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## A Comparative Study of Student Perceptions of Native and Non-Native English-Speaking Educators in Indonesian University

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### ABSTRACT

The comparative analysis of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in Indonesian English medium higher education (EMHE) is underexplored. This study aims to bridge this gap by examining a university student's perceptions of NESTs and NNESTs within this context. An undergraduate from a state university provided insights through a semi-structured interview, shedding light on the nuanced views held toward these teacher categories. The study unearthed variations in perceptions across three critical dimensions: pedagogical, linguistic, and socio-cultural. Pedagogically, NESTs were commended for offering authentic language exposure and modeling, showcasing their prowess in delivering native linguistic nuances. Conversely, NNESTs were recognized for their deep understanding of students' linguistic and cultural nuances, reflecting their alignment with the local educational milieu. Linguistically, NESTs stood out for their superior pronunciation and fluency, embodying the quintessence of native English speech. NNESTs, however, were appreciated for their comprehensive grasp of grammar and language structures, providing a solid foundation in English language mechanics. Socio-culturally, a divergence was evident: NESTs were associated with a profound comprehension of Western culture, offering students a global perspective. NNESTs, on the other hand, were valued for their intimate knowledge of Indonesian culture, fostering a relatable and culturally resonant learning environment. The findings advocate for moving beyond the simplistic NEST-NNEST dichotomy, emphasizing the complementary strengths of both. The student's narrative underscored the value of diversity in teaching, advocating for a balanced pedagogical approach that harnesses the unique attributes of both teacher types. This study enriches the discourse on EMHE in Indonesia, advocating for nuanced educational policies that capitalize on the diverse strengths of NESTs and NNESTs, thereby optimizing English language teaching and enhancing student learning experiences.

**KEYWORDS:** Native English-speaking teachers, Non-native English-speaking teachers, Student perceptions, Indonesian higher education.

## INTRODUCTION

The pervasive rise of English as the principal language has significantly influenced numerous societal domains, especially within the educational sphere (lauder, 2008). This trend has been particularly pronounced in Indonesia as it positions itself within the global academic landscape (Mulyati, 2017). The importance of English proficiency in higher education has been widely recognized, as it facilitates international collaboration, access to cutting-edge research, and global networking opportunities (Altabach, 2013; Altbach & Knight, 2007; Dewey & Duff, 2017). In response to this recognition, Indonesian universities have adopted English as a medium of instruction (EMI), reflecting a strategic commitment to preparing students for success in a globalized world (Kirkpatrick, 2014; Kirkpatrick & Zhang, 2011). Consequently, the demand for non-native English-speaking educators proficient in EMI has surged, highlighting the pivotal role of English in shaping the trajectory of higher education in Indonesia (Moussu & Llurda, 2008). Eminent scholars such as Francis and Kachru (1992) meticulously delved into English's role as an international lingua franca, illuminating the complex dynamics where the population of non-native English speakers (NNESTs) outnumbers their native counterparts (NESTs).

Parallel to the expansion of EMI, academic research has focused on students' perceptions concerning the linguistic heritage of both native and non-native educators within the educational milieu. Comprehensive research by Inbar-Lourie and Donitsa-Schmidt (2019) probed into student attitudes toward the attributes associated with both categories of English language instructors. Their methodologically diverse study underscored a marked preference among learners for native English-speaking academicians, a choice anchored in the latter's advanced language command and pedagogical expertise. A consistent preference for native-speaking educators has been observed across a spectrum of cultural and pedagogical environments.

Additionally, studies conducted within nations like Indonesia have shed light on students' stances on NESTs and NNESTs within EMI classrooms. Utilizing tools such as questionnaires and interviews, Rahman and Yuzar (2020) distilled insights from Indonesian learners. Their findings suggest that educational students associate NESTs with more stimulating interactions. Conversely, NNESTs are perceived to possess a nuanced understanding of learners' cultural contexts, thanks to common cultural ties. Research by Wulandari, Rosnaningsih, and Sintawati (2021) aimed to discern how Indonesian students discern the presence of native versus non-native English-speaking educators in EMI scenarios. This investigation aspired to unpack the preferences and perspectives of Indonesian learners within this educational framework. In their investigation, Zurrahmi and Triastuti (2022) delved into how Indonesian learners of English as a Foreign Language (EFL) regard the efficacy of instructors who are non-native English speakers. Findings from this study brought to the fore the crucial role played by socio-affective skills, mastery of the content, and teaching capabilities. Specifically, engaging and relating to students' socio-emotional needs was deemed most pivotal. The study revealed that such perceptions varied widely with the students' levels of English proficiency and highlighted the integral role that proficient non-native English educators play within Indonesia's educational framework.

Despite a considerable corpus of research on NESTs and NNESTs, there is an enduring call for further scholarly inquiry, particularly within English as a Medium of Higher Education (EMHE) in Indonesia and analogous settings. Since 2018, a dedicated collective of researchers has sought to deepen our understanding of such topics, aspiring to provide a comprehensive perspective on student views, educational attainments, and the efficacy of EMI initiatives (Kachru, 1992). Investigations by Smith and Johnson (2021) and Li and Wang (2022) have significantly enriched our understanding of the intricate interplay between an instructor's linguistic background and student engagement in EMI contexts. Guo, He, and Wang (2022) have also made notable progress in evaluating English-medium instruction at tertiary levels, particularly focusing on the influential factors and their effects.

This inquiry intends to elucidate Indonesian students' perceptions of English as a Medium of Instruction within higher educational settings, concentrating on the roles of both NESTs and NNESTs. Moreover, it examines students' views towards NESTs and NNESTs in the specific context of EMHE classrooms. The central question guiding this research is: What are the perceptions of Indonesian students regarding native and non-native English-speaking educators in EMHE settings? Insights gleaned from this study are anticipated to yield valuable data on the distinctive attributes of NESTs and NNESTs that may benefit learners navigating the landscape of English-medium higher Education.

## **METHOD**

### **1. Research Design**

This research employed a qualitative method to explore Indonesian EFL students' perceptions of Native English-speaking teachers (NESTs) and Non-Native English-speaking teachers (NNESTs) in English Medium Instruction (EMI) classes at the higher education level. Narrative techniques were utilized to investigate students' experiences and views regarding NESTs and NNESTs in EMI settings.

### **2. Research Setting and Participant**

This research was conducted at the State Islamic University in North Sumatra, Indonesia, selected for its international program, which exemplifies EMI (English Medium Instruction) in higher education. The program includes students taught by both Native English-speaking teachers (NESTs) and Non-Native English-speaking teachers (NNESTs).

A single participant, an undergraduate majoring in English education program, was interviewed. This individual was selected due to their native language, *Bahasa Indonesia*, and participation in international program classes. These circumstances provided the participant with direct experiences of being instructed by both NESTs and NNESTs in an English-language instructional environment, positioning them as a representative voice for understanding the perceptions of both types of teachers in an EMI context.

The participant, enrolled in the international relations program, had extensive experiences with both NESTs and NNESTs in their courses. Additionally, the participant was exposed to NESTs in multicultural settings through participation in the American Field Service (AFS) exchange program. The participant began learning English in elementary school, where NNESTs were the instructors, and spent over ten years doing so. In addition, the participant is a student who was privileged to study American culture and English as part of the YSEALI program in the USA.

### 3. Research Instruments and Data Collection Techniques

The information for this study was collected through semi-structured discussions conducted with undergraduates enrolled in EMI courses within a tertiary education framework. This interview technique was employed because the research aimed to document the spoken perspectives of the participants, guided by Flick's guidance (2009). The interviews took place in a casual context and were guided by a structured set of questions that directed the formation of the interview inquiries (Manson, 2002, p.62). The specific questions formulated for the interviews are outlined in the following table.

Thematic analysis was employed in this study because it is particularly apt for examining student perceptions. Maguire and Delahunt (2017) have argued that thematic analysis is arguably the most influential method in the social sciences, owing to its clarity and flexibility. Supporting this approach, Peel (2020), in "A Beginner's Guide to Applied Educational Research Using Thematic Analysis," elucidates how thematic analysis is adept at identifying, analyzing, and reporting patterns within data. This methodology has proven invaluable for researchers seeking to understand complex qualitative phenomena comprehensively.

Table 1. Formulation of Interview Questions

Subject	Conceptual Definition	Components	Interview Question
NESTs and NNESTs	Sung (2014) stated that the difference between Native English-Speaking teachers and Non-Native English-Speaking teachers could be divided into strengths and weaknesses.	Pedagogical strengths and weaknesses	Could you explain the teaching strengths and weaknesses of NESTs/NNESTs in the class?  Why is it considered a teaching strength or weakness of NESTs/NNESTs?  How do you perceive those strengths or

			weaknesses that NESTs/NNESTs has while teaching?
		Linguistic strengths and weaknesses	<p>How do NESTs and NNESTs reflect their English proficiency?</p> <p>Could you tell me any dissatisfaction that you might feel towards teachers' use of English as a medium of instruction?</p> <p>How do you perceive those proficiency and dissatisfaction that NESTs/NNESTs have while teaching?</p>
		Sociocultural strengths and weaknesses	<p>Could you explain the cultural strengths and weaknesses of NESTs/NNESTs in the class?</p> <p>Why is it considered as a teacher's sociocultural strength or weakness of NESTs/NNEST?</p> <p>How do you perceive those sociocultural strengths that NESTs/NNESTs has while teaching?</p>

#### **4. Data Analysis**

Thematic analysis was employed in this study because it is particularly apt for examining student perceptions. Maguire and Delahunt (2017) have argued that thematic analysis is arguably the most influential method in the social sciences, owing to its clarity and flexibility. Supporting this approach, Peel (2020), in "A Beginner's Guide to Applied Educational Research Using Thematic Analysis," elucidates how thematic analysis is adept at identifying, analyzing, and reporting patterns within data. This methodology has proven invaluable for researchers seeking to understand complex qualitative phenomena comprehensively.

#### **5. Trustworthiness**

Referencing seminal and contemporary studies was crucial for aligning with the current scholarly discourse on research trustworthiness, including revised criteria such as credibility, transferability, dependability, and confirmability. Building upon the foundational framework proposed by Lincoln and Guba (1985) and further emphasized by Cypress (2017) in "Rigor or Reliability and Validity in Qualitative Research: Perspectives, Strategies, Reconceptualization, and Recommendations," the critical importance of rigorous validation methods in qualitative research was underscored. Such methods ensured the reliability and validity necessary to maintain research integrity.

Effective research methodologies were grounded in processes that ensured trustworthiness. This typically involved the engagement of academic supervisors who verified the accuracy of the researcher's interpretations and oversaw the implementation of participant member checks. These procedures not only enhanced the credibility of the research but also strengthened its overall data integrity. Additionally, creating comprehensive, coherent, and methodologically sound reports was vital for the transferability of findings, facilitating their application across diverse contexts. Furthermore, the continuous involvement of academic supervisors throughout the research process played a crucial role in ensuring both the dependability and confirmability of the research outcomes, solidifying the study's foundation, and extending its impact.

### **RESULT AND DISCUSSION**

The study results are categorized into two primary aspects: student perspectives on Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs). These impressions are delineated in educational, linguistic, and socio-cultural dimensions. Each feature is further expounded upon in terms of positive and negative views. This sub-chapter provides a clear explanation of students' viewpoints toward the NESTs.

## 1. NESTs

The students' evaluations of the NESTs are both favorable and unfavorable regarding pedagogical, linguistic, and sociocultural aspects Sub-chapters 3.1.1.1, 3.2.1.1, and 3.2.1.3 comprehensively explain these elements. The diagram below illustrates the overall results of

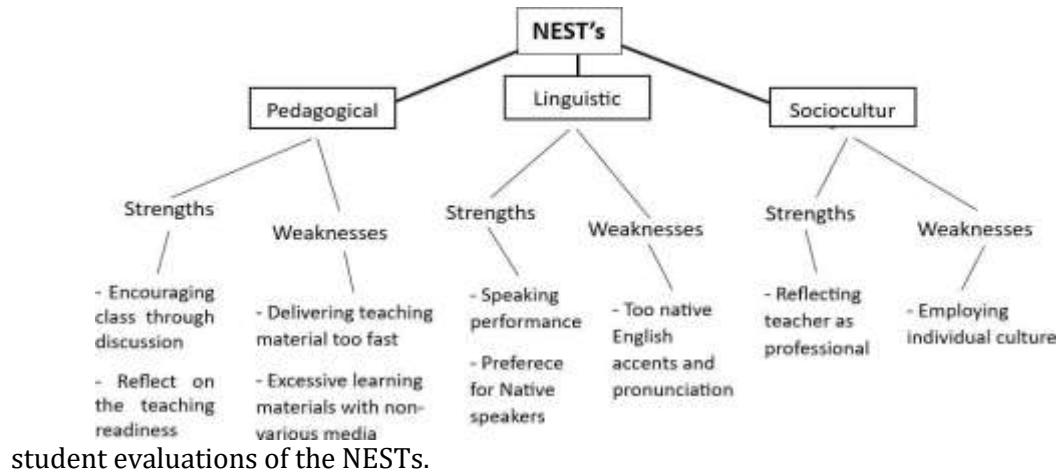


Figure 1. The student perception of the NESTs

Determining this study's research findings is beneficial, as they demonstrate various classifications of students' perceptions regarding NESTs. The schematic diagram is described in greater detail in the following subchapters.

## 2. Pedagogical

The student perceptions of pedagogical aspects are divided into strengths (3.1.1.1) and weaknesses (3.1.1.2). Subsequent sections provide in-depth analyses of how students perceive the NESTs' pedagogical strengths.

### a. Pedagogical Strength

Overall, students' evaluations of the teaching effectiveness of the NESTs may be categorized into two main topics. The first aspect is that NESTs stimulate class engagement via discussions, while the second aspect is that NESTs demonstrate their preparedness for teaching. The first theme demonstrates that the participants regard NESTs as educators who can motivate students to engage in interactive learning activities, such as discussions. The NESTs effectively facilitate dynamic classroom discussions, fostering active student participation and engagement. Furthermore, engaging in discussions may give the student fresh perspectives and enhance their comprehension of the subject matter. The student provides more details about this incident in his accounts below.

Excerpt 1:

*"The discussion engages my interest significantly, as it facilitates a deeper understanding of the material. It is akin to acquiring fresh perspectives and insights, which emerge through the interactive exchange of ideas with my peers during the discussion."*

The excerpt highlights students' positive perceptions of the NESTs' instructional abilities. Their native English proficiency motivates students to engage more actively in discussions. Additionally, the second theme underscores the NESTs' proficiency in lesson preparation. As noted by a participant, they distribute materials well before the semester starts, enhancing readiness and clarity in learning objectives.

Excerpt 2:

*"The NESTs efficiently organized all teaching materials onto a single platform, distributing them well ahead of the semester start. For instance, materials for the September start were made available as early as August."*

The excerpt indicates that the NESTs thoroughly prepared the course materials a month before the semester started, setting them apart from the NNESTs, who often needed to distribute materials at the semester's onset. Students see such preparedness as a mark of professional teaching.

### **b. Pedagogical Weakness**

Students identify two main pedagogical shortcomings of the NESTs: the rapid pace of material delivery and the overwhelming amount of content presented through uniform media. As a participant highlighted, the first issue makes it challenging for students to keep up, leading to less effective learning experiences.

Excerpt 3:

*"Occasionally, the NESTs present material too swiftly, resulting in difficulties for students to comprehend the content effectively."*

Excerpt 3 indicates that effective management of teaching speed is crucial. While each teacher has a unique approach, the excerpt highlights issues with the NESTs' clarity due to rapid delivery, hindering student comprehension and engagement. Additionally, students find the NESTs' approach overwhelming due to the excessive material presented in a monotonous format.

Excerpt 4:

*"The NESTs cover material too quickly and provide an excessive amount, making it challenging to absorb the content of a hundred PowerPoint slides in just an hour."*

The excerpt highlights that NESTs provide extensive material without interactive elements, which, while intended to enhance learning, can overwhelm students. The excessive content presented in a dull format can hinder students' understanding and retention of the information.

### **3. Linguistic**

The research identifies both positive and negative linguistic aspects. A sequential explanation of students' views on the NESTs' pedagogical strengths and weaknesses is provided in sections 3.1.2.1 and 3.1.2.2.

#### **a. Linguistics Strength**

Students' views on the NESTs' linguistic strengths fall into two categories: their speaking performance and their status as native speakers, both embodying native speakers. The first theme highlights that students find the NESTs' speaking style engaging, particularly their use of informal language and colloquial expressions, as detailed in the student's forthcoming account.

Excerpt 5:

*"Their English captivates listeners, likely due to its informal yet respectful tone, enriched with occasional slang."*

The excerpt indicates that students admire the NESTs' exceptional English proficiency, reflecting a bias known as native speakers, where NESTs are considered superior to NNESTs. Similarly, students perceive the NESTs' language skills as highly standard due to their native status, attributing a higher linguistic authority to them and overlooking potential errors.

Excerpt 6:

*"My assumption is that because they are native speakers, their speech and pronunciation are correct."*

The excerpt indicates that the participant views the NESTs as proficient in language use. This perception may lead students to view their language abilities as less advanced than native speakers.

#### **b. Linguistic Weakness**

Negatively, students find the NESTs' native English accents and pronunciations challenging. While accents are natural in speech, they can obstruct comprehension for those learning English as a second language.

Excerpt 7:

*"As a non-expert, I find that the strong and authentic accents of native speakers can make it hard for us to understand their speech."*

The excerpt indicates that students struggle to understand the NESTs due to their pronounced accents, integral to their identity. While some learners manage to minimize their native accents, Indonesian students primarily exposed to British or American English find other accents challenging to comprehend.

#### **4. Socio-Cultural**

The socio-cultural findings reveal both positive and negative views. A detailed analysis of students' perceptions of the NESTs' educational strengths and weaknesses is outlined in sections 3.1.3.1 and 3.1.3.2.

##### **a. Socio-cultural Strength**

Students view the NESTs as professionals within the socio-cultural context, reflecting their role as disciplined educators who enhance student skills and motivation. This perception stems from the broader social environment, shaping attitudes and behaviors. The participants see NESTs as effective teachers focused on student achievement, as detailed in the subsequent student accounts.

Excerpt 8:

*"Native teachers are perceived as more disciplined and stringent than non-native ones, enhancing student motivation for assignments and exhibiting professionalism by being available for consultations."*

The excerpt indicates that the participant views the NESTs as assertive and professional, noting that their disciplined approach to guiding students enhances learning outcomes.

##### **b. Sociocultural Weaknesses**

In the interview regarding sociocultural weaknesses, the participant observed that NESTs often embrace an individualistic culture that contrasts with the students' collective cultural backgrounds.

Excerpt 9:

*"The NESTs' professional and individualistic approach hinders casual or personal interactions outside of class, limiting such encounters to academic or course-related issues."*

Excerpt 9 reveals that the participant struggles to connect with the NESTs' social-cultural background due to their firm distinction between professionalism and personal relationships. This limits closer interactions compared to the more relational approach of the NNESTs. Furthermore, the participant notes the individualistic nature of Western culture as a barrier to forming closer bonds with the NESTs, detailed further in excerpt 10.

Excerpt 10:

*"Given the individualistic nature of native culture, I believe it is unlikely I will develop as close a relationship with a native speaker as I would with an Indonesian lecturer, who tends to be more easygoing and humbler."*

Excerpt 10 illustrates that the student contrasts the individualistic culture of NESTs with the more communal culture of NNESTs, noting that NESTs tend to be less easygoing and humble.

## 5. NNESTs

The research identifies strengths and weaknesses in student perceptions of NNESTs across pedagogical, linguistic, and socio-cultural dimensions, as summarized in the accompanying chart.

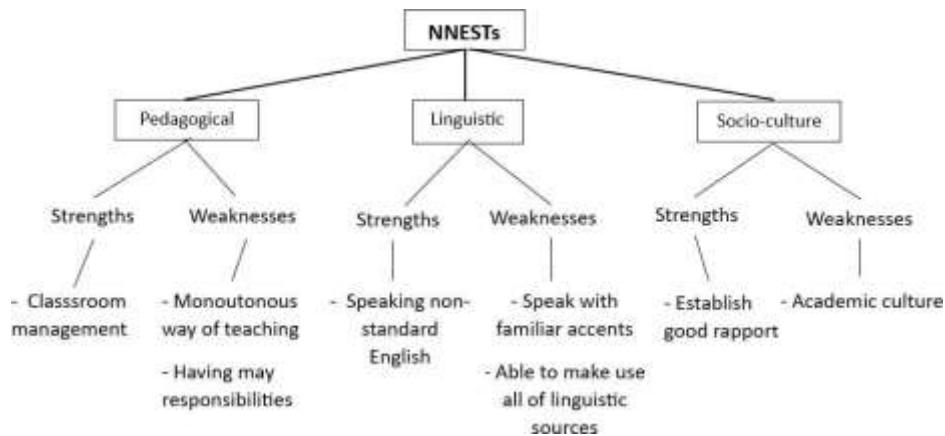


Figure 2: Student perceptions of the NNESTs

Figure 2 clarifies the various categories of student perceptions of NNESTs identified in this study. The sections below provide a detailed breakdown of this schematic chart.

## 6. Pedagogical

This aspect is divided into positive and negative components. Sections 3.2.1.1 and 3.2.1.2 sequentially outline detailed accounts of students' favorable and unfavorable perceptions of NNESTs' pedagogical qualities.

### a. Pedagogical Strength

Regarding pedagogy, NNESTs excel in classroom management, which is evident from their ability to prepare creatively and present materials across multiple platforms. A participant's account below further details this strength.

#### Excerpt 11

*"In teaching, the variety of media used, such as Mentimeter and Quizizz, enhances my enjoyment and engagement."*

The excerpt indicates that NNESTs use interactive platforms like Mentimeter and Quizizz to guide students through lessons comfortably. This approach enhances classroom management and fosters a comfortable and engaging learning environment.

### **b. Pedagogical Weakness**

Students identify two main pedagogical areas for improvement in NNESTs: monotonous teaching methods and heavy responsibilities. The monotony arises from using outdated templates across various platforms and a need for fostering discussions, which diminishes student engagement. A student further explains these issues in the account below.

Excerpt 13

*"The media templates remain unchanged year after year, and discussions are infrequent, leaving us feeling restricted in expressing our opinions."*

The excerpt highlights that the participant feels the NNESTs use unmodified media templates and fail to facilitate sufficient discussion, limiting opportunities for students to express opinions and reducing their engagement. Additionally, the second theme depicts NNESTs as overwhelmed by their extensive responsibilities in the Indonesian educational system, which includes preparing materials, teaching, and fulfilling academic duties. This burden impacts their effectiveness in teaching and managing classroom tasks, as detailed in student accounts below.

Excerpt 15

*"Lecturers are tasked with teaching, conducting research, and handling numerous academic duties, which can sometimes diminish the effectiveness of their teaching."*

Excerpt 15 indicates that NNESTs need help with their extensive job responsibilities. Their primary duty is to deliver effective classroom teaching. However, their academic obligations often hinder this, impacting the student's learning experience and creating obstacles to effective education.

## **7. Linguistic**

The linguistic findings from the research are categorized into positive and negative aspects. A sequential explanation of these perspectives, as viewed by the students, will be detailed in the discussion section.

### **a. Linguistics Strength**

Students identify two critical aspects of NNESTs' linguistic abilities in the classroom: their use of familiar accents and their ability to utilize various linguistic resources. The first theme highlights students' appreciation for NNESTs speaking with their native or Indonesian accents, which are perceived as approachable and straightforward, making the lessons more enjoyable, as further illustrated in the subsequent excerpt.

## Excerpt 16

*"They use an Indonesian accent, making it simpler for us to comprehend."*

The transcript indicates that students view NNESTs' linguistic skills favorably. Specifically, NNESTs' ability to engage students with a familiar accent enhances their teaching effectiveness, particularly for bilingual students who find such accents more comprehensible. A critical linguistic strength of NNESTs is their adept use of diverse linguistic resources, allowing them to tailor examples to the Indonesian learning context, as further explained by a student in the following account.

## Excerpt 17

*"This approach makes it simpler for us to clarify confusions, as the lecturer actively seeks out language similarities to aid understanding."*

The excerpt highlights that NNESTs effectively utilize various linguistic resources, enhancing student comprehension due to language similarities. This skill helps prevent misunderstandings arising from language barriers, making it easier for students to grasp the material presented."

### **b. Linguistic Weakness**

Besides linguistic strengths, this research identifies a critical linguistic weakness among NNESTs: the use of non-standard English. Students observe that NNESTs, teaching English as a second language, often exhibit variations in pronunciation that deviate from standard English norms. A student further discusses these observations below.

## Excerpt 19

*"Their pronunciation often contains inaccuracies or deviations from the standard."*

The excerpt suggests that students believe NNESTs should improve their pronunciation, as they are expected to deliver content and demonstrate proficiency in English. This expectation might lead students to prefer teachers who consistently use correct language.

## **8. Socio-Cultural**

Socio-cultural influences are vital to the research findings, categorized into positive and negative effects. Sections 3.2.3.1 and 3.2.3.2 outline detailed explanations of these effects from the students' viewpoints.

### **a. Socio-cultural Strength**

Sociocultural strengths in this study focus on building strong rapport. Students find that NNESTs quickly form close relationships due to shared cultural backgrounds. This mutual

understanding prevents misunderstandings and enhances teacher-student connections, as detailed in the student's forthcoming accounts.

#### Excerpt 20

*"Most lecturers in the International Relations major strive to understand their students, easing the learning process as there is already a mutual understanding of language and cultural backgrounds".*

The excerpt indicates that students find it easier to connect with NNESTs due to shared cultural and linguistic backgrounds, facilitating closer relationships free from communication barriers.

#### **b. Sociocultural Weaknesses**

Students perceive the academic culture as a socio-cultural weakness of NNESTs, who need help maintaining a robust academic culture. Students believe that NNESTs need to manage their academic responsibilities more effectively, as further detailed in the student's subsequent comments.

#### Excerpt 21

*"In some cultures, there is a relaxed approach to discipline, which can lead to lecturers occasionally arriving late or unexpectedly transitioning their classes to asynchronous sessions in response to unplanned campus events."*

Excerpt 21 above shows that the NNESTs seem to ignore discipline, especially by coming to class late from the schedule. On other occasions, for example, when there is a campus event, the NNESTs would immediately change the face-to-face meeting to asynchronous without any prompt discussion with students. These unmanageable circumstances lead the student to perceive that the NNESTs need to improve their academic culture.

## **1 CONCLUSION**

The study found that Native English-speaking teachers (NESTs) and Non-Native English-speaking teachers (NNESTs) had different teaching approaches in the classroom. Participants perceived NESTs as educators who inspired students through dialogue and evaluated teaching materials, whereas NNESTs mostly managed the classroom. Regarding language usage, the students uniformly recognized that Native English-Speaking Teachers (NESTs) exhibited exceptional oral communication abilities. Still, they found Non-Native English-Speaking Teachers (NNESTs) easier to understand because of their familiar accents. In addition, students noted that non-native English-speaking teachers (NNESTs) were more proactive in establishing connections with the students, while native English-speaking teachers (NESTs) prioritized upholding their professionalism.

This study also highlighted deficiencies in the performance of both native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in the classroom. The NESTs were seen as teachers who delivered knowledge quickly and gave a lot of learning material, while the NNESTs used a dull teaching approach and had many duties. The NESTs were regarded as instructors who spoke English with a natural accent and pronunciation, while the NNESTs used non-standard English. In addition, in the sociocultural context, Native English-speaking teachers (NESTs) were seen as educators who incorporated their cultural heritage. Still, Non-Native English-speaking teachers (NNESTs) were viewed as needing more expertise in the academic culture. The results revealed that both Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs) had clear strengths and weaknesses.

This study emphasized that Native English-speaking teachers (NESTs) and Non-Native English-speaking teachers (NNESTs) demonstrated proficient teaching abilities and English language fluency. The article questioned the difference between Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs), arguing that this separation was superfluous. Each group possessed particular strengths and encountered specific problems, highlighting the importance of developing a more nuanced comprehension of the dynamics of teaching the English language. By acknowledging the varied talents of each group, more efficient teaching methods were developed that capitalized on their strengths.

A significant constraint of this study was its dependence on the subjective viewpoints of a solitary volunteer who represented each type of teacher. This sample's limited number of participants may not have fully encompassed the complete range of experiences and perspectives among native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). Subsequent investigations should encompass a wider array of participants, representing varying educational backgrounds and instructional programs, to augment the generalizability of the results.

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