

THE BENEFITS OF BEING TAUGHT BY NATIVE ENGLISH TEACHERS
IN WRITING CLASS: STUDENTS' PERCEPTIONS

THESIS

Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan



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SALATIGA

2013

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Istyana Cahyaningrum:

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Istyana Cahyaningrum

ABSTRACT

An issue of native English teachers as the right teachers in English teaching has been discussed for many years and many institutions provide many native English teachers as a selling point of the institutions. Many experts deem that native English teachers are more capable in teaching English especially for productive skill like writing because of the language proficiency that native English teachers have. Inspired by this issue, this paper intends to explore what benefits that English Department of Satya Wacana Christian University students got when they were taught by native English teachers in writing class. Data included questionnaires from 50 students who were taking or had taken writing class with native English teachers. Qualitative analyses were also conducted to explore the finding in details. The result shows that there were five benefits that students got from native English teachers to improve writing skills and build their motivation toward writing. This study recommended to teachers or any institutions to concern on what kinds of right skills or classes that should be taught by native English teachers.

Keywords: Students' perceptions, Native English Teachers, Writing class

INTRODUCTION

Language basically is a means of communication. By using language people can share many ideas to one another. In relation to the mastery of language, there are basically four skills to be concerned (Nida, 1957; Fox, 1994; Leki, 1997; Spack, 1997). They are listening and reading as receptive skills, speaking and writing skills as the productive skills where they are related to one another. People, however, are emphasizing in acquiring speaking skill. They usually assume that speaking is the most important skill. They think that speaking is the most effective way to communicate because we communicate directly through speaking. It is supported by Day (1991:7) that says speaking is more accurate than writing, as the accuracy of a spoken message declines as the message is passed from one to another. Meanwhile, we need to know that through writing we can deliver more ideas because we have more times to

think. As Flower (1985) notes, writing is making your words say what you really mean.” It seems that writing has also been an important way to communicate. Sometimes, people prefer to deliver their ideas into written words rather than saying it directly. Those kinds of people tend to spend their time in making very good writing. In fact, writing is the productive skill in written mode. It is more complicated than it seems at the first, and often seems to be the hardest of the skills, since it involves not just a graphic representation of speech, but also the development and presentation of thoughts in a structured way. Yau (1989) says that writing looks so complicated because there are five general components in writing process which are:

1. The content (the ideas expressed)
2. The form (the organization of the content)
3. Grammar (the employment of grammatical form and syntactic pattern)
4. Style (the choice of structure and lexical items)
5. Mechanics (the use of the explicit convention of the language)

So, in writing process, the writer has to include and balance the components above in order to have a good writing.

Besides, Brown (1994) mentions the seven characteristics of written language which are permanence, production time, distance, orthography, complexity, vocabulary, and formality. White (1986) says, “Many writers in the world agree that writing is a darn hard work, tougher than anything else they can think of.” The ability to write well is not a naturally acquired skill. It is usually learned or culturally transmitted as a set of practices in formal instruction settings or other environments. Writing skills must be practiced and learned. Writing also involves composing, which implies the ability either to tell or retell pieces of information in a form of narratives or description, or to transform into new texts, as

in expository or argumentative writing. However, composing and transforming information into written forms are not as easy as transforming information into oral communication, especially for people who write in a second language (L2) or a foreign language context like English (Kern, 2000).

In addition, formulating new ideas in writing can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in “a two-way interaction between continuously developing knowledge and continuously developing text” (Breiter & Scardamalia, 1987). Compared to the students writing in their native language (L1), however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques, and skills. The purpose of most ESL (English as Second Language) students for Writing is sometimes being a good writer with less grammatical errors. Sometimes students say that they want to write in natural and grammatical correct sentences like native English teachers do.

When talking about language learning, we must not forget to talk about the teachers. Because the success of the students also depends on the way the teachers create a successful student through their learning strategies. Like Archibald & Jeffery (2000) list four main areas of research into L2 writing: the process, the product, the context and the teaching of writing language learning. So the teachers also take an important role in the students learning process. There are two kinds of teachers, native and non native teachers, and both of them are considered as competent users of language since they know how to recognize and produce a range of sounds, where to place a stress in words and phrases, and know what different information tunes mean and how to use them (Harmer, 1991).

Along with the strengthening position of English as a language for international communication itself, learning and teaching English has been predicted on the distinction

between non-native and native English teacher. A native English teacher is “a person who has spoken a certain language since early childhood” and they are persons who are believed to stand out in teaching their language to anyone who need help in learning their language (Christophersen & McArthur, 1992, p. 682). According to Kachru (1985), a native English teacher is a person who lives in inner circle countries including the USA, the UK, Canada, Australia and New Zealand where English acts as a first language. Whereas, a non native English teacher is the one who learns the language first then teaches it to their students. Non native English teachers sometimes also use English as their second or third language. They don't use the language on regular basis just like the native English teacher does. They often use it only when they communicate with the other language teachers or when they are required to do so.

Many people believe that native teachers are far more dependable than non native teachers in terms of teaching. Native English teachers tend to be regarded as the credible teachers in learning English process since native English teachers are the real users of the language and surely they are more capable in teaching their own language than non native English teachers especially for productive skills (Davies, 1991). Native English teachers are considered as “perfect models” for learning English because they have the competence, proficiency, or knowledge of the language as a necessary point of reference for the second language proficiency concept used in English teaching theory (Stren 1983:341, cited in McKay 2002:29). This competence according to Harmer (1991:14) is subconscious and allows the native English speakers to generate grammatically correct sentences despite of the fact that some native English teachers may say that they have forgotten all the grammar which they have learned before. However, because they have the competence and they also have been exposed to their language since childhood; their proficiency is far better than the non native teachers and they are also able to use their language accurately and appropriately.

Effective writers need to have an understanding of the process of writing, including an understanding of why it is important to learn to spell, punctuate, and understand appropriate grammatical features. Teacher modeling is not just about the surface of writing but is concerned with the control of the process, even with beginning writers. Engagement in all the processes requires a range of skill, so the teacher modeling and instruction are important to ensure the development of these skills. The language proficiency itself reflects the universal competence of native English speakers. That's why there are many schools or institutions nowadays which provide native English teachers as the selling point of the school.

The case of providing native English teachers in the formal or informal institutions also occurs in English Department. Since English Department teachers consist of both native and non native English teachers, and the consideration of Native English teachers itself are considered as the right choice to help students' pronunciation and enrich their vocabularies, many English Department teachers assume that providing native English teachers is a must. The teachers argue that native English teachers are needed in order to help students in their English learning process. By providing native English teachers, it is hoped that the students learn or get more information from them, so they can master their English especially productive skills. Unfortunately, the number of native English teachers in writing classes are not as many as other classes subjects. Usually, there are only two writing classes for all writing genres who have native English teachers.

However, learning process is two interactions between teachers and students. So here we also have to know the opinion of the students whether providing native English teachers will guarantee that students will have better English or not, because the credible teachers do not always guarantee that the learning success will be achieved. Considering such issues, this study aims to know the English department students' various perceptions on the benefits of being taught by native English teachers in their writing class. Since not all writing classes are

taught by native English teachers, this study only focused on the students who were taking or had taken writing classes taught by native English teachers. The study was guided by the research question:

What are the English Department students' perceptions on the benefits of being taught by native English writing teachers?

This study hopefully can be a consideration for the English Department whether providing native English teachers are the right choice to improve English proficiency of students or not, especially with the issues of the productive skills like writing.

THE STUDY

Since native English teachers are considered as “perfect models” for learning English (Stren 1983:341, cited in McKay 2002:29) and since they are considered to be more capable in teaching productive skill like writing (Davis, 1991), I was interested in finding out the perceptions of the writing class students of the English Department Satya Wacana Christian University on the benefits of being taught by native English teachers. I chose the English Department of Satya Wacana Christian University because the English Department has native English teachers who come from USA, Canada, and Australia as identified by Kachru as inner circle countries (1985). The participants of the study itself were 50 (fifty) students of the English Department Satya Wacana Christian University who were taking or had taken writing class taught by native English teachers. Thirty of them were taking the writing class in the semester where the study was conducted, Expository and Academic writing classes, and twenty of them had taken the writing class in the previous semester. So, all the participants had experienced on how native English teachers taught writing. All the participants' names were pseudonyms which they had made by themselves.

This study used qualitative data. The qualitative data were taken from a questionnaire that I gave to the participants. The questionnaire consisted of 5 open ended questions. The five questions in the questionnaire are the following:

1. Do you like being taught by native English teachers in your writing class? Please give your reasons.
2. What do you think about the teaching style of your native English teachers in your writing class? Please explain briefly
3. Are there any special methods which are used by native English writing teachers in your writing class? Please describe them
4. What do you expect from your native English teachers to help you improve your writing? Please explain.
5. In your opinion, do you think native English teachers are still needed in writing classes? Why or why not? Please explain briefly.

After I got the data, I analyzed the data in descriptive analysis, in the form of words rather than numbers. Indeed, the qualitative research method was used to analyze further on students comments that students gave through the questionnaire that I gave to them. Moreover, I elaborated the data based on the original comments of the students in the questionnaires without any editing.

DISCUSSION

There were six themes that would be discussed. These themes were generated from the result of the questionnaire which was filled by 50 English Department students who have ever been taught by native English teachers in writing class.

The flexibility of native English teachers

Based on the result of the questionnaire, I found that 26 participants in this study felt that most of native English teachers were flexible enough in class activity. Those participants admitted that native English teachers did not follow the curriculum strictly. Instead they preferred to use a variety of materials instead of the written ones. The flexibility of the native English teacher here was strengthened by some students' answers from the result of the questionnaire:

Extract 1. Yolanda's answer (unedited):

"I think native support all our work by giving us some English sources outside of the handout that can help us in writing and improve our skill in writing."

Extract 2. Bebe's answer (unedited):

"Native teachers rarely used all the handout content as their teaching materials. They usually give many additional materials that are more interesting than the handout."

Extract 3. (Tamara's answer (unedited):

"Native teachers can explain the materials clearly using examples. Like I got in my writing class where my native gives materials or scientific sources from a website about writing and I never get it when I teach by non-native teachers."

This result was also supported by Norton and Tang (1997) that said foreign teachers were also more popular because of their appearance, way of talking and flexible teaching approach.

Additionally, the flexibility of native teachers in choosing the other materials instead of the students' handout could really help the students in improving their writing process. As stated by Sidrys and Jakštaitė (1994), native or foreign teachers give more interesting lectures and materials which were good for students learning. The students also found that using other materials like using the internet was more interesting rather than existing materials from the text book which sometimes were difficult to be understood. Moreover, students also could get scientific sources from many internet websites that native English teachers gave. Sidrys and

Jakštaitė (1994) added that native English teachers or foreign teachers provide more recent scientific information and literature since they are more familiar with many English subjects.

Furthermore, some participants also said that they never read their handout or textbooks because of the complicated explanation. One of them stated:

Extract 4. Doni's answer (unedited):

*“ I like the use of internet more in getting sources, reading textbook only make me sleepy and **the contents are difficult**. That's why I never read it.”*

All in all, the flexibility of native English teachers in giving sources in writing class took an important part in developing students' writing skill. The use of additional materials taken from the internet was more interesting to help the students in their writing process, rather than the textbook that came up with mere complicated content. The additional materials sources were needed by the students to lead them what they should write on their writing later on and to find out sources which were useful for their papers.

Having an informal relationship with students

Many cognitive theorists argue that learning is a social event, and studies have proven that both teachers and students would pay the price if teachers neglect to form emotionally warm, supportive relationships with and among their students. That is why to improve students' chances for academic success, educators must strive to form meaningful personal relationship with students (Murray, 2002; Pianta, 1999). A strong relationship with the students was vital for classroom learning process. A teacher and student who had the qualities of good communications and respect in a classroom would establish a positive relationship in the classroom. It was so important and needed in order to create a relaxed atmosphere during class activity.

Many participants in this study said that the teaching style of native English teachers was not really formal. The native English teachers assumed their students as their friends.

Native English teachers were friendlier and they had more open class atmosphere than their non native English teachers. Wu and Ke (2009) found that native teachers would encourage students a lot in a very relaxed classroom atmosphere and behave like their friends. In addition, Jakštaitė (1994) also said that native and foreign teachers are friendlier and have sincere personality and more open class atmosphere. This issue could be seen from the participants' answers who said the following:

Extract 1. Andy answer (unedited):

*“I think **native teacher is not really strict and formal in class**. I can share every problem that I find in my writing. Native English also consider us like friends. I love the way the native teachers regard us as friend, it likes they don't want to create a gap between student and teacher where students have to act like what the teacher asks. We can speak our opinion freely and apply it in our writing.”*

Extract 2. Manja's answer (unedited):

*“In class, I don't feel like a student who is studying because **I can share or speak freely to my native teachers**.”*

The statements above showed that the friendliness of native English teacher was one of factors that students liked when they are taught by native English teachers. Native English teachers looked cooperative and were not dominant during the class activity. The students added that the freedom of expressing their mind and sharing the problem with the teachers without any gap could help them in their writing process. They could write everything in their writing according to their taught without any pressure from the teachers.

In short, the words of the students in this study confirmed that relationships-building is like a prerequisite to a positive classroom environment.

Gaining wider horizon on slangs and idioms.

According to Zarbaliyewa (2011), slang is a controversial issue in teaching a second language since some teachers consider slang as a lower level of a language. However,

American English was full of slangs and idioms that were almost incomprehensible and yet slang was a vital part of language, one that was practically unavoidable whether you were chatting or reading on the internet. Scott Mclean in his book *Writing For Success (2011)*, said that slang is a type of language that is informal and playful where it often changes over time. Meanwhile, idioms are expressions that have a different meaning from the dictionary definitions of the individual words in the expression (Burke, 1998).

In this study, most of the students believed that native English teachers were very helpful in giving or explaining some English slangs and idioms. As Mclean (2011) states: “Not all people master or understand unless the native speaker of the language, non native English teachers sometimes have difficulties making logical sense of idioms and idiomatic expression because of their non- literal nature”. The unedited quotations below gave a typical idea of this response:

Extract 1. Nina’s answer (unedited):

*“Native can help me to **improve my ability in writing** especially for my grammar and sentence structure like **slang or idioms**.”*

Extract 2. Doni’s answer:

“Sometimes I get many slang from my native teachers. I like it because slang usually shorter than the original one.”

Extract 3. Ajeng’s answer:

*“I think **slang or idiom from native can make my writing looks more natural for example in my free writing**” I want write like native writing style.”*

“I also can use slang to write e-mails or letters.”

The result of the responses above showed that native English teachers usually gave a lot of slang and idioms during their writing class. Students claimed that slang and idioms were helpful especially in their hand free writing. Some slang and idioms in their writing would make their writing more beautiful and natural because the majority of the students admitted that they wanted to write as natural as native English did. In addition, extract 3 also

revealed about another students' purpose of learning English in writing class. Students not only wanted to learn how to write formally like academic purpose writings but also informal like writing emails, letters or the other hand free writings.

Moreover, students also could learn many new vocabularies from slang and idioms that their native teachers of English gave. As one participant stated below:

Extract 3. Tika's answer (unedited):

*"Native teachers help me how to use vocabularies appropriately and **give new words like slang that I can use in my writing.**"*

The overall responses set out to determine the important role of native English teachers in giving slang and idioms in students' writing. Surprisingly, the responses were contradictory with the controversial issue of slang and idioms in teaching a second language. Students claimed that slang and idioms were needed to develop their writing styles. The students not only knew how to write academically but also informally where the students could work with many kinds of vocabularies. Students did not have to write on some typical words that they usually used when they were writing some formal writings.

Building students' motivation through feedback

Writing should almost be seen as a communication between writer and reader. Therefore, reader feedback was the best way to sample that communication was developing. Simply seeing something through someone else's eyes was hugely valuable for reflecting on what we were doing because everyone would see it differently that was why the role of teachers was needed to develop students' writing.

Peterson (2012) argues that teachers provide feedback on the students writing to support students' writing development and nurture their confidence as writers. The influences of the teachers on giving feedback to the students could be seen as the following:

Extract 1. Ina's answer (unedited):

*"Native English teachers always give me feedback to the students. **Natives give comments not only the bad one but also the good one. If there were some parts that he likes, he always give a good comment or praise us and that encourages is in writing class.**"*

Extract 2. Jhon's answer:

*"Native gives many feedbacks so that I know how to write and what to do next on my writing. **She makes the class "alive" and gives many comment or feedback on my paper. She also expresses her like such as good, nice etc. Those are very interesting to me to write my paper better.**"*

Extract 3. Susi's answer:

*"I think native's feedback really help me so **I can use the feedback to avoid the error in my writing.**"*

The responses above showed that the positive teachers' comments or feedback like "good", "nice" on the students papers could motivate the students to write more creatively. Zacharias (2007) added that students feel "excited" when receiving teacher feedback, their feeling very much depend on the amount of teacher feedback generated from their draft, where student receive too much feedback will feel 'annoyed' and discouraged to continue writing, but if the teacher give little feedback or good feedback, they will feel 'happy' and 'motivated' to revise their writing. In addition, getting good comments from native teachers, students were willing to write in correct grammar. Those students who were required to correct all errors wrote shorter compositions in subsequent writing, had the most negative attitude toward writing, and most important did not eliminate corrected errors in future.

Another important finding was the way native English teachers gave comments on students' papers. As mentioned in some responses below:

Extract 4. Anissa's answer:

*"Natives give significant feedbacks to my writing. They **never give the correct form directly, but they gives clues or symbols of the mistakes. So I have to think first then correct it by myself.**"*

Extract 5. Joko's answer:

*"Natives give clear feedback. **Even though they don't correct the mistakes like grammar directly, but they still give suggestions which is good to improve my writing.**"*

From the responses above we could see that students who received comments based solely on content spent more time to prepare subsequent writing assignments, made greater progress and became more fluent in English.

Interestingly, the responses indicated that teachers' comments on students' papers had a crucial role in building the students' motivation in writing. Students were more motivated to write when they got good comments from the teachers. Moreover, teachers' feedbacks also helped them to write thoroughly by avoiding the same mistakes that they had made on their future writing.

Getting more appreciation from native English teachers

One of more significant findings that emerged from this study was the appreciation of native English teachers toward the students' writing. Many of respondents said that native English teachers showed more appreciation on their writing. Native English teachers tended to accept everything that students wrote. Native English speakers appreciated more the idea of what students wrote in their writing rather than focused on the element of writing that the curriculum had provided. Therefore, Native English teachers rarely gave a bad mark for students writing except for those who did not show any seriousness in their writing class. The following was the result of native English teachers' appreciation:

Extract 1. Iin's answer:

*"Native teaches to the point and gives **high respect to students' effort.**"*

Extract 2. Marlina's answer:

"Native teachers are more appreciate in assessing our writing. They accept more ideas that we make rather than what syllabus had given."

On the other hand, some students also said that native English speakers focused more on students writing process rather than the product of the writing. Native English teachers

looked from the process on how the students made their writing from the beginning into the final one. The result could be seen as follow:

Extract 3. Jhon's answer:

"Native teachers help me a lot when I have difficulties in my writing and they also more focus on the process rather than the product of my writing."

In conclusion, the data showed that evaluation was something that students were concerned most. The students believed that their native teachers were more flexible than non-native teachers in evaluating the students' achievement. Native teachers were believed to be fair in evaluating students' performance and achievement. Furthermore, the scoring given by non-native teachers mostly depended on the grading criteria from the test paper or syllabus. Meanwhile, native teachers usually had more freedom to decide on the means of evaluating the students' performance. Native teachers did not only grade the student based on the grading criteria on the syllabus, but also graded the ideas and the process on how students created their writing into a final paper.

CONCLUSION

The study set out to determine the English Department students' perceptions on the benefits of being taught by native English teachers. With the methodology employed in the study, the participants provided their subjective critical perspectives allowing them to see the benefits of being taught by native English teachers existing in their writing class.

It was found that there were five benefits that students got from their native English writing teachers. The five benefits came up with the issues of the flexibility, the relationships, slangs and idioms, feedback, and appreciation of native English teachers.

The students believed that the flexibility of native English teachers in the use of variety materials in their class really helped the students in their writing. According to the participants, Native English teachers provided materials which were easier for the students to understand. The use of the internet as additional materials also helped the students to find out many sources that were important to the students' writing. In addition, native English teachers also gave many scientific sources and many new slangs and idioms that students rarely got from their non native English teachers.

The relationship of native English teachers with students and feedback of native English teachers were also the other things that students concerned. The result of the study showed that relationship between teachers and students and also feedback were crucial things that could improve students' motivation on writing. There was no gap between native English teachers and their students which created an effective learning situation where the students could share what they were going to write on their papers with the teachers. This situation motivated the students to write everything on their mind and applied what ideas that they had on their paper. Meanwhile, a good or positive comment from native English teachers increased self confidence of the students to write more.

In addition, the appreciation of native English teachers in grading students' papers became also the main factor that they liked from native English teachers. Students claimed that their native English teachers showed more appreciation on students' papers by giving a good mark to their papers. Native English teachers rarely gave a bad mark to the students because most of native English teachers focused on the process on how students made their papers.

This is a small-scale study, with limited samples and participants. However, the main goal of this study is to present one of the many ESL/EFL contexts in Satya Wacana Christian

University. The results of this study will only reflect a tiny portion of the English Department students' perceptions on the benefits of being taught by native English writing teachers. Approximately, almost all of the participating students had never been taught by a native English teacher before they studied in the university and they usually had only one or two writing classes taught by a native English teacher each semester, so most of the students had relatively little knowledge of native English teachers. Hopefully, this study will give contribution to the other study of the benefits of being taught by native English teachers in the same or different context so that there will be more data about the benefits of being taught by native English teachers in the English classroom context. Furthermore, the result of this study may also give contribution to the English Department of Satya Wacana Christian University or other departments to concern on what kinds of right skills or classes that should be taught by native English teachers.

ACKNOWLEDGEMENTS

This thesis would not have been completed without the help and supports from many people. Therefore, I would like to express my sincere appreciation to the following people who have assisted me in completing this thesis.

First of all, I would express my gratitude to Allah SWT. There is nothing I can do without His guidance, wisdom, and amazing love. I do not need to be afraid even worried about my life and all things that happen to my life because God cares about me. That I am here, study English, do this research is actually His plans in order to show His love to me.

My thesis supervisor, **Mrs. Listyani, S. Pd, M.Hum.** Thank you so much for your guidance, patience, and kindness. I apologize for all mistakes I have ever done so far. God bless you.

My thesis examiner, **Mrs. Martha Nandari, M.A.** Thank you for all your kindness to be examiner for my thesis and the supports during finishing my thesis and study in this faculty. God will always bless you.

My beloved parents, brother, and sister, for your love, support, never ending prayers that always stay on my ways. Also, all my college best friends who always help and support me during my study in English Department.

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APPENDIX A

Questions for Questionnaires

Dear Colleagues,

I am interested in researching English Department students' perception toward the teaching style of native English teachers in writing class. Your participation will help me to complete my thesis at English Department, Satya Wacana Christian University. Please kindly spare a few minutes of your time to fill out this questionnaire. Your responses to this Questionnaire will be treated with utmost confidence. Thank you for your cooperation.

Sincerely,

Istyana Cahyaningrum

English Department, Satya Wacana Christian University

Pseudonym :

Male/ Female :

6. Do you like being taught by native English teachers in your writing class? Please give your reason(s).

7. What do you think about the teaching style of your native English teachers in your writing class? Please explain briefly

8. Are there any special methods which are used by native English writing teachers in your writing class? Please describe them

9. What do you expect from your native English teachers to help you improve your writing? Please explain.

APPENDIX B
QUESTIONNAIRES RESULT

Questionnaire Result 1

Pseudonym : Tamara

Male/ Female : Female

1. Do you like being taught by native English teachers in your writing class? Please give your reason(s).

Yes, because I can gain more knowledge. I mean strategies in writing. native english teachers usually correct the grammar in writing class so it is very useful for my writing.

2. What do you think about the teaching style of your native English teachers in your writing class? Please explain briefly.

Well organized. They can explain the materials clearly using examples. Like I got in my writing class where my native gives materials or scientific sources from a website about writing and I never get it when I teach by non-native teachers.

3. Are there any special methods which are used by native English writing teachers in your writing class? Please describe them

Using examples. I like when my teacher explain the material first, then followed by an example. I can get some ideas from the examples that are given by my native teachers.

4. What do you expect from your native English teachers to help you improve your writing? Please explain.

They can give some examples of a good writing and give the students way to get ideas easier.

5. In your opinion, do you think native English teachers are still needed in writing classes? Why or why not? Please explain briefly.

Yes, because they more helpful than Indonesia teachers in giving some source and time for asking questions or consultation are more flexible.

Questionnaire Result 2

Pseudonym : Andy

Male/ Female : Male

1. Do you like being taught by native English teachers in your writing class? Please give your reason(s).

Yes. I want to know what strategies native English teachers use in teaching writing and compare it with teaching writing in bahasa Indonesia.

2. What do you think about the teaching style of your native English teachers in your writing class? Please explain briefly

I think the teaching style is not quite formal like Indonesian teachers. it's like friend each other.

3. Are there any special methods which are used by native English writing teachers in your writing class? Please describe them

I think native teacher is not really strict and formal in class. I can share every problem that I find in my writing. Native English also consider us like friends. I love the way the native teachers regard us as friend, it likes they don't want to create a gap between student and teacher where students have to act like what the teacher asks. We can speak our opinion freely and apply it in our writing.

4. What do you expect from your native English teachers to help you improve your writing? Please explain.

I hope they can help me to increase my ability in writing especially for my grammar and sentence structure.

5. In your opinion, do you think native English teachers are still needed in writing classes? Why or why not? Please explain briefly.

Yes, because the writing style in English is not the same when we do writing in Bahasa Indonesia.

Questionnaire Result 3

Pseudonym : Ajeng

Male/ Female : Female

1. Do you like being taught by native English teachers in your writing class? Please give your reason(s).

Yes, I do. The native teachers can explain the materials well and they know many idioms than non native English teachers.

2. What do you think about the teaching style of your native English teachers in your writing class? Please explain briefly

I think slang or idiom from native can make my writing looks more natural for example in my free writing "I want write like native writing style. I also can use slang to write e-mails or letters."

3. Are there any special methods which are used by native English writing teachers in your writing class? Please describe them

Yes. The students could consult via email.

4. What do you expect from your native English teachers to help you improve your writing? Please explain.

They help me on how to choose and use vocabularies appropriately. So my writing can be as natural as native English teachers do.

5. In your opinion, do you think native English teachers are still needed in writing classes? Why or why not? Please explain briefly.

Of course. They can give us more experience in English- writing.

Questionnaire Result 4

Pseudonym : Ina

Male/ Female : Female

1. Do you like being taught by native English teachers in your writing class? Please give your reason(s).

Yes.

- *The feedback is clear*
- *Being more appreciated for the ideas*

2. What do you think about the teaching style of your native English teachers in your writing class? Please explain briefly

I think it's good. They can give many useful feedbacks and give clear directions on what to do. The teachers explain things that should be done by the students clearly before the students did the task.

3. Are there any special methods which are used by native English writing teachers in your writing class? Please describe them

Native English teachers always give me feedback to the students. Natives give comments not only the bad one but also the good one. If there were some parts that he likes, he always give a good comment or praise us and that encourages is in writing class

4. What do you expect from your native English teachers to help you improve your writing? Please explain.

Give clear feedback → directly on the mistakes and then give suggestions.

5. In your opinion, do you think native English teachers are still needed in writing classes? Why or why not? Please explain briefly.

Yes, because we will learn how to develop our writing naturally just like what native teachers do.

Questionnaire Result 5

Pseudonym : Marlina

Male/ Female : Female

1. Do you like being taught by native English teachers in your writing class?
Please give your reason(s).

Yes, because they explained clearly about the appropriate words that I should use in my essay and usually native teachers more appreciate our ideas.

2. What do you think about the teaching style of your native English teachers in your writing class? Please explain briefly

The teachers give more freedom to the students to write and to develop our creativity and they taught the materials systematically.

3. Are there any special methods which are used by native English writing teachers in your writing class? Please describe them

Native gives many feedbacks so that I know how to write and what to do next on my writing. She makes the class "alive" and gives many comment or feedback on my paper. She also expresses her like such as good, nice etc. Those are very interesting to me to write my paper better.

4. What do you expect from your native English teachers to help you improve your writing? Please explain.

Native teachers help me a lot when I have difficulties in my writing and they also more focus on the process rather than the product of my writing

5. In your opinion, do you think native English teachers are still needed in writing classes? Why or why not? Please explain briefly.

Yes, because I think they give more respect to the students and not only really "strict". So the students will be able to communicate with the teachers well, respected, and confident with themselves.

