs are best suited for specific roles, such as teaching conversation classes for their superior pronunciation and instructing on native English culture due to their ability to provide authentic examples. To ensure these placements effectively meet learning objectives, the study recommends that institutions conduct periodic teacher mapping. a research was conducted by Alviedri Novianti (2018) entitled "*Native Versus Non-Native English Speaking Teachers: An Insight into Indonesian Students' Voices*". The results showed that students prioritized teachers' proficiency and professionalism over their linguistic background.

Then, based on the results of interviews conducted by the researcher with several students at English Academy by Ruang Guru in 15th and 17th October and 14th November 2025 regarding students' perceptions of learning English with non-native English-speaking teachers, there were various perceptions about what students felt when talking with non-native

English-speaking teachers. Many students felt happy when practicing speaking with their teachers because they understood what their teachers were saying. Even if they did not fully understand, they felt that they could learn new vocabulary. They also felt that they had more opportunities to communicate in English in courses than at school. (see appendix 2 page 83-89)

Based on the explanation above, this study focused on students' perceptions of learning English with Non-Native English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi. This topic was chosen because there were not many studies that discussed the strengths and weaknesses of non-native English-speaking teachers. English Academy by Ruang Guru was chosen as the research site because it provided opportunities for students to learn English using full English.

B. Identification of the Problems

According to the background of the problem described above, the following identification problems exist:

1. Many students felt that nonnative english speaking teacher was not as good as native english speaking teacchers in terms of pronunciation.
2. Sometimes students feel unable to understand what their teacher is talking about as a whole, due to their limited vocabulary.

C. Limitation of the Problems

Based on the identification of the problem, the researcher limited the research focus to students' perceptions of learning English with non-native English-

speaking teachers. Then, the researcher determined the strengths and weaknesses of non-native English-speaking teachers at English Academy by Ruang Guru Bukittinggi.Formulation of the Problems

D. Formulation of the Problem

The formulation of the problem in this study was formulated in the following question :

1. What are students' perceptions of strengths in learning english with nonnative english speaking teachers at English Academy by Ruang Guru course?
2. What are students' perceptions of weaknesses in learning english with nonnative english speaking teachers at English Academy by Ruang Guru course?

E. Purpose of the Research

Based on the formulation of the problems, the purposes of the study as following :

1. To analyze students' perceptions of strengths in learning english with nonnative english speaking teachers at English Academy by Ruang Guru course.
2. To analyze students' perceptions of weaknesses in learning english with nonnative english speaking teachers at English Academy by Ruang Guru course.

F. Significance of the Research

The researcher hopes this study will have theoretical and practical advantages. Theoretically, this study will hopefully enrich the understanding of language attitudes and motivations in English as a Foreign Language (EFL) settings by providing insights into how perceptions affect learning outcomes.

In practical terms, the researcher hopes that, First, schools and related institutions can organize teacher training to improve teaching skills, using the strengths and weaknesses of non-native english speaking teachers as a reference. Second, by identifying the strenghts of nonnative english speaking teachers, the researcher hopes students will be more confident in their abilities as nonnative speakers.

G. Definition of Key Term

To avoid misunderstanding about this study, it needs some important explanation abot the definition of key terms, they are :

1. Students' perception

   Perception is a view or cognitive process that arises because of social interactions used by a person to understand the surrounding environment.

2. Nonnative English Speaking Teachers (NNESTs)

   Non-Native English-Speaking Teachers (NNESTs) are teachers of English whose first language is not English, yet who possess the

linguistic competence, pedagogical knowledge, and professional qualifications necessary to teach English effectively.

3. Learning english

   Learning English is the process of understanding and using the language through four main skills: reading, writing, listening, and speaking. It usually starts with learning basic vocabulary and grammar, then continues with practicing comprehension and communication in everyday situations.

4. Teaching English for Young Learner (TEYL)

   Teaching English for Young Learners (TEYL) is an approach to teaching English to children, usually between the ages of 5 and 12, by adapting methods to their cognitive, emotional, and social development. This approach emphasizes fun and engaging activities such as songs, games, stories, and visual aids to make learning enjoyable and easier to understand

CHAPTER II
REVIEW OF LITERATURE

a. Literature Review

1. Perception

a. Definition of Perception

Perception is defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. They emphasize that the key to this definition is the fact that perception is based on the interpretation of what is perceived by the five senses, not objective reality itself. What a person perceives as reality can be very different from the actual reality. This is because perception is influenced by many factors, including the characteristics of the perceiver, the characteristics of the perceived target, and the context of the situation in which perception occurs. (Robbins & Judge, 2024)

Perception is the way people react to inputs from their environment through their sensory receptors. Consciously experienced information is not necessarily the same as auditorily, visually, or tactically received information. The way people see the environment around them has an impact on their perspective. Thus, people's perceptions will influence how they perceive sensory stimuli.

Perception is the process by which humans interpret potential world occurrences based on their observations of potential things.

Perception is the process by which sensory information is taken in and meaningfully interpreted. People may have diverse perceptions of the same thing because they attach various meanings to the sensory information they receive (Hamacheck, 1999)

Perception is a cognitive process that cannot be separated from the social and cultural context. He emphasized that perception develops through social interaction and is influenced by cultural tools, such as language and symbols, used by individuals in understanding the surrounding world. In his theory of cognitive development, Vygotsky stated that perception is not a passive process but an active one, where individuals interpret sensory stimuli based on experience and guidance from more expert people (e.g. parents or teachers). This is in line with the concept of Zone of Proximal Development (ZPD), where learning and understanding develop through social collaboration.

Perception is defined as the initial process of recognizing an object or situation that is immediate and limited to the sensory information received at the time. He explained that perception is different from conception or understanding, because perception is more limited to what is captured by the senses without involving more complex mental operations. Perception tends to be static and dependent on the immediate context, while understanding involves cognitive structures that are more dynamic and internalized. For

example, children in the sensorimotor stage may perceive an object based solely on visual appearance or immediate touch, without understanding the permanence of the object. (Vygotsky, 1978)

Based on the explanation above, there are three different opinions of perception, first according to Robbins and Judge perception is defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Second, according to Hamacheck perception is the process by which humans interpret potential world occurrences based on their observations of potential things. And last, acocording to Vygotsky, perception is a cognitive process that cannot be separated from the social and cultural context. Hence, the researcher can conclude that perception is a view or cognitive process that arises because of social interactions used by a person to understand the surrounding environment.

b. Indicators of Perception

Based on the theory of perception and attitude proposed by Robbins and Judge (2024), students' perception toward teachers can be understood as the outcome of students' cognitive and affective processes in observing, interpreting, and evaluating teachers' behavior during classroom interaction. Robbins and Judge explain that perception of others involves evaluative judgments, which are shaped by individuals' attitudes, emotional responses, and

assessments of observed performance. Although their theory is developed in the field of organizational behavior, it can be conceptually adapted to the educational context to explain how students form perceptions of their teachers. Within this framework, students' perception toward teachers may be indicated through three main dimensions: attitude, feeling, and perceived teacher performance.

Attitude refers to students' evaluative tendencies toward their teacher that are formed through classroom experiences and interactions. Robbins and Judge (2024) define attitude as a positive or negative evaluative statement about an object, person, or event. In the classroom context, students' attitudes toward the teacher reflect how students judge and value the teacher's role, teaching behavior, and interpersonal treatment. These attitudes are expressed through students' acceptance of the teacher, respect, and willingness to follow instructions and engage in learning activities. Thus, attitude represents students' conscious evaluative judgments toward the teacher as the object of perception.

Feeling represents the affective component of attitude and is closely related to students' emotional responses toward the teacher. According to Robbins and Judge (2024), the affective component of attitude refers to feelings or emotional reactions toward an object or individual. In the context of students' perception toward teachers,

feeling includes emotions such as enjoyment, comfort, safety, motivation, or, conversely, anxiety and discomfort experienced during the learning process. These emotional responses emerge from students' reactions to the teacher's communication style, classroom interaction, and instructional behavior. Therefore, feeling is a crucial indicator because students' emotions significantly influence their engagement and learning experiences.

Perceived teacher performance refers to students' evaluations of the teacher's observable behavior and effectiveness in carrying out instructional responsibilities. Robbins and Judge (2024) emphasize that perception of others leads to evaluative judgments about their behavior and performance. In educational settings, students form perceptions of teacher performance based on how clearly the teacher explains the material, manages the classroom, applies teaching methods, and interacts with students. Although these evaluations are subjective, they represent students' direct perceptions resulting from continuous observation of the teacher's instructional practices. Consequently, perceived teacher performance constitutes an essential dimension of students' overall perception toward teachers.

Concluded that students' perception toward teachers can be conceptually indicated by attitude as evaluative judgment, feeling as emotional response, and perceived teacher performance as

assessment of observed instructional behavior. These three dimensions are interrelated and collectively shape students' overall perceptions of their teachers in the classroom. (Robbins & Judge, 2024)

Perception depends not only on cognitive interpretation, but mainly on information that is directly available in the environment. Some of the key indicators of perception in his theory include: the first is ecological stimuli, perception is based on information that is naturally present in the environment, such as light, sound, texture, and movement. Example: horizon lines provide information about distance and space. Secondly invariants, he emphasized that perception occurs through the recognition of stable patterns (invariance) in the flow of sensory information. Example: even if the viewing angle changes, an object is still recognized because of its constant geometric properties. The third is affordances, which are possible actions that the environment provides to the organism. Example: a chair "offers" to be sat on, and a ladder "offers" to be climbed. The fourth is optical flow, the perception of movement and space is influenced by changes in the pattern of light entering the eye when moving. Example: when walking, objects around appear to move relative to the observer. And finally direct perception, Gibson argues that perception is direct without the need for additional

mental processes such as inference or internal representation. (Gibson, 2015)

Perception is not only passive, but also shaped by social and cognitive contexts. Here are some indicators of perception in Vygotsky's perspective: the first is cultural mediation, perception is influenced by cultural tools such as language, signs, and symbols. Example: children understand an object not only through the senses, but also through adult explanations. Second, zone of proximal development (ZPD), perception develops through interaction with more competent people (teachers, parents, or peers). Example: a child initially cannot recognize geometry patterns, but with guidance, he begins to understand. The third is internalization, external perception (from the social environment) is internalized into individual understanding. Example: a child learns to recognize colors through social interactions, then can finally identify colors independently. And finally sign and tool use, perception is mediated by signs (such as words or pictures) that help individuals understand the world. Example: children use the words “big” and “small” to distinguish the size of objects. (Vygotsky, 1978)

Based on the above, it can be concluded that students' perception of speaking practice is not simply a process of passively receiving information but rather a complex construction formed by three main elements. Students' personal characteristics, such as self-

confidence, motivation, past experiences, and even expectations of their own abilities, greatly influence how they perceive speaking activities—whether as an opportunity for growth or a threatening situation. In addition, the perceived “target” or object, in this case the speaking activity itself (such as topic clarity, level of difficulty, and visual support provided), as well as the context in which the practice takes place (classroom atmosphere, peer response, and time pressure), together shape students' subjective interpretations. These perceptions are ultimately immediate and pragmatic; students do not just hear sounds but immediately grasp the “affordances” that the environment offers, such as whether the situation “offers” the safety to experiment with language or instead “offers” the risk of being shamed. Their perceptions are thus the result of a dialectic between the internal state of the self, the external nature of the speaking task, and the social environment that mediates that understanding.

Based on the explanation above regarding the theory that discusses perception, both in terms of definitions and indicators, the researcher will use Robbin and Judge’s theory as the grandtheory in this study. Which later this theory will be used and developed for making instruments.

2. Nonnative English Speaking Techers (NNESTs)

a. Definition of NNESTs

A non-native speaker refers to an individual who uses a particular language not as his/her first or mother tongue, but rather as a second or foreign language. This concept emphasizes that although a non-native speaker may have a high level of proficiency, even close to native-like proficiency, they are still considered different from native speakers because of the language acquisition factor that occurs after childhood. Davies also notes that the difference between native and non-native speakers does not necessarily lie in linguistic ability, but rather in sociolinguistic context and linguistic identity. (Davies, 2003)

According to (Medgyes, 1994), Non-Native English-Speaking Teachers (NNESTs) are teachers whose first language is not English but who have acquired sufficient English proficiency, pedagogical knowledge, and professional qualifications to teach the language effectively. Medgyes rejects the assumption that only native speakers can be successful English teachers and argues that native-speaker status should not be considered a measure of teaching quality. Instead, he emphasizes that effective teaching depends on teachers' professional competence, instructional skills, and ability to support students' learning. Therefore, NNESTs should be

recognized as legitimate and valuable professionals in the field of English language teaching.

According to (Braine, 2010), Non-Native English-Speaking Teachers (NNESTs) are teachers whose first language is not English but who are professionally trained and qualified to teach English in various educational settings. Braine emphasizes that NNESTs represent the majority of English teachers worldwide, particularly in countries where English is taught as a foreign language. He argues that the term NNEST should not be associated with a lack of competence, but rather should be understood as a professional category that reflects teachers' linguistic backgrounds. Therefore, NNESTs should be recognized as legitimate and capable English language professionals whose teaching effectiveness is determined by their qualifications, pedagogical skills, and professional expertise rather than by their native-speaker status.

According to (Moussu & Llurda, 2008), Non-Native English-Speaking Teachers (NNESTs) are English teachers whose first language is not English but who use English as the primary medium of instruction in their professional teaching practice. They argue that NNESTs should be recognized as legitimate and competent language professionals whose effectiveness is determined by their training, teaching experience, and pedagogical expertise rather than by their native-speaker status. Moussu and Llurda emphasize that

NNESTs are qualified educators who contribute significantly to English language teaching and should be evaluated based on their professional competence rather than their linguistic background.

Based on the explanation above, conludes the theoretical perspectives of Davies, Medgyes, Braine, and Moussu and Llurda clearly demonstrate that native-speaker status is not a valid indicator of teaching effectiveness. NNESTs, despite using English as a second or foreign language, possess professional legitimacy grounded in their linguistic competence, pedagogical expertise, and experiential knowledge as language learners. Their ability to understand learners' difficulties, explain language features explicitly, and operate within shared sociocultural contexts makes NNESTs particularly effective in EFL settings. Consequently, the continued preference for native speakers in English language teaching lacks theoretical and pedagogical justification. NNESTs should therefore be recognized and assessed as equal professionals based on their instructional quality and contribution to student learning outcomes.

b. The Strengths of NNESTs

Non-Native English-Speaking Teachers (NNESTs) possess several unique strengths that make them valuable contributors to English language education. One of their most significant strengths is their personal experience as learners of English as a second or

foreign language. Having gone through the language learning process themselves, NNESTs are often more aware of the linguistic difficulties, learning challenges, and emotional barriers that students encounter. This experience allows them to provide practical learning strategies, anticipate common learner errors, and offer effective guidance based on their own successful language-learning journeys. (Braine, 2010) emphasizes that the defining characteristic of NNESTs is their experience in learning English as a second language, which native English-speaking teachers cannot claim. As a result, NNESTs are often able to connect with learners on a deeper level and provide instruction that is closely aligned with students' needs.

Another important strengths of NNESTs is their ability to empathize with students. Because they have personally faced challenges such as mastering grammar, improving pronunciation, and developing communication skills in English, they tend to be more understanding of learners' struggles. This empathy enables them to create a supportive and encouraging classroom environment where students feel comfortable making mistakes and learning from them. According to (Samimy, 2008), NNESTs often demonstrate greater sensitivity toward the needs of ESL learners and can serve as inspiring role models who show that achieving proficiency in English is possible through dedication and effort.

Students may find motivation in seeing teachers who have successfully learned English despite not being native speakers.

Furthermore, NNESTs can contribute to a broader understanding of language use by challenging traditional assumptions about native-speaker norms. (Shin, 2008) argue that NNESTs have the potential to push the boundaries of standard language norms and promote a more inclusive perspective on English. In today's globalized world, English is used by millions of non-native speakers for international communication. Therefore, NNESTs can help students understand that effective communication is more important than imitating native-speaker accents or cultural norms. This perspective supports the concept of English as an International Language (EIL), which recognizes the diversity of English users worldwide.

Additionally, NNESTs are often perceived as hardworking, dedicated, and highly committed professionals. Because many of them have invested considerable effort in mastering English and obtaining teaching qualifications, they tend to approach their teaching responsibilities with seriousness and determination. Benke and Medgyes suggest that NNESTs are frequently viewed as serious teachers who place great emphasis on preparation, lesson planning, and continuous professional development. Their

commitment to improving their own language skills and teaching practices can positively influence students' learning experiences and academic achievement.

c. Weaknesses of NNESTs

Despite their numerous strengths, NNESTs also face several challenges and weaknesses in the field of English language teaching. One of the most common issues is the lack of self-confidence that may arise from negative perceptions of non-native teachers. Historically, native speakers have often been viewed as the ideal English teachers, leading some NNESTs to feel less competent or less qualified than their native-speaking counterparts. (Braine, 2010) notes that NNESTs have long been regarded as “second-rate” teachers, a perception that can undermine their professional confidence and self-esteem. Such feelings may affect their classroom performance and willingness to participate in professional discussions or leadership roles.

Another weaknesses is the anxiety that some NNESTs experience regarding their language proficiency. Although many NNESTs have achieved a high level of English competence, they may still worry about making grammatical, lexical, or pronunciation errors while teaching. (Braine, 2010) found that some NNESTs are concerned about making mistakes when speaking English. This fear can lead to increased stress and may limit spontaneous interaction in

the classroom. In some cases, teachers may avoid complex discussions or communicative activities because they are worried about their own language performance.

NNESTs may also place excessive emphasis on grammatical accuracy and formal language structures. (Braine, 2010) observed that non-native teachers are often preoccupied with correctness and formal aspects of English. While accuracy is an important component of language learning, an overemphasis on grammar may reduce opportunities for communicative practice and fluency development. Consequently, students may become overly concerned with avoiding mistakes rather than developing confidence in using English for real-life communication.

In addition, NNESTs frequently face discrimination based on their accent or linguistic background. Research cited by (Butler, 2007) indicates that teachers with foreign accents are sometimes perceived by students as less intelligent or less competent than native speakers. Such stereotypes can negatively affect students' attitudes toward NNESTs and create challenges in establishing professional credibility. These biases persist despite evidence showing that teaching effectiveness depends on pedagogical knowledge, classroom management skills, and professional expertise rather than native-speaker status alone.

Finally, NNESTs may encounter limited employment opportunities due to native-speaker preferences in some educational institutions. In certain contexts, schools and language centers continue to prioritize hiring native English speakers, even when NNESTs possess equivalent or superior qualifications and teaching experience. This hiring bias can restrict career advancement opportunities and contribute to feelings of professional marginalization among NNESTs. Therefore, addressing misconceptions about non-native teachers and promoting equal recognition of their qualifications remain important goals within the field of English language teaching.

4. Teaching English for Young Learners (TEFYL)

a. Definition of Teaching English for Young Learners (TEFYL)

Teaching English for Young Learners (TEYL) is a process of teaching English that is aimed at young learners, generally within the age range of 3 to 12 years old. Teaching at this stage has unique characteristics because children have different ways of learning compared to adult learners. Therefore, appropriate approaches, methods, and strategies are required to match the cognitive and emotional development of the children.

According to (Pinter, 2006), Teaching English for Young Learners (TEYL) refers to the process of teaching English to children by emphasizing meaningful and communicative use of

language. She argues that language learning for young learners should not focus primarily on mastering grammatical rules, but rather on enabling children to use the language naturally through interaction, experience, and engaging activities that are relevant to their world. Furthermore, Pinter highlights that children acquire a second language in a way similar to their first language, mainly through comprehensible input and active participation in communication. Therefore, English language teaching for young learners should be designed to be interactive, enjoyable, and contextual in order to support effective language acquisition.

According to (Cameron, 2001), Teaching English for Young Learners (TEYL) refers to the process of teaching a foreign language to children by taking into account their cognitive, social, and emotional development. Cameron emphasizes that young learners construct their understanding of language through meaningful use and interaction rather than through abstract explanations of grammar. She argues that language learning should be embedded in activities that are relevant and engaging for children, allowing them to actively participate in communication. Furthermore, Cameron highlights that effective teaching for young learners requires the integration of language learning with content and context, so that children can make sense of the language in real-life situations. Therefore, TEYL should focus on creating meaningful, activity-

based, and context-rich learning environments that support children's natural language development.

According to (Harmer, 2015), Teaching English for Young Learners (TEYL) refers to the process of teaching English to children by considering their unique learning characteristics, particularly their need for engagement, interaction, and sensory involvement. Harmer emphasizes that young learners learn more effectively when they are exposed to language through enjoyable and meaningful activities such as games, songs, and stories rather than through formal instruction of grammar rules. He also highlights that children respond well to visual, auditory, and kinaesthetic stimuli, which means that teaching should involve a variety of techniques and media to maintain their attention and motivation. Therefore, TEYL should focus on creating a lively, supportive, and stimulating learning environment where children can acquire language naturally through participation and meaningful use.

Teaching English for Young Learners (TEYL) refers to teaching English to children by considering their developmental characteristics and emphasizing meaningful, communicative language use. According to Annamaria Pinter, Lynne Cameron, and Jeremy Harmer, effective TEYL should be interactive, engaging, and contextual to support children's natural language acquisition.

b. Characteristics Young Learner

The characteristics of learners are an important aspect that must be considered in the process of teaching English to children. Understanding these characteristics helps teachers design learning strategies that are appropriate to the students' needs and abilities. Without such understanding, the learning process may become less effective.

According to (Pinter, 2006), young learners have distinctive characteristics in learning a language that differ from adults. They tend to learn through concrete experiences such as visuals, real objects, and hands-on activities, and they usually have a short attention span, requiring varied and engaging tasks. Children also enjoy fun activities like games, songs, and storytelling, and they acquire language implicitly rather than focusing on grammatical rules. In addition, they are naturally curious, enjoy imitating others, and learn effectively through interaction with teachers and peers. Therefore, they need a supportive and motivating learning environment to build confidence and develop their language skills optimally.

According to (Cameron, 2001), young learners have distinctive characteristics that influence how they learn a foreign language. They tend to be active and learn best through hands-on experiences, physical activities, and meaningful interaction rather

than through abstract explanations. Young learners also have shorter attention spans, so they require varied and engaging activities to maintain their interest. In addition, they are generally enthusiastic and less inhibited, which makes them more willing to participate in language use, although they may have limited literacy skills and rely more on listening and speaking. Cameron also emphasizes that children learn language holistically, meaning they focus on meaning rather than form, and they benefit from contextualized input, repetition, and supportive learning environments that help them gradually build their understanding and use of the language.

According to (Harmer, 2015), young learners have distinctive characteristics that differentiate them from adult learners, particularly in the way they learn and respond to language. Children tend to have a shorter attention span, so they quickly lose interest if activities are not engaging and varied. They learn best through concrete experiences rather than abstract explanations, relying heavily on visual aids, actions, and real-life contexts. In addition, young learners are naturally curious, active, and enthusiastic, and they enjoy learning through play, games, and interaction with others. Harmer also notes that children are less inhibited than adults, making them more willing to participate and take risks in using a new language. However, they are also sensitive to praise and criticism, which means that teachers need to create a supportive and

encouraging classroom environment. Therefore, teaching young learners should involve fun, meaningful, and interactive activities that match their developmental stage.

The characteristics of young learners, as explained by Annamaria Pinter, Lynne Cameron, and Jeremy Harmer, show that children learn languages in ways that are different from adults. They tend to learn through concrete experiences, enjoyable activities, and meaningful interaction, while having relatively short attention spans that require varied and engaging tasks. Additionally, young learners focus more on meaning rather than form, acquire language implicitly, and rely more on listening and speaking skills. They are also active, enthusiastic, and less inhibited in using language, although they remain sensitive to feedback. Therefore, teaching English to young learners should be interactive, contextual, and supportive in order to help them develop their language skills effectively.

c. The Methods of Teaching English for Young Learner

Teaching methods are the strategies used by teachers to deliver material to students. Choosing the appropriate method is very important because it can influence the success of English language learning for children.

According to (Pinter, 2006), the methods used in Teaching English to Young Learners (TEYL) should be child-centered, interactive, and based on meaningful communication rather than explicit grammar instruction. Pinter emphasizes that young learners acquire language best through engaging activities such as games, songs, storytelling, and hands-on tasks that involve movement and creativity. These methods encourage children to learn implicitly by using language in context, rather than memorizing rules. She also highlights the importance of using visual aids, realia, and repetition to support understanding, as well as providing comprehensible input and opportunities for interaction. In addition, teachers should create a supportive and motivating classroom environment where children feel confident to participate and experiment with language. Overall, TEYL methods should be varied, enjoyable, and appropriate to the developmental stage of the learners.

According to (Cameron, 2001), the methods used should be based on meaningful communication and active engagement rather than formal instruction of language rules. Cameron emphasizes that children learn best through participation in purposeful activities such as games, songs, storytelling, and task-based learning, where language is used as a tool for interaction. She also highlights the importance of providing rich and contextualized input, repetition, and scaffolding to support children's understanding. In addition, the

use of visuals, realia, and physical movement is essential to help learners connect language with meaning. Cameron further suggests that teachers should create a supportive and interactive classroom environment that encourages collaboration and gradual language development, allowing children to build their skills naturally over time.

According to (Harmer, 2015), teaching methods for Teaching English to Young Learners (TEYL) should be adapted to children's developmental characteristics and learning preferences. Harmer emphasizes that effective teaching involves the use of engaging and varied activities such as games, songs, storytelling, and physical movement to maintain students' interest and motivation. He also highlights the importance of using clear instructions, visual aids, and real-life contexts to help children understand meaning more easily. In addition, Harmer suggests that teachers should create a supportive and encouraging classroom atmosphere where learners feel comfortable participating and experimenting with language. Rather than focusing heavily on grammatical explanations, the teaching approach should prioritize meaningful communication and interaction, allowing children to acquire language naturally through use.

Teaching methods in TEYL should be child-centered, interactive, and focused on meaningful communication through

engaging activities such as games, songs, and storytelling. According to Annamaria Pinter, Lynne Cameron, and Jeremy Harmer, effective methods should use contextual input, visual support, and active participation to help children acquire language naturally.

d. The Materials of Teaching English for Young Learner

According to (Pinter, 2006), the learning materials used in Teaching English to Young Learners *(*TEYL*)* should be meaningful, relevant, and appropriate to children's developmental stages. Pinter emphasizes that teaching materials should focus on familiar topics from children's daily lives, such as family, friends, school, animals, food, hobbies, and the surrounding environment. The materials should integrate language skills through enjoyable activities such as songs, stories, games, dialogues, and simple projects that encourage communication and participation. Rather than emphasizing grammatical rules, the content should provide rich language exposure and opportunities for children to use English in meaningful contexts. Therefore, TEYL materials should be engaging, contextualized, and designed to support children's natural language development.

According to (Cameron, 2001), the materials used in Teaching English to Young Learners (TEYL) should be meaningful, relevant, and appropriate to children's cognitive and linguistic development.

Cameron emphasizes that learning materials should focus on familiar topics from children's daily lives, such as family, school, animals, food, colors, and hobbies, so that learners can easily connect new language with their existing knowledge. She also suggests that materials should integrate listening, speaking, reading, and writing skills through activities such as stories, songs, games, conversations, and simple literacy tasks. Furthermore, TEYL materials should provide contextualized language input, opportunities for repetition, and meaningful communication, helping children gradually develop their English proficiency in a natural and engaging way.

According to (Harmer, 2015), the materials used in Teaching English to Young Learners (TEYL) should be relevant, meaningful, and appropriate to children’s age, interests, and cognitive development. Harmer suggests that learning materials should focus on familiar topics from children's daily lives, such as family, animals, food, colors, numbers, school, and hobbies. He also emphasizes the use of authentic and engaging materials, including stories, songs, rhymes, games, pictures, and simple dialogues, to make learning enjoyable and meaningful. Rather than concentrating heavily on grammar rules, the materials should provide opportunities for children to develop their listening, speaking, reading, and writing skills through communicative and contextualized activities. In this

way, learning materials can support young learners' language development while maintaining their motivation and interest in learning English.

In conclusion, the learning materials for *Teaching English to Young Learners (TEYL)*, as proposed by Annamaria Pinter, Lynne Cameron, and Jeremy Harmer, should be meaningful, relevant, and suitable for children's developmental levels. The materials should focus on familiar topics from children's daily lives and integrate language skills through engaging activities such as stories, songs, games, and dialogues. Rather than emphasizing grammar rules, they should provide opportunities for meaningful communication and natural language development in enjoyable and contextualized learning environments.

e. Learning Medias for Young Learner

Learning media are tools used to support the delivery of material to students. The appropriate use of media can enhance students' understanding of the learning material.

According to (Pinter, 2006), media in Teaching English to Young Learners (TEYL) plays a crucial role in helping children understand and engage with the language. Pinter explains that young learners benefit greatly from the use of visual and concrete media such as pictures, flashcards, real objects (*realia*), puppets, and videos, as these help make meaning clear and support

comprehension. She also highlights the importance of using interactive media like games, songs, and storybooks to create a fun and meaningful learning experience. These types of media not only capture children's attention but also encourage participation and facilitate language acquisition in a natural and contextualized way.

According to (Cameron, 2001), media in Teaching English to Young Learners (TEYL) plays an important role in helping children understand language meaningfully. Cameron emphasizes the use of visual and concrete media such as pictures, flashcards, real objects (*realia*), videos, and physical actions to support comprehension. Since young learners rely more on what they can see and experience directly, these media help connect language with real-life contexts. In addition, she highlights that using varied and engaging media can maintain students' attention and motivation, while also supporting interaction and participation. Therefore, media in TEYL should be meaningful, contextualized, and appropriate to children's developmental stages to facilitate effective language learning.

According to (Harmer, 2015), media in Teaching English to Young Learners (TEYL) play an essential role in helping children understand and engage with the language. Harmer emphasizes the use of visual and auditory media such as pictures, flashcards, realia (real objects), videos, and songs to make learning more concrete and meaningful. These media help young learners connect language with

real-life contexts, as children tend to learn better through what they can see, hear, and experience directly. In addition, Harmer highlights that media should be used to support interactive and enjoyable activities, maintain students' attention, and create a lively classroom atmosphere. Therefore, the selection of media should be appropriate to learners' age, interests, and developmental level to maximize learning effectiveness.

Media in TEYL plays a crucial role in helping children understand language through visual, auditory, and concrete support such as pictures, realia, videos, and songs. According to Annamaria Pinter, Lynne Cameron, and Jeremy Harmer, effective media should be engaging, contextualized, and appropriate to children's developmental stages to support meaningful learning and active participation.

b. Relevant Studies

There are several relevant studies to this research as follows :

First, the study was conducted by Alviedri Novianti (2018) entitled "*Native Versus Non-Native English SpeakingTeachers: An Insight into Indonesian Students' Voices"*, showed that majority of the students did not care about the origin of their English teacher as long as she/he can help and facilitate them in their learning English, have a high level of English proficiency also professional in teaching. They just need to focus to help the students find their learning success. She used quantitative with survey design

research. The population of the study was the 4th grade undergarduate students of the English Department of one of college in Cimahi. The instrument of the study was quistionnaire. The variable of this study is native and non native english speaking teachers and also Indonesian students voices. (Novianti, 2018)

Second, the study was conducted by Ulfah Ridhwan Dirham (2022) entitled *"English as a Lingua Franca: Perceptions of Indonesian Non-Native English-Speaking Teachers (NNESTs) on English Pronunciation and Accents Identity"*. Found that while some participants noted accent differences, they agreed that effortless mutual understanding is paramount for communicative success. Future study should therefore explore the intelligibility, comprehensibility, and accentedness of non-native English-speaking (NNES) teachers among their peers, students, and native speakers. This differs from the present study's broader comparison of native and non-native teachers' general advantages and disadvantages, as it would focus specifically on pronunciation in the teaching profession. The type of the study was qualitative research design. The instrument of the study was written semi-structured interviews. The population of the study research was 5 people with the background as an active EFL teacher or lecturer at a private university in Jakarta. (Dirham, 2022)

Third, The study was conducted by Ronald Maraden Parlindungan Silalahi (2020) entitled *"Ideological Conflicts in English Language Teaching Perceptions of Nonnative English-Speaking Teachers Towards*

Methods and Teaching Styles of Native English-Speaking Teachers". Found that NESTs are best suited for specific roles, such as teaching conversation classes for their superior pronunciation and instructing on native English culture due to their ability to provide authentic examples. To ensure these placements effectively meet learning objectives, the study recommends that institutions conduct periodic teacher mapping. The type of the study was descriptive qualitative resesarch design. The population of the study was 18 english language teacher from three different private universities. The instrument of the study was stimulus response method. (Silalahi, 2020)

This study shares similarities with the three prior works in its investigation of student perceptions toward non-native english speaking teachers (NNESTs), with one study also specifically focusing on speaking learning. However, key differences distinguish this research. While the previous studies primarily examined college students, the present study will target junior high and high school students at a course institution. Furthermore, their focus diverge, as one prior study concentrated on accents and pronunciation, another on non-native perceptions of native quality and ideological conflicts, and each employs different research instruments.

c. Conceptual Framework

The conceptual framework in this study is described as follows:

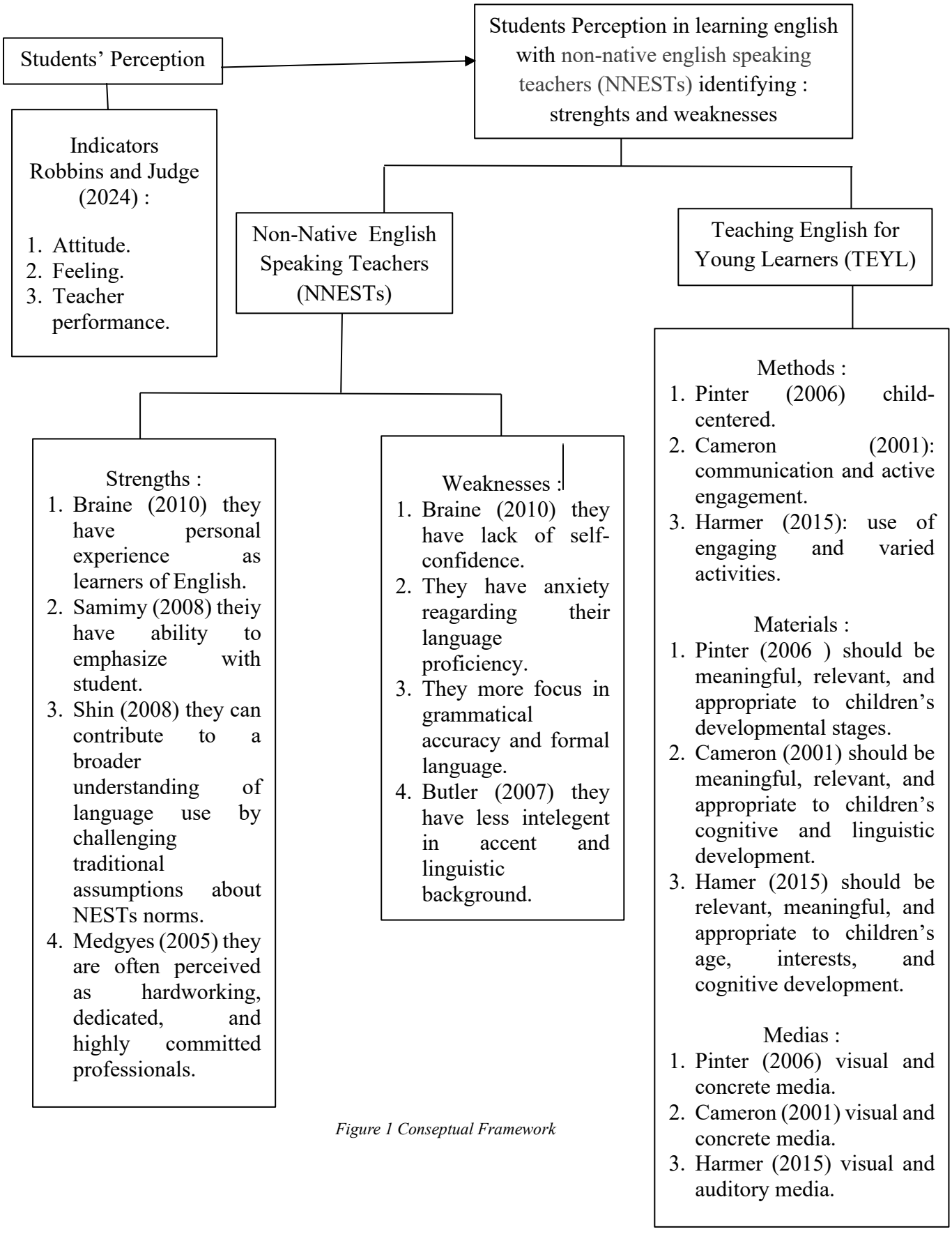


Figure 1 Conseptual Framework

The conceptual framework above: It could be seen that the researcher conducted a study using close-ended questionnaires regarding students' perceptions of learning English with Non-Native English Speaking Teachers (NNESTs) and was expected to be able to identify students' perceptions of the strengths and weaknesses of learning English with NNESTs. The conceptual framework was also expected to fulfill the significance of the research.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

According to Gay, quantitative design refers to the plan and structure of a research study that investigates a problem or question by collecting and analyzing numerical data. Gay emphasizes that quantitative design serves as a "blueprint" for a study, guiding the researcher through the processes of data collection, measurement, and analysis. The goal is to control for unwanted variables (bias) so that the relationship between the variables under study can be more accurately explained and interpreted. (Gay et al., 2012)

In this study, the researcher used descriptive research as the research design. Descriptive research is a type of non-experimental design aimed at systematically and accurately describing the characteristics, behaviors, or conditions of a defined population or phenomenon as it exists at the time of study. Its primary purpose is to answer questions about "what is" rather than "why" or "how," focusing on documenting and portraying the current state of affairs without any manipulation of variables. Gay emphasizes that this design often relies on quantitative methods, such as surveys, observational checklists, or questionnaires, to collect numerical data that can be summarized using descriptive statistics like frequencies, percentages, means, and standard deviations. Common forms of descriptive research, as outlined by Gay, include *survey studies*, which gather information from a

sample to describe attitudes or trends in a population, and *observational studies*, which involve the systematic recording of behaviors in a natural setting. While it does not establish causal relationships, descriptive research provides a crucial foundational understanding that can inform further correlational or experimental studies. (Gay et al., 2012).

B. Setting of the Research

This study was conducted at English Academy by Ruang Guru Bukittinggi, which was located in the center of Bukittinggi. In class, students learned through interactive classes and fun learning. Therefore, the researcher chose English Academy by Ruang Guru as the research site because it aligned with the research topic.

C. Population and Sample

Gay (2012) define a population as the complete group of individuals, objects, or events that share common characteristics and to which the researcher intends to generalize the results of the study.

Based on the researcher's observations, the population for this study consisted of elementary school students who were studying at English Academy by Ruang Guru Bukittinggi.

According to Gay (2012), a sample is a number of individuals selected for a study in such a way that they represent the larger group from which they were selected.

For this study, the researcher used the total sampling technique. The researcher chose this technique because, based on the observations, it was found that there were not many students studying there; there were 20 students. They were chosen because they are young learner aged 8-12 years old, which aligns with the researcher's research topic. Therefore, total sampling was the most appropriate technique for this study.

D. Variables of the Research

This research have two variables, the first variable in this research is students perception and the second variable of this research is learning english with nonnative english speaking teachers.

E. Instrument and Technique of Data Collection

Research instruments are tools or techniques used by researcher to collect data in a study. Instruments serve as a means to measure variables, observe phenomena, or obtain information from respondents systematically and validly. The instrument and technique of data collection in this research was a questionnaire.

Questionnaires are data collection techniques in which participants answer a number of written questions. There are two types of questionnaires according to Gay, namely: closed-ended questions are questionnaires whose questions have limited answer choices (eg, dichotomous item, Likert scale, multiple choice); open-ended questions are questionnaires whose questions

allow participants to answer freely. In this study, the researchers also used close-ended questions as the instrument.

The steps for making a questionnaire according to Gay are as follows: First, determine the purpose of the questionnaire, the questionnaire must be aligned with the research questions and objectives of the study. Second, choose the type of questions, which can be open-ended questions that allow respondents to answer freely, or closed-ended questions that provide answer choices. Gay emphasized the importance of avoiding ambiguous or biased questions. The third is to use clear and specific language, use simple words and avoid technical terms. Fourth, organize the order of questions, starting with general questions, then moving to specific questions. Fifth, pilot test, test the questionnaire on a small sample to evaluate clarity, timing, and reliability. Revise based on respondents' feedback. Sixth ensure validity and reliability. And finally design an attractive format. (Gay et al., 2012) see appendix 4 page 91-92

Table 3. 1 Indicators of Questionnaire questionnaire :

Variable	Indikator
Students Perception	Attitude.
	Feeling.
	Teacher performance.
The Weaknesses of NNESTs	They have lack of self-confidence.
	They have anxiety reagarding their language proficiency.
	They more focus in grammatical accuracy and formal language.
	They have less intelegent in accent and linguistic background.
The Strenghts of NNESTs	They have personal experience as learners of English.

	They have ability to emphasize with students.
	they can contribute to a broader understanding of language use by challenging traditional assumptions about NESTs norms.
	They are often perceived as hardworking, dedicated, and highly committed professionals.
The Methods of Teaching English for Young Learners (TEYL)	Child- centered.
	Communication and active engagement.
	Use of engaging and varied activities.
The Materials of Teaching English for Young Learners (TEYL)	Should be meaningful, relevant, and appropriate to children's developmental stages.
	Should be meaningful, relevant, and appropriate to children's cognitive and linguistic development.
	Should be relevant, meaningful, and appropriate to children's age, interests, and cognitive development.
The Medias of Teaching English for Young Learners (TEYL)	Visual and concrete media
	Visual and auditory media

Source : Robbins and Judge (2024), Braine (2010). Sammy (2008), Shin (2008), Medgyes (2005), Butler (2007)

F. Validity and Reability of Intruments

1. Validity

Validity means that the researcher checks for the accuracy of the finding-s by employing certain procedures, while realibility indicates that the researcher's approach is consistent across different researchers and different projects. To validate the instrument, the researcher needs the different opinions of three English lecturers at UIN Bukittingg, namely Leli Lismay, Ph.D, Febria Sri Artika, M. Pd, and Dr. Veni Roza, M. Pd. So that

the instruments that have been made by researcher can be declared valid and can be used in research later.

Validity testing is a procedure used to determine the extent to which a research instrument is able to accurately measure the intended variables. In this study, validity testing is conducted on each item of the instrument to ensure that every statement appropriately represents the construct being measured.

The validity test is carried out using the Pearson Product Moment correlation technique by correlating the score of each item with the total score. An item is considered valid if the calculated correlation coefficient (r-value) is greater than the critical value (r-table) at a specified level of significance. Conversely, if the r-value is less than or equal to the r-table value, the item is deemed invalid and should be revised or removed. In this validation process, the researcher started by determining the computed r value, as follows:

$$d(f) = n - 2$$

$$d(f) = 32 - 2$$

$$d(f) = 30$$

Explanation:

$d(f) =$ degree of freedom (r table)

$n =$ number of respondents

From the calculation to find the r table value above, the result of r table 20 showed the number 0.444. This meant that the data was determined

to be valid if the calculation result was greater than 0.444. The following were the results of comparing the calculated r with the r table for the research questionnaire items. (see appendix 8, page 103-104)

The validity testing in this study allowed for the measurement of instrument validity. Before conducting the questionnaire validity testing, the instrument was verified by experts. In this test, the expert validators examined the alignment of the instrument's content with the guideline for research instruments related to students' perceptions of learning English with NNESTs. Subsequently, to calculate the validity of each questionnaire item, this study employed the point-biserial test, namely

$$r_{pbi} = \frac{M_{p-}M_t}{SDt}\sqrt{\frac{p}{q}}$$

Description:

r_{pbi} : Point biserial correlation coefficient

M_p : Average score of those who answered correctly

M_t : Average score of total scores

SDt : Standard deviation of total scores

p : Proportion who answered correctly

q : Proportion who answered incorrectly

The questionnaire instrument was tested on the main respondents at English Academy by Ruang Guru Bukittinggi. The test data was then tabulated to calculate the test results. The test was considered valid if the calculated r value was greater than the table r value. If n = 20, then the r

table value at a 5% level was 0.444. If the correlation coefficient for each statement was greater than 0.444, then the statement in the instrument was declared valid. There were 8 statements for the strenghts of NNESTs and 5 statements for the weaknesses of NNESTs that were tested, all of which were valid. The validity test results could be seen in the following table:

Table 3. 2 Validity Test Result for the Strenghts of NNESTs

Statement	r table	r calculated	5% Significant Level	Description
Statement 1	0, 444	0,741	0,000	Valid
Statement 2	0, 444	0,508	0,022	Valid
Statement 3	0, 444	0,661	0,002	Valid
Statement 4	0, 444	0,448	0,048	Valid
Statement 5	0, 444	0,634	0,003	Valid
Statement 6	0, 444	0,655	0,002	Valid
Statement 7	0, 444	0,642	0,002	Valid
Statement 8	0, 444	0,661	0,002	Valid

Table 3. 3 Validity Test Result for the Weaknesses of NNESTs

Statement	r table	r calculated	5% Significant Level	Description
Statement 1	0, 444	0,712	0,000	Valid
Statement 2	0, 444	0,692	0,001	Valid
Statement 3	0, 444	0,680	0,001	Valid
Statement 4	0, 444	0,654	0,002	Valid
Statement 5	0, 444	0,653	0,002	Valid

Based on the table above, there are 13 valid questionnaire items that can be used to examine students' perceptions of learning English with non-native English-speaking teachers (NNESTs). The calculated R values range from 0.448 to 0.741. The critical R value at a 5% significance level is 0.444. It is clear that the calculated R values are greater than the critical R value, so it can be concluded that the 13 statements in the questionnaire were valid.

2. Realibility

According to (Creswell, 2016), reliability refers to the extent to which a research instrument yields consistent and stable results over time. It indicates that if the same instrument is administered repeatedly under similar conditions, it should produce similar outcomes. Creswell emphasizes that reliability is concerned with the consistency of scores, meaning that the measurement is dependable and not significantly affected by random errors. In quantitative research, reliability can be improved by using clear and well-constructed items, applying standardized procedures, and conducting statistical tests such as internal consistency (e.g., Cronbach's Alpha). Therefore, reliability is essential because it ensures that the data collected from an instrument are trustworthy and dependable for analysis.

Cronbach's Alpha (often written α or alpha) is a measure of internal consistency reliability. It is one of the most common and important methods used in research, particularly in the social sciences, psychology, education, and health, to evaluate the reliability of a scale or questionnaire. A reliable measure is one that produces reliable data, meaning that the data corresponds to reality, and even if the measurement is repeated multiple times, the results remain the same. Once the validity of each item has been established, the next step is to determine the reliability of those items. The formula used is as follows:

$$r_{11} = \frac{n}{(n-1)}\left\{\frac{S^2 - \sum pq}{S^2}\right\}$$

Description:

r_{11} : Test reliability coefficient

n : Number of statement items

S^2 : Standard deviation of the test

$\sum pq$: Number of p and q multiplication results

p : Proportion of correct answers

q : Proportion of incorrect answers

Reliability testing was conducted using SPSS Statistics version 25. The reliability results were classified according to reliability criteria. The criteria used for reliability testing were *Cronbach's Alpha*.

Table 3. 4 nterpretasi nilai Cronbach's Alpha:

α ≥ 0.90	Excellent	Very high reliability
α ≥ 0.80	Good	High reliability and acceptable for most purposes.
α ≥ 0.70	Acceptable	Minimum value generally considered adequate for exploratory research.
α ≥ 0.60	Questionable	May be acceptable for exploratory research but requires attention and revision.
α ≥ 0.50	Poor	Not acceptable for most research contexts. Instrument needs significant revision.
α < 0.50	Unacceptable	

(Cronbach, 1951)

Based on the reliability calculations of the statements in the questionnaire from the pilot test of the Students' Perception in Learning English (NNESTs) instrument, the following results were obtained:

Reliability Statistics

Indikator	Cronbach's Alpha	N of Items
Strenghts	0,772	20
Weaknesses	0,706	

The table above shows that the result obtained are 0.772 and 0,706, so the statements had acceptable reliability.

G. Technique of Data Analysis

In this study, the researcher analyzed data collected through instruments to determine the results and answer the research questions. According to Gay, quantitative data analysis involves organizing numerical data collected from research instruments and processing that data using statistical techniques to answer research questions (Gay et al., 2012). In this study, the researcher aimed to explain students' perceptions of the strengths and weaknesses of non-native English-speaking teachers in learning English at English Academy by Ruang Guru Bukittinggi. In the data analysis technique, the researcher analyzed the data using a questionnaire. The questionnaire was analyzed following the steps below:

1) The researcher examined the students' answers to collect data.
2) The researcher then calculated and described the data in tabular form to determine the students' scores.

3) The researcher organized the data in a distribution table and determined its frequency.
4) The data obtained from the questionnaire were analyzed using percentage analysis. The questionnaire employed a dichotomous scale consisting of two response options: Agree and Disagree. The percentage of each response was calculated using the following formula adapted from (Sugiyono, 2019):

$$P = \frac{F}{N} \times 100\%$$

Description:

P: Percentage

F: Frequency of responses

N: Total respondents

5) After calculating the percentages, the students' perceptions were classified into positive and negative perceptions. Following the criterion proposed by (Arikunto, 2013), a majority response (more than half of the respondents) indicates the dominant perception of a group. Therefore, responses were interpreted using the following criteria:

Percentage	Category
0-20%	Very Low
21-40%	Low
41-60%	Less High
61-80%	High
81-100%	Very High

CHAPTER IV
FINDINGS AND DISCUSSION

In collection the research data, various responsese were obtained from the respondents trough the questionnaire that had been disributed and explianed in the previous chapter. This chapter presents the findings and discussion of the research based on the results of data analysis calculated usin SPSS. The data are describes descriptively in order to answer the research problem regarding students' perception of learning english with Non-Native English Speaking Teachers (NNESTs).

A. Research Findings

This study discusses the findings of the research related to students' perception of learning english with NNESTs, this study will answer questions regarding strenghts and weaknesses of NNESTs at english academy by ruang guru Bukittinggi. The data obtained from 20 students as respondents who completed a questionnaire using a two-point likert scale, consisting of agree and dissagree. The data analyzed using descriptive quantitative methods in the form of frequencies and percentages.

1. Description of Data

The study involved 20 students as respondents, consisting of 15 students from the runner class (ages 7–10) and 5 students from the sprinter class (ages 11–14). There were two variables in this study: the first was students' perceptions, and the second was learning English with non-native English-speaking teachers (NNESTs). The main

problem encountered was students felt that nonnative english speaking teacher was not as good as native english speaking teachers in terms of pronouncaition, and students felt unable to understand what their teacher is talking about as awhole, due to their limited vocabulary.

The instrument used in this research was a questionnaire, The questionnaire consists of two sections: the first, titled “Students’ Perceptions of Strengths in Learning English with NNESTs,” consists of eight statements; and the second, titled “Students’ Perceptions of Weaknesses in Learning English with NNESTs,” consists of five statements. Data collection was conducted by the researcher over the course of a single day—on January 23, 2026—in three different classes. The following were the tabulation of the data from the questionnaire that had been answered by students in both classes.

The results showed that students generally had positive perceptions toward learning English with Non-Native English-Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi. The total percentage score for the strengths indicator was 92%, which was categorized as very high. This result indicates that most students perceived NNESTs as competent teachers who were able to understand students’ learning difficulties, provide clear explanations, motivate students, and demonstrate strong commitment in teaching. Meanwhile, the weaknesses indicator obtained a total percentage score of 75%, which was categorized as high. This finding shows that

students were aware of several limitations of NNESTs, particularly in terms of pronunciation, fluency, and the use of idiomatic expressions. However, these weaknesses did not outweigh the strengths perceived by the students. Therefore, it can be concluded that students had an overall positive perception of learning English with NNESTs at English Academy by Ruang Guru Bukittinggi.

2. Analysis of Data

The researcher examined the strenght and the weakness by analyzing the questionnaire scores from students in English Academy by Ruang Guru Bukittinggi using SPSS version 25. The researcher analyzed the questionnaire starting from the variables and each item or indicator answered by the students. The following is the analysis that the researcher has conducted:

a. Data Analysis of NNESTs's Strengths

To identify students' perceptions of the strengths of NNESTs, the researcher analyzed students' responses to eight statements related to teachers' empathy, teaching competence, and professional commitment. The results of each statement are explained as follows.

1) My teacher understands about my learning difficulties, so they are patient and willing to explain again until i understand.

Based on the data tabulated (see appendix 11, page 117-118) , 19 students agreed with the first statement, while only one

student disagreed. This indicates that almost all students share there view and believe that their teachers empathize with them and understand the learning difficulties they encounter.

The results of the data analysis show that one student (5.0%) selected disagree, whereas 19 students (95.0%) selected agree, out of a total of 20 students (100%). These results are then presented in the following descriptive table :

Descriptive	Total score
Mean	1.95
Median	2.00
Modus	2
Std. Deviation	224
Range	1
Minimum	1
Maximum	2
Sum	39

2) I feel comfortabale in class because the teacher makes the learning atmosphere enjoyabale and does not make me afraid of making mistakes.

Based on the tabulated data (see appendix 11, page 117-118), all students responded positively to the researcher's statement in the second item. This indicates that students feel comfortable learning in class, as their teachers are able to create a pleasant and enjoyable classroom atmosphere. It also indirectly reflects the teachers' care and concern for their students.

The data analysis further shows that none of the students selected disagree, while all 20 students (100.0%) selected agree. This means that every participant expressed agreement, resulting

in a total of 20 students or 100%. These scores are then presented in the following descriptive table :

Descriptive	Total score
Mean	2.00
Median	2.00
Modus	2
Std. Deviation	000
Range	0
Minimum	2
Maximum	2
Sum	40

3) I feel more motivated to learn english because i see that my teacher is able to speak english well, even though we use the same daily language.

Based on the tabulated data (see appendix 11, page 117-118), for the third statement, 18 students agreed while 2 students disagreed. These responses indicate that most students believe that good English language proficiency is not exclusive to native English-speaking teachers; non-native English-speaking teachers can also acquire strong proficiency through the learning process.

Furthermore, the data analysis shows that 2 students (10.0%) selected disagree, while 18 students (90.0%) selected agree. In total, there were 20 students, representing 100% of the respondents. These scores were then organized and presented in the following descriptive table :

Descriptive	Total score
Mean	1.90
Median	2.00
Modus	2
Std. Deviation	308
Range	1
Minimum	1
Maximum	2

Sum	38

4) My teacher often helps me to correct mistakes in my sentence or grammar.

Based on the tabulated data (see appendix 11, page 117-118), for the fourth statement, 18 students agreed while 2 student disagreed. This indicates that the majority of students believe that NNESTs always do their best to help improve and enhance students' English language skills.

Furthermore, the data analysis shows that 2 students (10.0%) selected disagree, while 18 students (90.0%) selected score agree. In total, there were 20 students (100%). These results were then organized and presented in the following descriptive table :

Descriptive	Total score
Mean	1.90
Median	2.00
Modus	2
Std. Deviation	308
Range	1
Minimum	1
Maximum	2
Sum	38

5) My teacher often gives me various tips on how to memorise or expand my vocabulary in a more exciting and easier way.

Based on the tabulated data (see appendix 11, page 117-118), for the fifth statement, 18 students agreed while 2 students disagreed. These responses indicate that most students believe that NNESTs

always do their best to support students' learning and effectively improve their English language skills.

The data analysis shows that 2 students (10.0%) selected disagree, while 18 students (90.0%) selected agree, out of a total of 20 students (100%). These scores are then presented in the following descriptive table :

Descriptive	Total score
Mean	1.90
Median	2.00
Modus	2
Std. Deviation	308
Range	1
Minimum	1
Maximum	2
Sum	38

6) My teacher always teaches english in class using various interesting methods or techniques (such as using pictures, games, videos, etc), making it easier for me to master each topic covered.

Based on the data presented (see appendix 11, page 117-118), for the sixth statement, 19 students agreed while 1 student disagreed. These responses indicate that most students believe that NNESTs consistently strive to create a pleasant and engaging learning environment, which helps increase students' interest in learning, especially since they are young learners.

The results of the data analysis show that one student (5.0%) selected disagree, whereas 19 students (95.0%) selected agree, out of a total of 20 students (100%). These results are then presented in the following descriptive table :

Descriptive	Total score
Mean	1.95
Median	2.00
Modus	2
Std. Deviation	224
Range	1
Minimum	1
Maximum	2
Sum	39

7) My teacher can give examples of correct and clear english usage.

Based on the tabulation of the data (see appendix 11, page 117-118), all students agreed with the researcher's statement regarding the seventh item. This indicates that students believe NNESTs consistently strive to provide correct and clear examples of English usage, which significantly supports their language development.

The data analysis further shows that none of the students selected disagree, while all 20 students (100.0%) selected agree. This means that every participant expressed agreement, resulting in a total of 20 students or 100%. These scores are then presented in the following descriptive table :

Descriptive	Total score
Mean	2.00
Median	2.00
Modus	2
Std. Deviation	000
Range	0
Minimum	2
Maximum	2
Sum	40

8) My teacher responded to my mistakes in a kind way and continued to motivate me, so that i wanted to learn even more.

Based on the tabulated data (see appendix 11, page 117-118) for the eighth statement, 17 students agreed while 3 students disagreed. This indicates that the majority of students believe that NNESTs consistently address students' mistakes through constructive feedback rather than criticism that could belittle them. Such an approach can positively influence students, as it helps maintain their motivation to learn despite making minor mistakes.

Furthermore, the data analysis shows that 3 students (15.0%) selected disagree, while 17 students (85.0%) selected agree, out of a total of 20 students (100%). These results are then presented in the following descriptive table :

Descriptive	Total score
Mean	1.85
Median	2.00
Modus	2
Std. Deviation	366
Range	1
Minimum	1
Maximum	2
Sum	37

b. Data Analysis of Teacher's Weaknesses

To identify students' perceptions of the weaknesses of NNESTs, the researcher analyzed students' responses to five statements related to teachers' linguistic competence, pronunciation, fluency, and other challenges associated with

teaching English as non-native speakers. The findings for each statement are discussed as follows.

1) The teacher tried to explain the material as well, even though sometimes their way of speaking was a little different with the lesson foreigners.

Based on the tabulation of the data (see appendix 11, page 117-118), 19 students agreed and one student disagreed with the first statement. These responses indicate that most students believe that NNESTs always do their best to explain the material, even though their pronunciation may not be as perfect as that of NESTs.

Furthermore, the data analysis shows that one student (5.0%) selected disagree, while 19 students (95.0%) selected score agree, out of a total of 20 students (100%). These results are then presented in the following descriptive table :

Descriptive	Total score
Mean	1.95
Median	2.00
Modus	2
Std. Deviation	224
Range	1
Minimum	1
Maximum	2
Sum	39

2) Sometimes my teacher seemed to think before answering questions outside of the lesson, so that the answer more be accurate.

Based on the tabulation of data (see appendix 11, page 117-118), the results for the second statement show that 13 students

agreed while 7 students disagreed. This indicates that most students believe NNESTs are not always able to answer questions spontaneously and may need time to think in order to provide accurate responses.

Furthermore, the data analysis reveals that 7 students (35.0%) selected disagree, while 13 students (65.0%) selected agree, out of a total of 20 students (100%). These results are then presented in the following descriptive table :

Descriptive	Total score
Mean	1.65
Median	2.00
Modus	2
Std. Deviation	489
Range	1
Minimum	1
Maximum	2
Sum	33

3) Not all of our questions can be answered by my teacher, so sometimes my teacher invites us to find the answers together.

Based on the tabulated data (see appendix 11, page 117-118), the third statement shows that 14 students agreed while 6 students disagreed. This indicates that although students often assume that teachers know everything, this is not always true, as there are times when teachers do not know the answers to students' questions.

Furthermore, the data analysis reveals that 6 students (30.0%) selected disagree, while 14 students (70.0%) selected

agree, out of a total of 20 students (100%). These results are summarized in the following descriptive table:

Descriptive	Total score
Mean	1.70
Median	2.00
Modus	2
Std. Deviation	470
Range	1
Minimum	1
Maximum	2
Sum	34

4) When explaining the material, my teacher sometimes pauses for a moment to find the most appropriate words in English.

Based on the tabulation of the data (see appendix 11, page 117-118), for the fourth statement, 14 students agreed and 6 students disagreed. These responses indicate that although NNESTs are considered to be as proficient as NESTs in English, their vocabulary is sometimes perceived as less extensive or less well-developed than that of NESTs.

The results of the data analysis show that 6 students (30.0%) selected disagree, while 14 students (70.0%) selected agree. The total number of respondents was 20 students, representing 100% of the sample. Based on these findings, the scores were then organized and presented in the following descriptive table:

Descriptive	Total score
Mean	1.70
Median	2.00
Modus	2
Std. Deviation	470
Range	1

Minimum	1
Maximum	2
Sum	34

5) The way my teacher speaks, the words and tone are a little different from foreigeners i see in films, cartoons, or songs, but it is still clear annd easy to understand

Based on the tabulation of the data (see appendix 11, page 117-118), 15 students agreed with the last statement, while 5 students disagreed. These responses suggest that NNESTs may, at times, struggle to achieve pronunciation and intonation comparable to NESTs, which is a common occurrence influenced by various factors.

From the data analysis, it is shown that 5 students (25.0%) selected disagree, while 15 students (75.0%) selected agree. The total number of respondents is 20 students, representing 100% of the sample. Based on these results, the scores are then presented in the following descriptive table:

Descriptive	Total score
Mean	1.75
Median	2.00
Modus	2
Std. Deviation	444
Range	1
Minimum	1
Maximum	2
Sum	35

B. Discussion

1. The Strengths of NNESTs

Based on the findings of this study, students demonstrated a highly positive perception toward the strengths of Non-Native English-Speaking Teachers (NNESTs), as indicated by the percentage score of 93%, which falls into the **very high category**. Furthermore, statements number 2 and 7 obtained the highest percentage of agreement among all strength indicators. This finding shows that most students strongly agreed that NNESTs were able to understand students' learning difficulties and demonstrate a high level of commitment in supporting the learning process. These aspects were considered the most significant strengths of NNESTs by the students. This result suggests that students strongly appreciate the contributions of NNESTs in the English learning process. The findings indicate that students perceive NNESTs as effective teachers who can support their language development through clear explanations, empathy, motivation, and professional commitment.

First, students perceived that NNESTs are able to explain English materials clearly and systematically. This finding supports the theory proposed by George Braine (2010), who argues that NNESTs possess strong metalinguistic awareness because they have learned English through formal education. As a result, they understand grammatical rules and language structures explicitly and can explain

them in ways that are easier for students to understand. The high percentage obtained in this study indicates that students value this ability and consider it an important strength of NNESTs.

Second, students felt comfortable learning with NNESTs because they are able to understand students' learning difficulties. This finding is consistent with the theory of Peter Medgyes (1994), who states that NNESTs possess a unique advantage because they have experienced learning English as a foreign language themselves. Consequently, they are more empathetic toward students' struggles and can provide learning strategies based on their own experiences. Similarly, Keiko Samimy (2008) emphasizes that NNESTs often demonstrate greater sensitivity toward learners' needs and are better able to create supportive learning environments.

Third, students perceived NNESTs as inspiring role models. Since NNESTs have successfully mastered English despite not being native speakers, students believe that they can achieve similar success. This finding supports the argument of Aminy Shin (2008), who states that NNESTs can broaden students' understanding of English by demonstrating that effective communication is more important than native-speaker status. NNESTs show students that English can be learned successfully through effort, practice, and perseverance.

Furthermore, students also perceived NNESTs as hardworking, dedicated, and highly committed professionals. This finding is in line with the view of Medgyes (2005), who explains that NNESTs often invest considerable effort in lesson preparation and professional development. Their commitment to teaching contributes positively to students' learning experiences and increases students' confidence in the learning process.

The findings of this study are also supported by the research conducted by Alviedri Novianti (2018), which found that students prioritize teachers' professionalism, competence, and teaching ability rather than their native-speaker status. Similarly, the students in this study evaluated NNESTs based on their effectiveness in teaching and supporting learning rather than their linguistic background.

Therefore, the percentage score of 92% indicates that students have a very positive perception of NNESTs. The findings suggest that the strengths of NNESTs, particularly their ability to explain materials clearly, empathize with learners, serve as realistic role models, and demonstrate professional dedication, play a significant role in supporting students' English learning.

2. The Weaknesses of NNESTs

Although students generally showed positive perceptions toward NNESTs, the findings also revealed some perceived weaknesses. The weakness indicator obtained a percentage score of 75%, which is categorized as **high**. Furthermore, statement number 1 obtained the highest percentage of agreement among all weakness indicators. This finding indicates that students agreed that NNESTs may experience certain limitations related to the weakness described in the statement. As a result, this aspect was perceived as the most prominent weakness of NNESTs among the respondents. This result indicates that students recognize several limitations of NNESTs; however, these limitations do not outweigh the strengths perceived by the students.

First, some students perceived that NNESTs have less accurate pronunciation compared to native English speakers. This finding is consistent with the theory proposed by Medgyes (1994), who explains that NNESTs may experience linguistic limitations, particularly in pronunciation and spoken fluency, because English is not their first language. Students in this study acknowledged these pronunciation differences, especially when comparing NNESTs with native speakers.

Second, students perceived that NNESTs sometimes have limited vocabulary and are less familiar with idiomatic expressions.

This finding supports the view of Alan Davies (2003), who argues that non-native speakers may differ from native speakers in terms of language intuition, idiomatic knowledge, and cultural understanding. As a result, students may receive less exposure to authentic expressions commonly used by native speakers.

Third, some students felt that NNESTs are not as fluent as native English-speaking teachers during spontaneous communication. This finding is supported by Ronald Maraden Parlindungan Silalahi (2020), whose study found that native English-speaking teachers are often perceived as more suitable for teaching speaking and pronunciation because of their natural fluency and authentic language use.

In addition, the findings are consistent with Butler (2007), who explains that NNESTs frequently face judgments related to their accents and linguistic backgrounds. Such perceptions often lead students to compare NNESTs with native speakers, particularly regarding pronunciation and fluency.

However, despite these perceived weaknesses, students still maintained positive overall perceptions toward NNESTs. This finding supports Medgyes (1994), who argues that NNESTs can compensate for linguistic limitations through effective teaching strategies, pedagogical knowledge, and a deeper understanding of students' needs. Moreover, the findings also support the study conducted by Ulfah

Ridhwan Dirham (2022), which emphasizes that intelligibility and successful communication are more important than achieving a native-like accent.

Therefore, although students acknowledged several weaknesses related to pronunciation, vocabulary, and fluency, the percentage score of 75% indicates that these limitations do not significantly affect the effectiveness of NNESTs. Students continue to perceive NNESTs positively because of their teaching competence, empathy, and ability to facilitate meaningful learning experiences.

CHAPTER V
CONCLUSIONS, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings and discussion of this research, it can be concluded that students at English Academy by Ruang Guru Bukittinggi generally have positive perceptions toward Non-Native English-Speaking Teachers (NNESTs).

The findings revealed that the strengths of NNESTs obtained a percentage score of 93%, which is categorized as **very high**. Furthermore, statements number 2 and 7 obtained the highest percentage score, reaching 100% agreement. This finding indicates that all students agreed with the positive statements related to these aspects, suggesting that they highly valued NNESTs' ability to understand students' learning difficulties and their commitment to supporting the learning process. This result indicates that students strongly appreciate the strengths possessed by NNESTs. Students perceive that NNESTs are able to explain learning materials clearly, understand students' difficulties through their own experiences as language learners, create a comfortable learning atmosphere, and serve as motivating role models. In addition, students view NNESTs as dedicated and professional teachers who contribute positively to the learning process.

Meanwhile, the weaknesses of NNESTs obtained a percentage score of 75%, which is categorized as **high**. Furthermore, statement number 1 obtained the highest percentage score among all weakness indicators,

reaching 95%. This finding indicates that most students agreed that some NNESTs may lack self-confidence when using English in the classroom. Therefore, this aspect emerged as the most noticeable weakness perceived by the students. The findings indicate that some students still perceive several limitations among NNESTs, particularly regarding pronunciation, vocabulary mastery, and speaking fluency compared to native English speakers. However, these weaknesses do not significantly affect students' overall perceptions of NNESTs because students continue to value their teaching competence and supportive teaching approach.

Therefore, it can be concluded that students have an overall positive perception toward learning English with NNESTs. The strengths of NNESTs are perceived more dominantly than their weaknesses, as reflected in the higher percentage score obtained for the strengths dimension.

B. Implication

The findings of this study imply that although students highly appreciate NNESTs, there are still several aspects that need improvement, particularly in pronunciation, vocabulary development, and speaking fluency. Since these aspects were identified as the main weaknesses perceived by students, NNESTs should continuously improve their English language proficiency through professional development activities, self-directed learning, and regular language practice.

In addition, NNESTs should increase their exposure to authentic English materials such as podcasts, videos, academic discussions, and other English-language resources to enrich vocabulary knowledge and improve fluency. Greater attention should also be given to pronunciation practice to help students receive clearer language input during the learning process.

Furthermore, educational institutions should provide opportunities for NNESTs to participate in workshops, training programs, and professional development activities that focus on pronunciation improvement, vocabulary enrichment, and communicative competence. Such efforts may help minimize the weaknesses perceived by students while maintaining the strengths that NNESTs already possess.

C. Suggestion

1. For NNESTs

NNESTs are encouraged to continuously improve their pronunciation, vocabulary mastery, and speaking fluency through regular practice and professional development activities. They should also increase their exposure to authentic English usage in order to provide students with richer language input and more natural examples of communication.

2. For Educational Institutions

Educational institutions are expected to support NNESTs by providing training programs, workshops, seminars, and other professional development opportunities related to pronunciation,

vocabulary development, and speaking skills. Such support may help teachers improve their language proficiency and teaching effectiveness.

3. For Students

Students should develop a broader understanding that effective teaching is not determined by native speaker status. Instead, they should focus on the quality of instruction, clarity of explanation, and learning support provided by the teacher.

4. For Future Researchers

Future researchers are suggested to conduct studies focusing on students' perceptions of NNESTs' pronunciation, vocabulary mastery, and speaking fluency, as these aspects were identified as the most noticeable weaknesses in the present study. Such studies may provide a deeper understanding of how these language-related factors influence students' learning experiences and perceptions of teacher effectiveness. Furthermore, future researchers may compare students' perceptions of native and non-native English-speaking teachers in terms of pronunciation, speaking ability, and vocabulary use to obtain more comprehensive findings.

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APPENDICES

Appendix 1Certificate of Initial Observation and Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0236/Un.26.1/PP.00.7/04/2025 Bukittinggi, 17 April 2025
Lamp :-
Hal : **Permohonan Izin Observasi Awal**

Kepada YTH :
Bapak/Ibu Kepala Briliant Training Center Bukittinggi

Assalamu'alaikum Wr. Wb

Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama surat ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin melakukan Observasi awal di tempat yang Bapak/Ibu pimpin kepada mahasiswa di bawah ini :

Nama	**: ROFIDAH NUR SALAMAH**
NIM	**: 2320070**
Semester	: 10
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: ***Students Perception of Native and Non Native Teachers Identifying Strengts and Weaknesses at Briliant English Training Center Bukittinggi***
Lokasi Penelitian	: Briliant Training Center Bukittinggi
Waktu	April 2025 s.d Selesai

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasama yang Bapak/Ibu berikan kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

DEKAN,

Dr. JUNAIDI, M.Pd
NIP 197706162003121003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0836/Un.26.1/PP.07/10/2025 Bukittinggi, 13 Oktober 2025
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ROFIDAH NUR SALAMAH**
NIM	:	**2320070**
Semester	:	11
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Students' Experience in Practicing Speaking wit Native Speakers at Brain Academy Bukittinggi***
Lokasi Penelitian	:	Brain Academy Bukittinggi
Waktu	:	Oktober 2025 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP. 197706162003121003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0078/Un.26.1/PP.07/01/2026 Bukittinggi, 19 Januari 2026
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ROFIDAH NUR SALAMAH**
NIM	:	**2320070**
Semester	:	12
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Students' Perception in Learning English with Non-Native English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi***
Lokasi Penelitian	:	English Academy by Ruang Guru
Waktu	:	Januari 2026 s.d Selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP 197706162003121003

Appendix 2 Interview

Interview with Students PSA in English Academy

Researcher	Assalamu'alaikum .
Students PSA	Waalaikumsalam.
Researcher	Mohon maaf sebelumnya buk, kenalin nama saya Rofidah Nur Salamah, saya mahasiswa akhir jurusan pendidikan bahasa inggris fakultas tarbiyah dan ilmu pendidikan UIN Bukittinggi buk. Nah, jadi saya tuh rencana nya mau ngelakuin observasi di sini terkait skripsi saya yang judulnya, Students' Experience in Practicing Speaking with Native Speakers.
Students PSA	Oh native speaker?
Researcher	Iy naive speaker. Jadi kebetulan pembimbing saya ngarahin ke sini, kak. Berarti di sini memang ada native speakers, kak?
Students PSA	Sebelumnya ya, aku pekenalan diri dulu, aku disini sebagai students PSA di English Academy. Betul, kalau di Inggris Academy itu memang ada native-nya cuma kita nggak yang tiap hari atau tiap bulan ada native-nya. Kita lebih disini tuh, lebih lokal teacher aj. Kalau untuk native, kebetulan memang kemarin ada event dan native nya datang kesini.Kalau untuk yang selanjutnya itu paling kita nunggu, kalau memang ada dari pusatnya kita dikasih buat native, ya kesini, kalau nggak ya lebih untuk onlie aja.
Researcher	Kalau boleh tahu, siswa yang terakhir interaksi sama native itu sudah berapa kali pernah interaksi sama native nya kak?
Students PSA	Sekali. Karena kan yang pertama kita baru buka, yang kedua native nya emang baru perdana kesini. Kita baru buka, masih baru-baru banget,
Researcher	Itu kalau boleh tahu siswanya SMP, SMA?
Students PSA	Rata-rata dari yang sebelum sekolah.
Researcher	Kemarin itu penguji saya mintanya minimal 3 kali interaksi, cuma kalau memang sekali nanti saya bisa konfir lagi ke pembimbing saya bagaimana bagusnya. Kalau sama foreigner ada juga kak?
Students PSA	Kalau itu belum sih, ini kan pembelajaran ya kak ya, otomatis kan sama teacher, teachernya tu Cuma lokal sama native. Kalau orang luar mungkin ya kalau mereka ketemu di jalan atau di mana.
Researcher	Berarti yang ada eventnya itu cuma native?
Students PSA	Iya, bukan event sih, emang dia emang teacher juga, cuma kita kan di sini kan ada semacam kalau segini siswanya, baru ada nativenya yang stay di sini, gitu. Kalau kayak kemarin tuh, emang karena event aja gitu.

Researcher	Berarti kalau boleh tau yang student yang pernah interaksi sama native itu berapa orang, Kak? Yang ngobrol langsung sama nativenya?
Students PSA	Banyak ya. Karena kan kemarin pas eventnya tu banyak, kita kan ada beberapa kelas
Researcher	Berarti mereka memang ngobrol gitu kak?
Students PSA	Interactive class. Ngobrol dalam arti gimana nih? Konteksnya nih? Kalau ini ngobrol kita nih. Kalau misalnya ngobrol kayak gini, mungkin memang nggak ada Karena kita di situ kan emang dia datang ke sini untuk mengajar, aah gitu.
Researcher	Itu ada tanya jawabnya nggak kak?
Students PSA	Ya of course, karena kelas. Itu emang guru menerangkan ke siswa.
Researcher	Itu sekelasnya kurang lebih berapa orang kak?
Students PSA	Kalau kemarin kan kalau untuk tanya kelas regulernya, kita ada 6 orang maksimal, kalau kelas regulernya. Kalau kakak tanya yang kemarin dengan native, itu banyak. Karena apa? Karena kita ada event, tapi event itu dalam arti masuk ke dalam pembelajaran interactive class.
Researcher	Berarti yang selain event itu biasanya memang ada program siswa interaksi sama native?
Students PSA	Ya ada, emang gini, disini tuh teacher ada dua macam, ada lokal sama native, kalau dari segi pembelajaran disini sama native itu kalau siswanya udah sampai 100, tapi kemarin itu kita kebetulan ada kunjungan, kunjungan dari native, gitu.
Researcher	Berarti yang program langsung belum?
Students PSA	Yang program langsung itu lebih ke online aja baru.
Researcher	Kalau yang online ada yang native ngajar mereka kak?
Students PSA	Ada. Tapi itu di jadwal kan kadang nggak yang misalnya ini lagi emang ada native-nya kosong atau gimana gitu, ada jadwalnya .
Researcher	Berarti nggak ada yang jadwal pasti misalnya sebulan sekali, kayak gitu nggak ada? Kalau yang siswa kemarin itu kan interaksi online sama native, sebelumnya udah ada?
Students PSA	Belum.
Researcher	Oh memang online berarti, Kak?
Students PSA	Bukan, offline.
Researcher	Oh offline, langsung? Oh maaf, Kak.
Students PSA	Jadi gini, aku jelaskan ya. Kemarin kebetulan kita emang ada native, jadi native itu datang kesini. Seharusnya kita kan belum dapat native yang stay disini, dia cuman lagi kunjungan aja ke seluruh Sumatera Barat. Kunjungan ini untuk pembelajaran juga untuk anak-anak, tapi karena dia kebetulan mereka kunjungan kita bikin lah event.
Researcher	Berarti yang buat native tetap belum ya kak?

Students PSA	Iya, belum.
Researcher	Itu akan ada kak?
Students PSA	Akan ada.
Researcher	Oh iya, dan mungkin itu aja dulu, Kak. Siswanya ada nggak kak, yang lagi di sini, Kak? Yang bisa diwawancarai?
Students PSA	Kalau siswa, kalau kakaknya mau ketemu siswa itu ada di hari Senin ada, Jum'at Sabtu ada.
Researcher	Berarti cuma Senin, Jum'at Sabtu. Itu di jam berapa tuh, Kak?
Students PSA	Kakak mau ketemu yang usia berapa dulu nih?
Researcher	Kalau bisa sih antara SMP sampai SMA kak?
Students PSA	Oh kalau SMA-SMA kan? Kita di yang baru, yang ada tuh di kelas dasher usia 3-6 tahun, kelas dasher, runner, sama sprinter, itu doang. Sprinter pun itu masih SD kelas 6.
Researcher	Itu berapa orang, Kak?
Students PSA	Kalau di Sprinter ada 5 orang, kalau di runner ada 16 orang.
Researcher	Berarti paling besar 11-14 tahun kak?
Students PSA	Iya, tapi yang paling besar dari data siswa kita itu baru usia 11 tahun.
Researcher	Kalau yang di Sprinter itu di jam berapa biasanya adanya kak?
Students PSA	Kalau di Sprinter itu jam 4, kalau satu di jam 1.
Researcher	Oh ya udah, makasih kak, mungkin itu dulu kak biar saya confirm dulu ke pembimbing saya gimana baiknya kak.
Students PSA	Okay.
Researcher	Makasih banyak kak.

Students Interview

A. Students (Rafa)

Researcher	Hallo, maaf sebelumnya kakak izin rekam ya sama izin ambil foto nanti ya.
Siswa R	Iy.
Researcher	Namanya siapa?
Siswa R	Rafa.
Researcher	Rafa kelas berapa?
Siswa R	4.
Researcher	Oke. Sebelumnya kenalin, nama kakak, kak Novi. Kakak tu mahasiswa UIN Bukittinggi jurusan pendidikan bahsa inggris. Jadi kakak lagi skripsian, kakak butuh data untuk skripsi kakak, karena renacanya kak mau penelitian disini, kakak punya beberapa pertanyaan. Raffa kemarinnya sempat belajar sama orang luar ya? Belajar bahasa inggris
Siswa R	Iy.
Researcher	Gimana rasanya belajar bahasa Inggris sama orang luar?
Siswa R	Seru.
Researcher	Serunya gimana?

Siswa R	Serunya bisa belajar kata-kata baru gitu.
Researcher	Apa bedanya belajar bahasa Inggris sama orang luar sama guru di sini? Ada dong bedanya?
Siswa R	Gak.
Researcher	Gak ada? Sama aja? Seruan mana?
Siswa R	Seruan yang disini.
Researcher	Kenapa tuh?
Siswa R	Karena belajarnya tuh pakai TV.
Researcher	Pakai TV? Kalau sama orang luar nggak pakai TV?
Siswa R	Ada.
Researcher	Susah nggak sih belajar bahasa Inggris sama orang luar?
Siswa R	Nggak terlalu.
Researcher	Nggak terlalu? Kalau susahnya kenapa?
Siswa R	Susahnya?
Researcher	Ngerti nggak kalau mereka ngomong?
Siswa R	Ada ngerti sedikit.
Researcher	Lebih ngerti mereka yang ngomong atau guru disini yang ngomong?
Siswa R	Hmm guru disini yang ngomong.
Researcher	Keanap tuh?
Siswa R	Karena diterjemahin.
Researcher	Diterjemahin, kalau sama orang luar nggak diterjemahin. Kalau cara ngomongnya lebih ngerti cara ngomong orang luar atau guru disini?
Siswa R	Guru disini.
Researcher	Kenapa tu?
Siswa R	Karena, kalau orang luar, kadang gak tau dia ngomong apa.
Researcher	Ooh, cara ngomomgnya gak ngerti ya, gak jelas. Kalau guru disini cara ngomongnya jelas?
Siswa R	Ada.
Researcher	Baru ngerti?
Siswa R	Iya.
Researcher	Kalau orang luar, nggak begitu jelas cara ngomongnya.rafa suka belajar bahasa inggris?
Siswa R	Iya.
Researcher	Lebih cepat paham yang dijelasin guru di sini atau lebih cepat paham yang dijelasin sama orang luar?
Siswa R	Guru disini.
Reserchер	Kalo orang luar ada ngejelasin pake pepan tulis gitu gak? Ngejelasin materi di pepan tulis. Kalo guru disini ngejelasin materinya gimana biasanya?
Siswa R	Pakai pepan tulis, pakai TV, itu aja.
Reserchер	Kalo sama orang luar kemarin gimana belajarnya sama mereka?
Siswa R	Belajarnya sama TV aja.
Researcher	Materi apa sih kemarin belajarnya pas sama orang luar itu?

Siswa R	Building the city.
Researcher	Berarti itu belajarnya kosa kata kah? Grammar kah? Atau apa?
Siswa R	Kosakata.
Resercher	Ngerti?
Siswa R	Kurang.
Resercher	Udah sih itu aja, makasih ya.
Siswa R	Sama-sama.

B. Students (Nadifa)

Researcher	Ganggu bentar ya, udah mau pulang ya. Namanya siapa? Kakak izin ngerekam ya?
Siswa N	Iya.
Researcher	Namanya siapa?
Siswa N	Nadifa.
Researcher	Nadifah, sebelumnya kenalin nama kakak, Kak Novi. Kenapa kakak gak nanya-nanya Nadifah, karena kakak lagi ngerjain skripsi, kakak kuliah Bahasa Inggris, kakak lagi ngerjain skripsi, kakak butuh data buat skripsi kakak. Karena kakak lagi ngerjain skripsi, kakak kuliah Bahasa Inggris, kakak lagi ngerjain skripsi, kakak butuh data buat skripsi kakak. Jadi kakak mau penelitian tentang speaking, tapi yang anak SD-nya. Kakak nanya-nanya boleh ya?
Siswa N	Iya boleh.
Researcher	Nadifa, nadifa sekarang pas berapa?
Siswa N	Kelas 3.
Researcher	Nadifa suka belajar bahasa Inggris?
Siswa N	Suka banget.
Researcher	Di sekolah ada belajar Bahasa Inggris?
Siswa N	Ada.
Researcher	Nadifa pernah nggak sih praktek ngomong Bahasa Inggris sama guru Nadifa di sekolah ataupun di sini? Pernah nggak sih ngobrol pakai Bahasa Inggris sama gurunya?
Siswa N	Kalau di sini kadang-kadang pakai Bahasa Indonesia, kadang-kadang Bahasa Inggris kalau di sini. Tapi kalau di sekolah, Nadifa kadang-kadang pas ujian aja belajar Bahasa Inggrisnya.
Researcher	Tapi kalau di sini sering ngobrol, ngomong pakai Bahasa Inggris?
Siswa N	Gak terlalu sering sih kak.
Researcher	Apa yang Nadifah rasain kalau Nadifah ngomong pakai bahasa Inggris?
Siswa N	Nadifah rasain, Nadifah senang gitu ngomong bahasa Inggris.
Researcher	Senangnya kenapa?
Siswa N	Senangnya karena Nadifah udah belajar bahasa Inggris.

Researcher	Nadifah kalau gurunya di sini ngomong pakai bahasa Inggris, Nadifah ngerti nggak?
Siswa N	Ngerti.
Researcher	Ngertinya gimana?
Siswa N	Ngertinya, ada juga si Nadifah yang nggak ngerti.
Researcher	Misalnya kan, kalau pronunciation Nadifah tau, pengucapan Bahasa Inggris Nadifah tau kan. Nadifah ngerti nggak sama pengucapan Bahasa Inggris gurunya?
Siswa N	Ngerti.
Researcher	Nadifa ingat gak pernah berapa kali ngomong pakai bahasa nggris? Atau sering gak nadifa ngomong pakai bahasa inggris?
Siswa N	Nggak terlalu sering, karena Nadifa di kelas pakai Bahasa Indonesia Tapi kalau miss kasih pertanyaan, Nadifa pakai Bahasa Inggris, Miss.
Researcher	Berarti Nadhifa ngerti Missnya ngomong apa?
Siswa N	Ngerti, Miss.
Researcher	Tanpa perlu diterjemahin lagi. Nadhifa biasanya kalau ngomong pakai Bahasa Inggris, full Bahasa Inggris atau Nadhifa campur sama Bahasa Indonesia?
Siswa N	Kadang ada Bahasa Inggrisnya, kadang Nadhiva campur dengan Bahasa Indonesia.
Researcher	Kenapa Nadhiva campur pakai Bahasa Indonesia?
Siswa N	Karena Nadhiva juga ada yang Nadhiva nggak tahu.
Researcher	Oh, kosa-katanya masih terbatas ya. Yaudah kakak mau nanya itu aja. Makasih banyak.
Siswa N	Sama-sama kak.

C. Students (Syaquila)

Researcher	Namanya siapa?
Siswa S	Syaquila.
Researcher	Sebelumnya kenalin nama miss, miss Novi. Miss tuh mahasiswa UIN Bukit Tinggi, jurusan Penelitian Bahasa Inggris. Jadi miss tuh lagi skripsian, miss tuh butuh data untuk skripsi miss. Rencananya kan miss mau penelitian disini, jadi miss punya beberapa pertanyaan. Syaquila kelas berapa?
Siswa S	Kelas 3.
Researcher	belajar bahasa Inggris sudah dari kapan?
Siswa S	Dari kelas 1.
Researcher	Syaquila suka belajar bahasa inggris?
Siswa S	Suka.
Researcher	Syaqila sering speaking English? Sama teachernya mungkin, atau sama temennya.
Siswa S	Pernah.

Researcher	Syaquila kalau teachernya, atau misternya disini ngomong bahasa Inggris, Syaquila ngerti enggak?
Siswa S	Ngerti.
Researcher	Tanpa perlu terjemahin?
Siswa S	Iy, tapi ada beberapa kosakata yang gak.
Researcher	Terus kalau semisalkan Syaquila harus ngomong pakai bahasa Inggris, Misalnya nih, missnya ngasih pertanyaan ke Syaquila., terus syaquila harus jawab. Biasanya Syaquila campur Inggris-Indonesia atau bahasa Inggris aja?
Siswa S	Bahasa inggris aj.
Researcher	Apa yang Syaquila rasain kalau speaking English? Happy atau apa?
Siswa S	Seru miss.
Researcher	Serunya kenapa?
Siswa S	Karena bisa tau arti dari kosakata lain.
Researcher	Biasanya selain belajar bahasa Inggris di sekolah atau di bimbel, Syaqula suka belajar bahasa Inggris lewat apa?
Siswa S	Pakai aplikasi di duo lingo
Researcher	Syaquila ingat nggak berapa kali syaquila pernah speaking English sama teacher-nya?
Siswa S	Sering.
Researcher	Itu biasanya Syaquila kalau speaking English-nya di sekolah aja, apa di bimbel aja, apa dua-duanya?
Siswa S	Dua-duanya.
Researcher	Thank you so much, makasih udah bantu miss, semangat belajarnya.

Appendix 3 Documentation of Interview and Observation









Appendix 4 Research Guideline

STUDENTS' PERCEPTION IN LEARNING ENGLISH WITH NON NATIVE ENGLISH SPEAKING TEACHERS (NNESTs) AT ENGLISH ACADEMY BY RUANG GURU BUKITTINGGI

A. Students Perception of Strenghts in Learning English with NNESTs

Num.	Indikator Perception	The Strength of NNESTs	Statement
1.	Feeling	They have ability to emphasize with students	Guru saya mengerti dengan saya kesulitan belajar, jadi beliau sabar dan mau menjelaskan lagi sampai saya paham.
2.	Feeling	They have ability to emphasize with students	Saya merasa nyaman di kelas karena guru membuat suasana belajar jadi menyenangkan dan tidak membuat saya takut salah.
3.	Feeling	They have personal experience as learners of English	Saya merasa lebih semangat untuk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inggris dengan baik, padahal kami memakai bahasa sehari-hari yang sama.
4.	Attitude	They can contribute to a broder understanding of language use by challenging traditional assumption about NESTs norms	Guru saya seringkali membantu saya untuk memperbaiki penggunaan kalimat atau tata bahasa saya yang kurang tepat.
5.	Attitude	They are often perceived as hardworking, dedicated, and highly committed profesionals.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.
6.	Teacher performance	They have personal experience as learners of English	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games,

			video, dsb), sehingga saya lebih mudah untuk menguasai setiap materi yang diberikan.
7.	Teacher performance	They have personal experience as learners of English	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.
8.	Teacher performance	Their ability to emphasize with students	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.

B. Students Perception of Weaknesses in Learning English with NNESTs

Num.	Indikator Perception	The Weaknesses of NNESTs	Statement
1.	Feeling	They have less intelegent in accent and linguistic background	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.
2.	Feeling	They have anxiety regarding their language proficiency	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.
3.	Attitude	They have have lack of self confidence	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.
4.	Teacher performance	They have less intelegent in accent and linguistic background	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.
5.	Teacher performance	They have less intelegent in accent and linguistic background	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.

Appendix 5 Questionnaire Before Validation

LEMBAR INSTRUMEN KUISIONER

Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi

Nama :
Kelas :

A. Pengantar

Berikanlah pendapat anda mengenai kelebihan dan kekurangan belajar bahasa inggris dengan guru yang bukan penutur asli.

B. Petunjuk Pengisisan Angket

1. Mulailah dengan membaca Basmallah
2. Bacalah dan pahamilah setiap pernyataan item angket dibawah ini, kemudian jawablah dengan memberi tanda (√) pada salah satu elternatif jawaban yang disediakan yaitu
   a. **S = Setuju**
   b. **TS = Tidak Setuju**
3. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
4. Atas kesediaaannya, saya ucapkan terimakasih.

A. Students Perception of Strenghts in Learning English with NNESTs

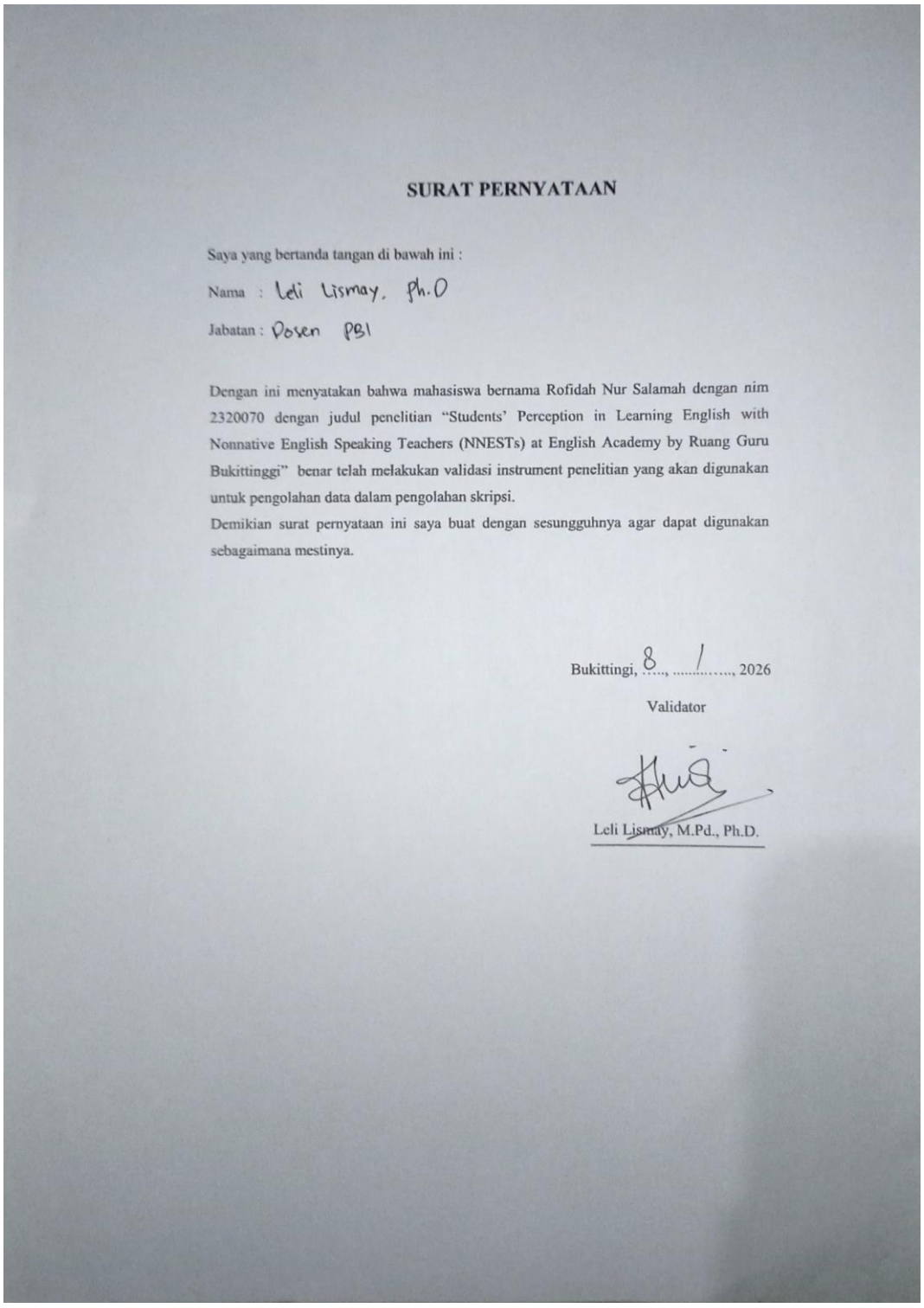
No.	Pernyataan	Keterangan	
		S	TS
1.	Saya merasa guru saya dapat memahami kesulitan belajar yang saya alami, sehingga mereka cenderung lebih sabar ketika mengajarkan saya dan tidak segan untuk mengulangi penjelasan yang kurang saya pahami.		
2.	Saya merasa nyaman dan tidak takut salah dikelas karena guru mencipatakan lingkungan belajar yang supportif.		
3.	Saya merasa lebih termotivasi untk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inngris dengan baik, padahal kami memiliki latar belakang bahasa ibu yang sama.		
4.	Guru saya seringkali membantu saya untuk memperbaiki penggunaan tata bahasa saya yang kurang tepat.		
5.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.		
6.	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games, video, dsb), sehingga		

	saya lebih mudah untuk menguasai setiap materi yang diberikan.		
7.	Guru saya mampu menunjukkkan penggunaan bahasa inggris yang akurat dan jelas dalam mengajar.		
8.	Guru saya merespon kesalahan dengan cara yang membangun dan mendorong bukan menghakimi.		

B. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Saya merasa guru saya kurang leluasa atau kurang bebas dalam menjelaskan materi dikarenakan kemampuan berbahasa mereka tidak selancar atau sebagus penutur asli.		
2.	Guru saya terlihat gelisah atau menghindari pertanyaan spontan tentang penggunaan bahasa diluar materi yang sedang dipelajari.		
3.	Guru saya dengan jujur mengakui jika ada hal yang tidak diketahuinya dan menjadikannya sebagai proses dari belajar bersama.		
4.	Saya merasa guru saya terkadang ragu atau berhenti sejenak untuk mencari kata yang tepat dalam bahasa inggris ketika sedang menjelaskan materi.		
5.	Pengucapan (pronounciation) dan intonasi guru saya berbeda dengan penutur asli yang pernah saya dengar di film/lagu.		

Appendix 6 Validation Sheet



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Leli Lismay, Ph.D

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa bernama Rofidah Nur Salamah dengan nim 2320070 dengan judul penelitian "Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittingi, 8 / ....., 2026

Validator

Leli Lismay, M.Pd., Ph.D.

LEMBAR VALIDASI INSTRUMEN

Komentar dan Saran:

① Some questions are not suitable for ES students level
② Be careful on the questions, it seems for some questions you judge the teacher.
③ Be careful with developing the questions items particularly for looking at the weakness.

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 8 1 2026

Validator

Leli Lismay, M.Pd., Ph.D.
NIP.

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Febria Sri Artika, S.S, M.Pd.

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa bernama Rofidah Nur Salamah dengan nim 2320070 dengan judul penelitian "Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittingi, 8 January, 2026

Validator

Febria Sri Artika, M. Pd.

LEMBAR VALIDASI INSTRUMEN

Komentar dan Saran:

Usia responden (8-12 tahun) dirasakan belum cukup matang untuk menjawab / merespon sebuah angket dengan objective. Jika tidak memungkinkan untuk merubah tempat penelitian (usia responden), tolong diperbaiki; bahasa angketnya.

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Bukittinggi, 8 January 2026

Validator

Febria Sri Artika, M. Pd.

NIP. 198002012009122002

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Dr. Veni Roza, M.Pd

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa bernama Rofidah Nur Salamah dengan nim 2320070 dengan judul penelitian "Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk pengolahan data dalam pengolahan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittingi, 8..., Januari, 2026

Validator

Dr. Veni Roza, M.Pd

LEMBAR VALIDASI INSTRUMEN

Komentar dan Saran:

.....

.....

.....

.....

.....

.....

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

1. Valid untuk diuji coba tanpa revisi
2. Valid untuk dicoba dengan revisi sesuai saran
3. Tidak/belum valid untuk dicobakan

Yakin untuk 1.0 ? atau digunakan langsung untuk riset ?

Bukittinggi, ..., ..., 2026

Validator

Dr. Veni Roza, M.Pd

NIP. 198401052009122003

Appendix 7 Questionnaire After Validation

ANGKET PENELITIAN

Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi

Nama	:
Kelas	:
Usia	:

C. Pengantar

Berikanlah pendapat anda mengenai kelebihan dan kekurangan belajar bahasa inggris dengan guru yang bukan penutur asli.

D. Petunjuk Pengisisan Angket

5. Mulailah dengan membaca Basmallah
6. Bacalah dan pahamilah setiap pernyataan item angket dibawah ini, kemudian jawablah dengan memberi tanda (√) pada salah satu elternatif jawaban yang disediakan yaitu
   c. S = Setuju
   d. TS = Tidak Setuju
7. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
8. Atas kesediaaannya, saya ucapkan terimakasih.

C. Students Perception of Strenghts in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya mengerti dengan saya kesulitan belajar, jadi beliau sabar dan mau menjelaskan lagi sampai saya paham.		
2.	Saya merasa nyaman di kelas karena guru membuat suasana belajar jadi menyenangkan dan tidak membuat saya takut salah.		
3.	Saya merasa lebih semangat untuk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inggris dengan baik, padahal kami memakai bahasa sehari-hari yang sama.		
4.	Guru saya seringkali membantu saya untuk memperbaiki penggunaan kalimat atau tata bahasa saya yang kurang tepat.		
5.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.		

6.	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games, video, dsb), sehingga saya lebih mudah untuk menguasai setiap materi yang diberikan.		
7.	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.		
8.	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.		

D. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.		
2.	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.		
3.	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.		
4.	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.		
5.	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.		

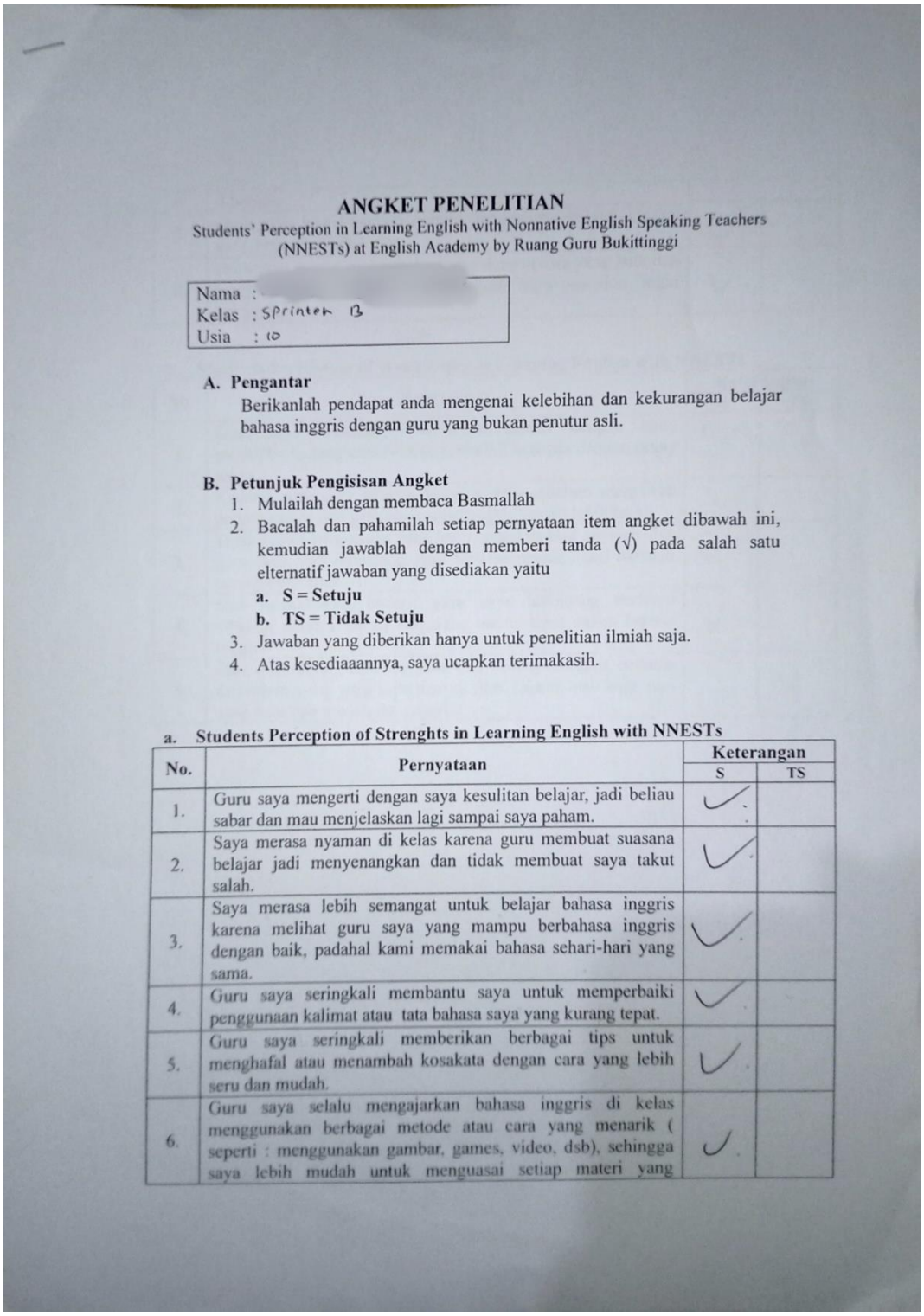
Appendix 8 R Table

The following table r was needed to measure the validity of the questionnaire item

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278

23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 9 Questionnaires Sheet



ANGKET PENELITIAN

Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi

Nama :
Kelas : Sprinter B
Usia : 16

A. Pengantar

Berikanlah pendapat anda mengenai kelebihan dan kekurangan belajar bahasa inggris dengan guru yang bukan penutur asli.

B. Petunjuk Pengisisan Angket

1. Mulailah dengan membaca Basmallah
2. Bacalah dan pahamilah setiap pernyataan item angket dibawah ini, kemudian jawablah dengan memberi tanda (√) pada salah satu elternatif jawaban yang disediakan yaitu
   a. **S = Setuju**
   b. **TS = Tidak Setuju**
3. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
4. Atas kesediaaannya, saya ucapkan terimakasih.

a. Students Perception of Strenghts in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya mengerti dengan saya kesulitan belajar, jadi beliau sabar dan mau menjelaskan lagi sampai saya paham.	√	
2.	Saya merasa nyaman di kelas karena guru membuat suasana belajar jadi menyenangkan dan tidak membuat saya takut salah.	√	
3.	Saya merasa lebih semangat untuk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inggris dengan baik, padahal kami memakai bahasa sehari-hari yang sama.	√	
4.	Guru saya seringkali membantu saya untuk memperbaiki penggunaan kalimat atau tata bahasa saya yang kurang tepat.	√	
5.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.	√	
6.	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games, video, dsb), sehingga saya lebih mudah untuk menguasai setiap materi yang	√	

	diberikan.		
7.	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.	✓	
8.	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.	✓	

b. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.	✓	
2.	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.	✓	
3.	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.	✓	
4.	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.	✓	
5.	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.		✓

ANGKET PENELITIAN

Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi

Nama : [redacted]
Kelas : V Sprinter
Usia : 11 thn

A. Pengantar

Berikanlah pendapat anda mengenai kelebihan dan kekurangan belajar bahasa inggris dengan guru yang bukan penutur asli.

B. Petunjuk Pengisisan Angket

1. Mulailah dengan membaca Basmallah
2. Bacalah dan pahamilah setiap pernyataan item angket dibawah ini, kemudian jawablah dengan memberi tanda (√) pada salah satu elternatif jawaban yang disediakan yaitu
   a. **S = Setuju**
   b. **TS = Tidak Setuju**
3. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
4. Atas kesediaaannya, saya ucapkan terimakasih.

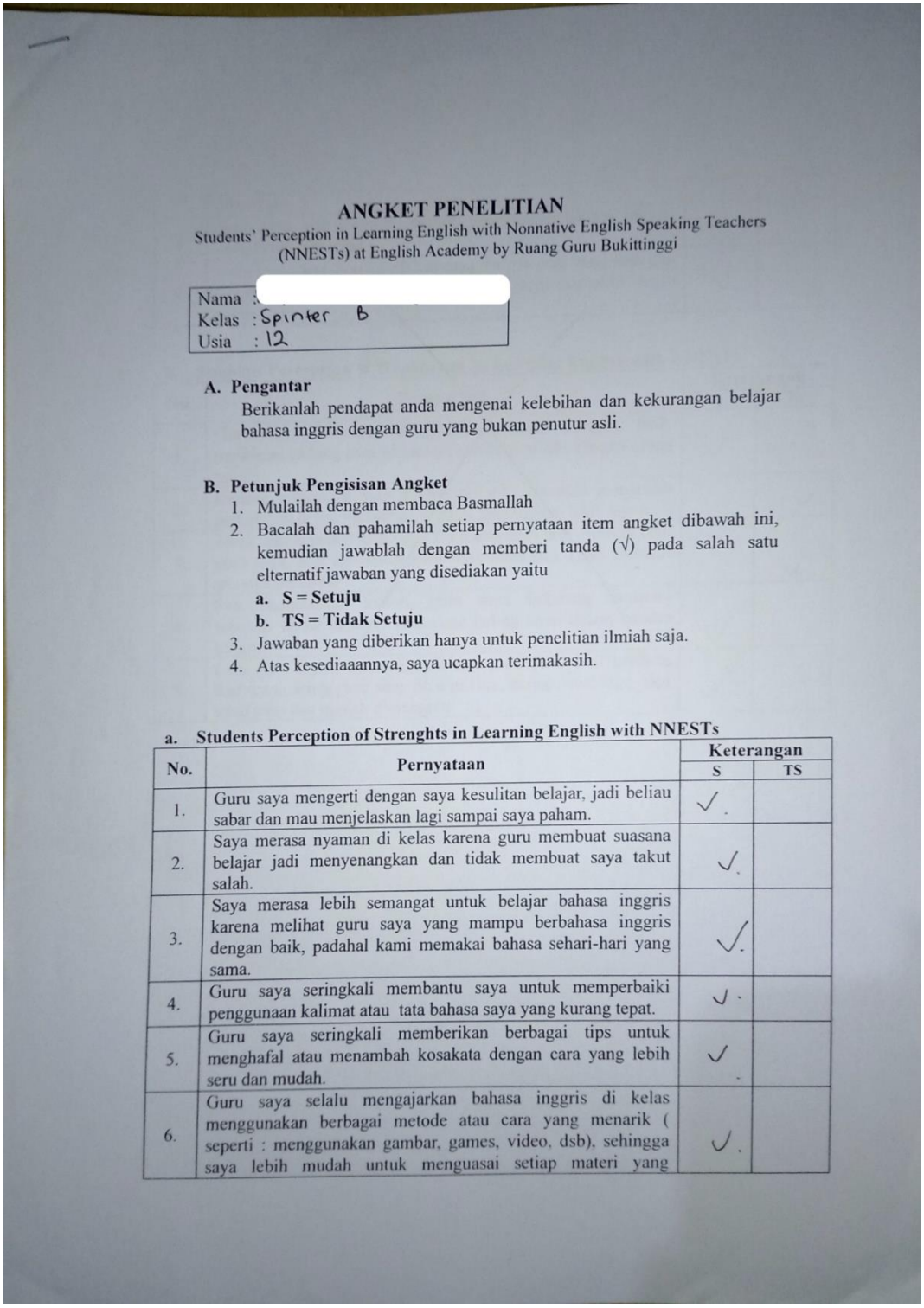
a. Students Perception of Strenghts in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya mengerti dengan saya kesulitan belajar, jadi beliau sabar dan mau menjelaskan lagi sampai saya paham.	√	
2.	Saya merasa nyaman di kelas karena guru membuat suasana belajar jadi menyenangkan dan tidak membuat saya takut salah.	√	
3.	Saya merasa lebih semangat untuk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inggris dengan baik, padahal kami memakai bahasa sehari-hari yang sama.	√	
4.	Guru saya seringkali membantu saya untuk memperbaiki penggunaan kalimat atau tata bahasa saya yang kurang tepat.	√	
5.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.	√	
6.	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games, video, dsb), sehingga saya lebih mudah untuk menguasai setiap materi yang	√	

	diberikan.		
7.	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.	✓	
8.	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.	✓	

b. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.	✓	
2.	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.	✓	
3.	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.	✓	
4.	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.	✓	
5.	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.		✓



ANGKET PENELITIAN

Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi

Nama : [redacted]
Kelas : Spinter B
Usia : 12

A. Pengantar

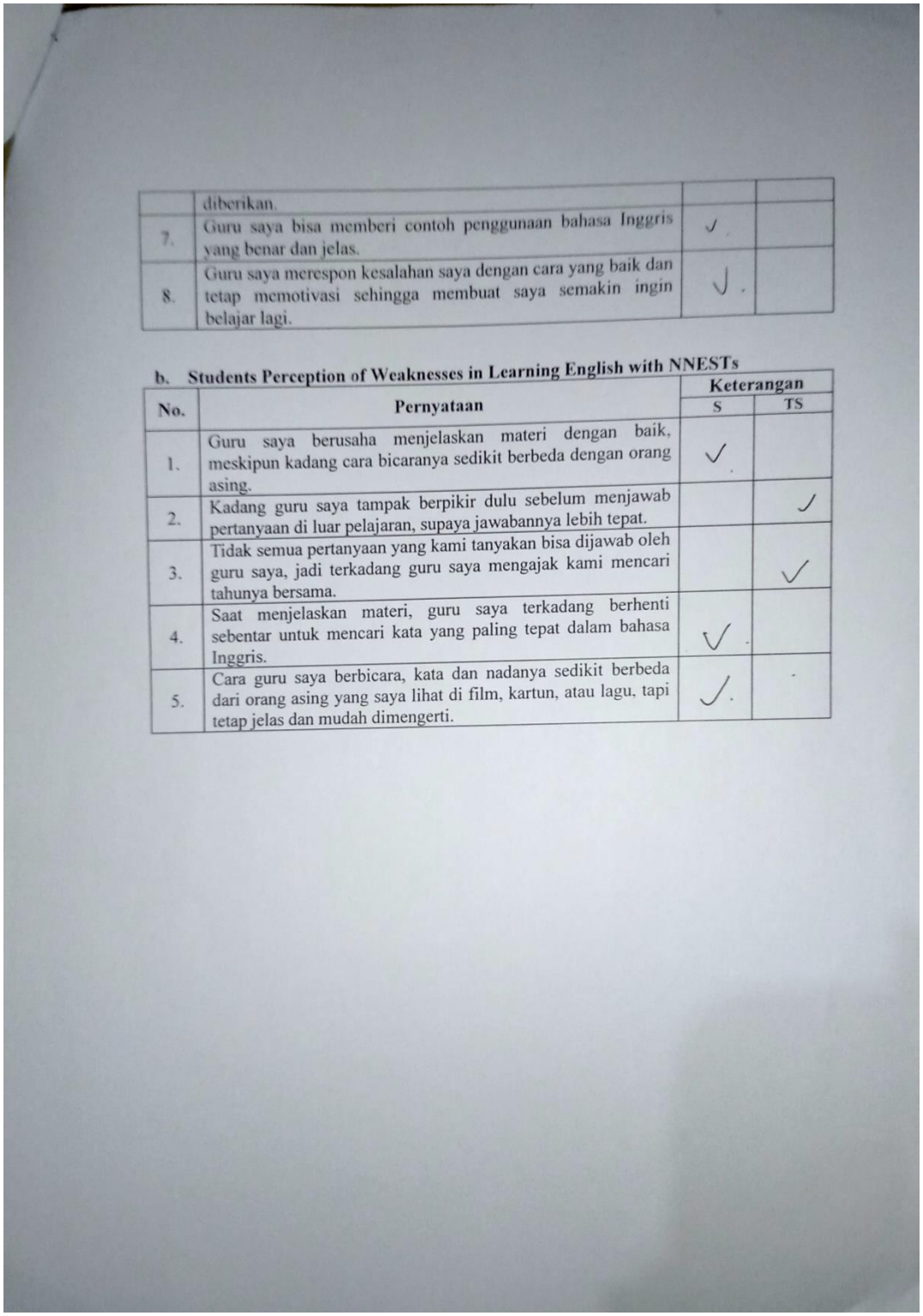
Berikanlah pendapat anda mengenai kelebihan dan kekurangan belajar bahasa inggris dengan guru yang bukan penutur asli.

B. Petunjuk Pengisisan Angket

1. Mulailah dengan membaca Basmallah
2. Bacalah dan pahamilah setiap pernyataan item angket dibawah ini, kemudian jawablah dengan memberi tanda (√) pada salah satu elternatif jawaban yang disediakan yaitu
   a. **S = Setuju**
   b. **TS = Tidak Setuju**
3. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
4. Atas kesediaaannya, saya ucapkan terimakasih.

a. Students Perception of Strenghts in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya mengerti dengan saya kesulitan belajar, jadi beliau sabar dan mau menjelaskan lagi sampai saya paham.	√	
2.	Saya merasa nyaman di kelas karena guru membuat suasana belajar jadi menyenangkan dan tidak membuat saya takut salah.	√	
3.	Saya merasa lebih semangat untuk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inggris dengan baik, padahal kami memakai bahasa sehari-hari yang sama.	√	
4.	Guru saya seringkali membantu saya untuk memperbaiki penggunaan kalimat atau tata bahasa saya yang kurang tepat.	√	
5.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.	√	
6.	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games, video, dsb), sehingga saya lebih mudah untuk menguasai setiap materi yang	√	



	diberikan.		
7.	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.	✓	
8.	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.	✓	

b. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.	✓	
2.	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.		✓
3.	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.		✓
4.	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.	✓	
5.	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.	✓	

ANGKET PENELITIAN

Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi

Nama : [redacted]
Kelas : Senior b
Usia : 10

A. Pengantar

Berikanlah pendapat anda mengenai kelebihan dan kekurangan belajar bahasa inggris dengan guru yang bukan penutur asli.

B. Petunjuk Pengisisan Angket

1. Mulailah dengan membaca Basmallah
2. Bacalah dan pahamilah setiap pernyataan item angket dibawah ini, kemudian jawablah dengan memberi tanda (√) pada salah satu elternatif jawaban yang disediakan yaitu
   a. **S = Setuju**
   b. **TS = Tidak Setuju**
3. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
4. Atas kesediaaannya, saya ucapkan terimakasih.

a. Students Perception of Strenghts in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya mengerti dengan saya kesulitan belajar, jadi beliau sabar dan mau menjelaskan lagi sampai saya paham.	a.	
2.	Saya merasa nyaman di kelas karena guru membuat suasana belajar jadi menyenangkan dan tidak membuat saya takut salah.	a.	
3.	Saya merasa lebih semangat untuk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inggris dengan baik, padahal kami memakai bahasa sehari-hari yang sama.	a.	
4.	Guru saya seringkali membantu saya untuk memperbaiki penggunaan kalimat atau tata bahasa saya yang kurang tepat.	a	
5.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.	a.	
6.	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games, video, dsb), sehingga saya lebih mudah untuk menguasai setiap materi yang	a	

	diberikan.		
7.	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.	✓	
8.	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.	✓	

b. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.	✓	
2.	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.	✓	
3.	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.	✓	
4.	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.	✓	
5.	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.	✓	

ANGKET PENELITIAN

Students' Perception in Learning English with Nonnative English Speaking Teachers (NNESTs) at English Academy by Ruang Guru Bukittinggi

Nama : [redacted]
Kelas : Bunnet
Usia : 3

A. Pengantar

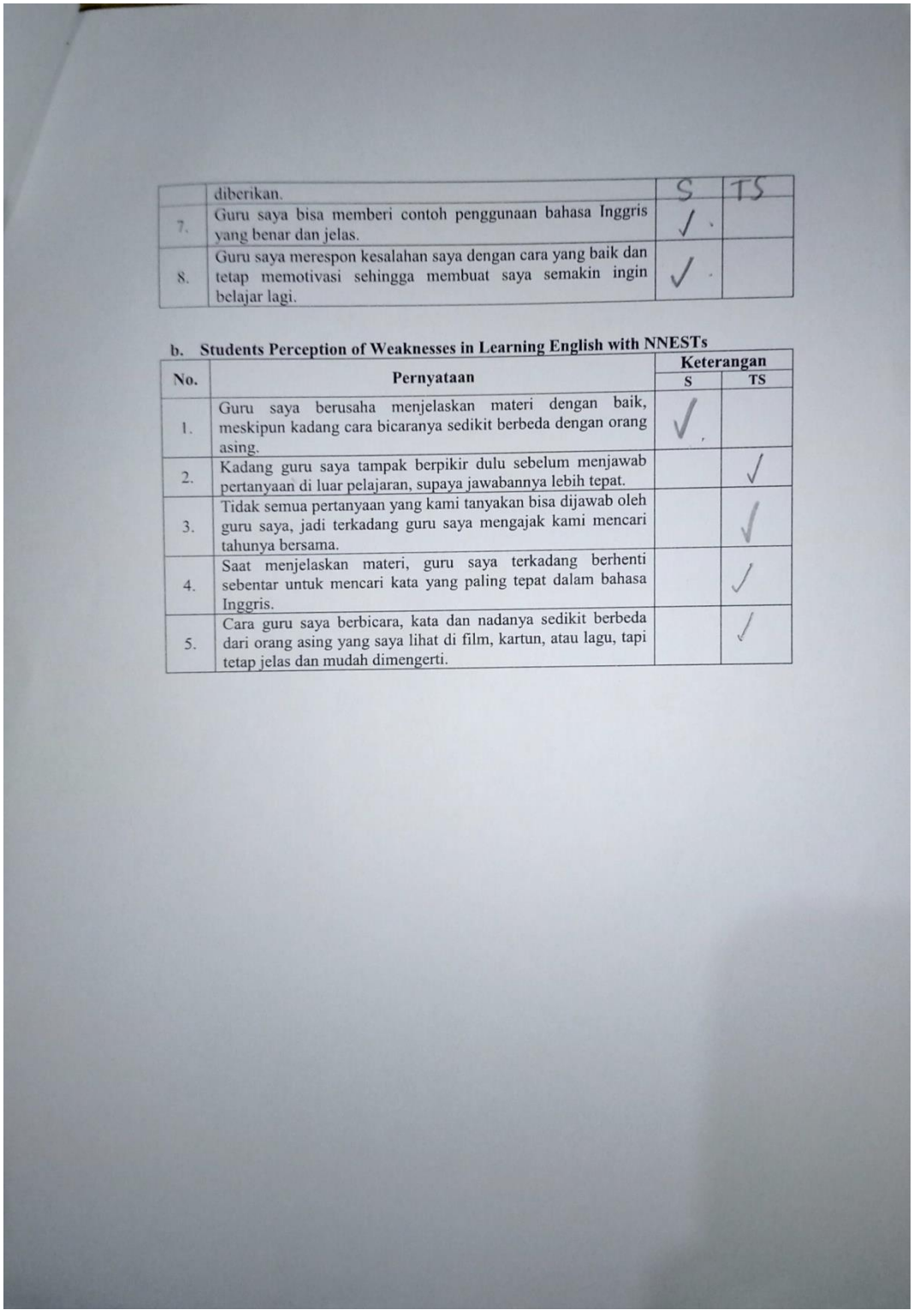
Berikanlah pendapat anda mengenai kelebihan dan kekurangan belajar bahasa inggris dengan guru yang bukan penutur asli.

B. Petunjuk Pengisisan Angket

1. Mulailah dengan membaca Basmallah
2. Bacalah dan pahamilah setiap pernyataan item angket dibawah ini, kemudian jawablah dengan memberi tanda (√) pada salah satu elternatif jawaban yang disediakan yaitu
   a. **S = Setuju**
   b. **TS = Tidak Setuju**
3. Jawaban yang diberikan hanya untuk penelitian ilmiah saja.
4. Atas kesediaaannya, saya ucapkan terimakasih.

a. Students Perception of Strenghts in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya mengerti dengan saya kesulitan belajar, jadi beliau sabar dan mau menjelaskan lagi sampai saya paham.		√
2.	Saya merasa nyaman di kelas karena guru membuat suasana belajar jadi menyenangkan dan tidak membuat saya takut salah.	√	
3.	Saya merasa lebih semangat untuk belajar bahasa inggris karena melihat guru saya yang mampu berbahasa inggris dengan baik, padahal kami memakai bahasa sehari-hari yang sama.	√	
4.	Guru saya seringkali membantu saya untuk memperbaiki penggunaan kalimat atau tata bahasa saya yang kurang tepat.	√	
5.	Guru saya seringkali memberikan berbagai tips untuk menghafal atau menambah kosakata dengan cara yang lebih seru dan mudah.	√	
6.	Guru saya selalu mengajarkan bahasa inggris di kelas menggunakan berbagai metode atau cara yang menarik (seperti : menggunakan gambar, games, video, dsb), sehingga saya lebih mudah untuk menguasai setiap materi yang	√	



	diberikan.	S	TS
7.	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.	✓	
8.	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.	✓	

b. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.	✓	
2.	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.		✓
3.	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.		✓
4.	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.		✓
5.	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.		✓

	diberikan.		
7.	Guru saya bisa memberi contoh penggunaan bahasa Inggris yang benar dan jelas.	√	
8.	Guru saya merespon kesalahan saya dengan cara yang baik dan tetap memotivasi sehingga membuat saya semakin ingin belajar lagi.	√	

b. Students Perception of Weaknesses in Learning English with NNESTs

No.	Pernyataan	Keterangan	
		S	TS
1.	Guru saya berusaha menjelaskan materi dengan baik, meskipun kadang cara bicaranya sedikit berbeda dengan orang asing.	√	
2.	Kadang guru saya tampak berpikir dulu sebelum menjawab pertanyaan di luar pelajaran, supaya jawabannya lebih tepat.		√
3.	Tidak semua pertanyaan yang kami tanyakan bisa dijawab oleh guru saya, jadi terkadang guru saya mengajak kami mencari tahunya bersama.		√
4.	Saat menjelaskan materi, guru saya terkadang berhenti sebentar untuk mencari kata yang paling tepat dalam bahasa Inggris.		√
5.	Cara guru saya berbicara, kata dan nadanya sedikit berbeda dari orang asing yang saya lihat di film, kartun, atau lagu, tapi tetap jelas dan mudah dimengerti.		√

Appendix 10 Documentation of the Research







Appendix 11 Tabulation of the Data

A. Students Perception of Strengths in Learning English

NO	Students Code	students perception of strenghts in learning English with NNESTs								Total
		1	2	3	4	5	6	7	8	
1	AAKG	S	S	S	TS	S	S	S	S	**7**
2	AZA	S	S	S	S	TS	S	S	TS	**6**
3	IZH	S	S	S	S	S	S	S	S	**8**
4	P	S	S	S	TS	S	S	S	TS	**6**
5	MR	S	S	S	S	S	S	S	S	**8**
6	AZ	S	S	S	S	S	S	S	S	**8**
7	S	S	S	TS	S	TS	TS	S	S	**5**
8	G	TS	S	S	S	S	S	S	S	**7**
9	I	S	S	S	S	S	S	S	S	**8**
10	RZI	S	S	S	S	S	S	S	S	**8**
11	NV	S	S	S	S	S	S	S	S	**8**
12	NS	S	S	S	S	S	S	S	S	**8**
13	NSA	S	S	S	S	S	S	S	S	**8**
14	E	S	S	S	S	S	S	S	TS	**7**
15	AC	S	S	S	S	S	S	S	S	**8**
16	DAA	S	S	S	S	S	S	S	S	**8**
17	FSR	S	S	S	S	S	S	S	S	**8**
18	RR	S	S	TS	S	S	S	S	S	**7**
19	HZH	S	S	S	S	S	S	S	S	**8**
20	MA	S	S	S	S	S	S	S	S	**8**
Total		**19**	**20**	**18**	**18**	**18**	**19**	**20**	**17**	**149**
Percentage		**95%**	**100%**	**90%**	**90%**	**90%**	**95%**	**100%**	**85%**	**745%**
Mean		**93%**								

Percentage of each and mean of the statements:

1. $P = \frac{F}{N} \times 100\%$

   $P = \frac{19}{20} \times 100\%$

   $= 0.95 \times 100\% = 95\%$

2. $P = \frac{F}{N} \times 100\%$

   $P = \frac{20}{20} \times 100\%$

   $= 1 \times 100\% = 100\%$

3. $P = \frac{F}{N} \times 100\%$

   $P = \frac{18}{20} \times 100\%$

   $= 0.9 \times 100\% = 90\%$

4. $P = \frac{F}{N} \times 100\%$

$P = \frac{18}{20} \times 100\%$

$= 0.9 \times 100\% = 90\%$

5. $P = \frac{F}{N} \times 100\%$

$P = \frac{18}{20} \times 100\%$

$= 0.9 \times 100\% = 90\%$

6. $P = \frac{F}{N} \times 100\%$

$P = \frac{19}{20} \times 100\%$

$= 0.95 \times 100\% = 95\%$

7. $P = \frac{F}{N} \times 100\%$

$P = \frac{20}{20} \times 100\%$

$= 1 \times 100\% = 100\%$

8. $P = \frac{F}{N} \times 100\%$

$P = \frac{17}{20} \times 100\%$

$= 0.85 \times 100\% = 85\%$

Mean : $\frac{S1+S2+S3+S4+S5+S6+S7+S8}{8} =$

$$\frac{95\% + 100\% + 90\% + 90\% + 90\% + 95\% + 100\% + 85\%}{8} =$$

$$\frac{745\%}{8} = 93.125\%$$

B. Students Perception of Weaknesses in Learning English with NNESTs

NO	Students Code	students perception of strenghts in learning English with NNESTs					Total
		1	2	3	4	5	
1	AAKG	S	TS	S	TS	S	**3**
2	AZA	TS	S	S	TS	S	**3**
3	IZH	S	TS	S	TS	S	**3**
4	P	S	TS	S	S	S	**4**
5	MR	S	S	S	S	S	**5**
6	AZ	S	S	TS	S	TS	**3**
7	S	S	S	S	S	S	**5**
8	G	S	TS	TS	TS	S	**4**
9	I	S	TS	TS	TS	TS	**3**
10	RZI	S	S	S	S	S	**5**

11	NV	S	S	S	S	S	**5**
12	NS	S	S	S	S	S	**5**
13	NSA	S	S	S	S	S	**5**
14	E	S	S	S	S	S	**5**
15	AC	S	TS	TS	TS	TS	**1**
16	DAA	S	S	S	S	TS	**4**
17	FSR	S	S	S	S	TS	**4**
18	RR	S	S	TS	S	S	**4**
19	HZH	S	TS	TS	S	S	**3**
20	MA	S	S	S	S	S	**5**
Total		**19**	**13**	**14**	**14**	**15**	**79**
Percentage		**95%**	**65%**	**70%**	**70%**	**75%**	**375%**
Mean		**75%**					

Percentage of each and mean of the statements:

1. $P = \frac{F}{N} \times 100\%$

   $P = \frac{19}{20} \times 100\%$

   $= 0.95 \times 100\% = 95\%$

2. $P = \frac{F}{N} \times 100\%$

   $P = \frac{13}{20} \times 100\%$

   $= 0.65 \times 100\% = 65\%$

3. $P = \frac{F}{N} \times 100\%$

   $P = \frac{14}{20} \times 100\%$

   $= 0.7 \times 100\% = 70\%$

4. $P = \frac{F}{N} \times 100\%$

   $P = \frac{14}{20} \times 100\%$

   $= 0.7 \times 100\% = 70\%$

5. $P = \frac{F}{N} \times 100\%$

   $P = \frac{15}{20} \times 100\%$

   $= 0.75 \times 100\% = 75\%$

Mean : $\frac{S1+S2+S3+S4+S5}{8} =$

$\frac{\mathbf{95}\% + \mathbf{65}\% + \mathbf{70}\% + \mathbf{70}\% + \mathbf{75}\%}{\mathbf{5}} =$

$\frac{\mathbf{375}\%}{\mathbf{5}} = \mathbf{75}\%$