

## Non-Native English-Speaking Tutor: The Students' Perception at English Education Center In Banyuwangi

Bukan Penutur Asli Bahasa Inggris Speaking Tutor: Persepsi Siswa di Pusat Pembelajaran Bahasa Inggris di Banyuwangi

Rizki Nurfida Pambayun <sup>1a(\*)</sup> Dian Arief Pradana <sup>2b</sup> Ifa Muhimmatin <sup>3c</sup> Moch. Ardi Setyawan <sup>4d</sup>

<sup>1234</sup>Universitas 17 Agustus 1945 Banyuwangi JL. Adi Sucipto no.26 Banyuwangi

<sup>a</sup>[rizkinurfida@untag-banyuwangi.ac.id](mailto:rizkinurfida@untag-banyuwangi.ac.id)

<sup>b</sup>[dianarief@untag-banyuwangi.ac.id](mailto:dianarief@untag-banyuwangi.ac.id)

<sup>c</sup>[ifa.muhimmatin@untag-banyuwangi.ac.id](mailto:ifa.muhimmatin@untag-banyuwangi.ac.id)

<sup>d</sup>[ardi\\_ganteng@untag-banyuwangi.ac.id](mailto:ardi_ganteng@untag-banyuwangi.ac.id)

(\*) Corresponding Author

[rizkinurfida@untag-banyuwangi.ac.id](mailto:rizkinurfida@untag-banyuwangi.ac.id)

**How to Cite:** Pambayun. (2024). Bukan Penutur Asli Bahasa Inggris Speaking Tutor: Persepsi Siswa di Pusat Pembelajaran Bahasa Inggris di Banyuwangi  
 doi: 10.36526/js.v3i2.

Received: 18-04-2024

Revised : 11-04-2024

Accepted: 31-05-2024

**Keywords:**

Students' perception,  
 speaking ability,  
 non-native English  
 speaker,  
 NNEST

**Abstract**

This research was examined to gain student's perception of non-native English-Speaking Tutor: at English education centre in Banyuwangi. There were 28 students of Desy Education Banyuwangi as the participant of this research. The research instruments applied were questionnaire and interview. The data analyzed by using qualitative data analysis techniques such as flow model and tabulating data. Based on the whole instruments and techniques applied, the researcher found out 24 points which written clearly in the table as the final result of questionnaire. In addition, interview was used to support the answers of students' questionnaire. The result shown that half of students (68%) stated that the skills and the success of non-native English-speaking tutors inspired them to achieve the same or even better competence than NNEST. Furthermore, the students' positive perceptions were also strengthened by the results of interviews which indicated that students gave positive perceptions which explained that if they were highly motivated and confident, they could achieve success in speaking like NNEST. So, it can be conclude that most of the students had the positive perception of Non-native English Speaking Tutor: at English Education Centre in Banyuwangi.

### INTRODUCTION

Speaking ability is an important skill of learning English language as foreign language in Indonesia because it can help students in understanding the material that given by tutor. That is not only the important of the speaking ability of the students. It is also necessary to evaluate the speaking ability of the tutor because it must be supporting the students' learning English in the class of English education center in Banyuwangi.

Based on the author's experiences a learner of a foreign language or English as a second language, students feel doubts about their ability to speak English in front of the class. This doubt is a factor that affects the author's speaking results such as stuttering and unclear sound pronunciation. This incident led to the conclusion that non-native speakers will never be as proficient at speaking as native speakers. So, there is a perception whether NEST tutors will help us achieve proficiency in speaking foreign languages or vice versa. This is a problem that needs to be investigated because the success of students in speaking does not solely come from internal factors, but the tutor is also an external factor that influences this. This study focuses on tutors as a form of contribution to improve balance. Various reasons, only existence non-native speaking English tutor as a distinct entity from native speakers tutor is questioned, this is based on research conducted by (Tosuncuoglu,

2017) almost all over the world NNEST gets a negative opinion compared to NEST. Some scholars argue that final language acquisition is possible even for non-native speakers (Davies, 2013).

Non-native English-speaking tutors are very easy to give any instruction to English students because they have something in common in learning English as a foreign language, namely learning English as their foreign language. So that the equation can make it easier for students or tutors to understand each other's speaking ability. As stated by (Richmond, 2015) that tutor proximity refers to verbal and non-verbal teachers behaviors to reduce psychosocial distance from students, whereas the tutor (or instructor) is the perception made by the students about the trustworthiness of any instruction and the impression that the tutor must manage to achieve useful and relevant results not only for themselves but also for their students.

The positioning of non-native speakers as English teachers has probably been problematic since English was taught International. However, the majority of students around the world study English in a foreign language context, and as a result most English teachers work in such contexts (Cook, 1999). According to (Llurda, 2004) non-native English speaking tutor are privileged with bilingualism, as the experience of moving back and forth between their native and target languages enhances their understanding of learning demands position. Non-native speakers tutor has expressed themselves in different languages through the bilingual process. Students' becomes speaker of English as an international language. Sometimes the non-native speaker as English teacher find difficulties in speaking English because of it is not their mother language.

Generally, speech is one of the most distinguishing features of humans. Talking is a verbal interaction when interacting with other people. According to the (Allison et al., 1998) speaking is considered as a critical skill in learning a second language by most of the learners, and their success in learning a language is measured in terms of their accomplishment in oral communication. This can show the relationship between students' speaking ability and their ability to understand reading, listening, and writing through their speaking ability. While (Sakale, 2012) describes speaking as a dormant skill that has been neglected for a long time in EFL classrooms.

Based on the experts' definitions of speaking, it can be concluded that speaking is the ability to express thoughts and opinions orally to other people, either directly or indirectly. The ability to speak is also very important just like writing, listening and reading. With the ability to speak we can measure their other abilities such as writing, listening, and reading. The ability to speak is also faced by the students.

Every student has diversity in speaking ability and personality. More than half of the students answered that their teacher did not speak English most of the time in the English class (Khan & Ali, 2010). The tutor's speaking ability affects the process and understanding of students. Incorporate student perception which is the process of students' attitudes towards information related to objects in the course environment such as in the classroom, through their sensory systems. So that students can assess and provide an overview of the object being observed. Based on that sources show that students' perception is the process of students assessing information in the form of objects that are observed through the sensory system so as to produce assumptions or judgments. The researcher needs the student' perception of the speaking ability of the tutor.

Student perceptions are influential because teachers or tutors need to know student preferences to consider before starting learning. Based on this, tutors also need to know students' perceptions of their abilities. Extensive research has found that student ratings and comments can provide valid and original information that can help evaluators determine teacher effectiveness (Marsh & Roche, 1993). Because in a lesson a tutor must ensure whether students can receive and understand learning. This is a challenge for the tutor and an evaluation of his abilities. Because of that the researcher wanted to get information about students' English education center perception of non-native English speaking tutor speaking ability.

## METHOD

This study will employ the qualitative method with descriptive study approach. According to the (Kim et al., 2017) Qualitative descriptive research generates data that describe the 'who, what, and where of events or experiences from a subjective perspective. Based on this statement a qualitative method is choose because this study aims at knowing students' perceptions of non-native English-speaking tutor: at English education center in Banyuwangi.

In this qualitative research, a descriptive approach is used because it is in accordance with the research objective to find out and describe students' perceptions of non-native English-speaking tutor: at English education center in Banyuwangi. Qualitative research is descriptive and the data collected are words and pictures rather than numbers.

In this research the selected respondents are students at one of the English education centers in Banyuwangi. Selected students can provide information that needs attention, namely their perceptions of non-native English-speaking tutors.

To collect the data, the researcher used questionnaire and interview. The questionnaire data will be analyzed using Likert Scale. Adapted from (Brown, 2013; Lee, 2020; Wulandari et al., 2021) the questionnaire was in the form of scaled questions by using Likert Scale from 5 to 1 ranging from "strongly agree" to "strongly disagree". The data obtained from questionnaires are analyzed with the following formula:

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

P = Percentage

F = The frequency of item

N = Total respondent

100 = Fixed number

According to the (Simms & Erwin, 2021) definition of the interview is a technique of collecting data from humans by asking questions and making them react verbally. In this study, the researcher selected respondents to be interviewed according to the sampling technique used. Then this interview was conducted to obtain clearer information by referring to the results of the previous questionnaire. During the interview, the researcher gave freedom to the respondent to answer the interview in Indonesian and then the researcher translated it into English.

## RESULT AND DISSCUSSION

### RESULT I

Data that presented in this research is data from a questionnaire that were spreading to students at Desy Education about students' perception of non-native English-speaking tutor at English education center in Banyuwangi. The data has been analyzed using likert scale.

Table.1 Analysis result students perception of non-native English speaking tutor: at English education center in Banyuwangi

NO	STATEMENT	ANALYSIS RESULTS	P (%)	INTERPRETATIO N
1	I can accept talks delivered by non-native English-speaking tutors	Agree	46%	Almost Half
2	I give feedback after non-native English-speaking tutors speaking	Agree	43%	Almost Half
3	I pay close attention when the non-native English-speaking tutors speaking	Agree	64%	Almost
4	I can receive information from talks delivered by non-native English-speaking tutors	Agree	50%	Half

5	I can convey meaning based on non-native English-speaking tutors when they speak	Agree	46%	Almost Half
6	I tried to understand after observing non-native English-speaking tutors when they speak	Agree	61%	Almost
7	I can provide an assessment of non-native English-speaking tutors when they speak	Agree	46%	Almost Half
8	The skills and the success of non-native English-speaking tutors inspire me to achieve the same or even better competence than theirs.	Strongly Agree	68%	Almost
9	I am enthusiastic about asking questions when there is material that is not explained clearly by a non-native English-speaking tutor	Agree	39%	Almost Half
10	The way non-native English-speaking tutor talk and teach is easier to understand.	Agree	32%	Almost Half
11	Non-native English-speaking tutors always display good speaking skills without seeming pressured by the demands of time and amount of support from students so that they are always confident in front of the class	Strongly Agree	36%	Almost Half
12	Non-native English-speaking tutors seem to have high motivation and self-confidence when speaking in front of the class with students	Strongly Agree	43%	Almost Half
13	Non-native English-speaking tutors have the ability to produce and interpret language well	Agree	39%	Almost Half
14	I am sure that non-native English-speaking tutor can teach more effective learning strategies.	Agree	57%	More than Half
15	My non-native English-speaking tutors always provide more information about the materials taught.	Agree	43%	Almost Half
16	Non-native English-speaking tutors always provide positive feedback in every lesson to students	Agree	46%	Almost Half
17	Non-native English-speaking tutors are more capable to anticipate my difficulties in learning	Agree	50%	Half
18	The pronunciation of the non-native English-speaking tutor when speaking is quite clear so that it is easy to understand	Agree	36%	Almost Half
19	In speaking non-native English tutors apply good grammar skills so that they are easy to understand	Agree	43%	Almost Half
20	My non-native English-speaking tutors have bilingual or multilingual competences.	Agree	32%	Almost Half

21	Non-native English-speaking tutor sounds fluent when speaking in front of the class to students so I can hear clearly the meaning of the words spoken	Strongly Agree	46%	Almost Half
22	Non-native English-speaking tutor uses different or broad vocabulary when speaking so that it can help me learn vocabulary that is not yet known and add to my own vocabulary	Agree	50%	Half
23	Non-native English-speaking tutors have good language comprehension skills so that what is conveyed through speaking can be easily understood by students	Agree	43%	Almost Half
24	I can be more successful in learning because I share the same mother tongue with the non-native English-speaking tutors	Agree	39%	Almost Half

### Discussion Questionnaire

Based on the table above the overall results of the questionnaire filled out by Desy Education students can be concluded based on each point of the questionnaire. Students state agreed if, they can receive NNEST's talk, can provide feedback to NNEST, pay attention to NNEST when speaking, can receive information from NNEST's delivery, can convey back the meaning of NNEST's conversation, they try to understand after observing NNEST speak, can assess NNEST when speaking, they ask questions when NNEST's speaking is not clear, they feel that NNEST's way of speaking and teaching is easy to understand, NNEST has the ability to speak and interpret correctly, they believe if NNEST can provide more effective learning strategies, NNEST always clarifies the information conveyed, NNEST gives positive feedback, NNEST knows more about how to overcome student learning difficulties, the pronunciation produced by NNEST is clear so that it is easy to understand, the grammar owned by NNEST is quite good, NNEST has bilingual or multilingual competences, NNEST uses a wide vocabulary so that he can add new vocabulary to students, NNEST has good language comprehension, they are sure that they will be successful in learning because they have the same mother tongue as NNEST.

Then, students state strongly agreed if, they motivated to achieve success in speaking English, NNEST displays a good way of speaking without time pressure and support from students, NNEST always looks motivated and has confidence when speaking, NNEST is fluent in speaking so that the meaning of the words can be heard clearly.

### Interview

The interview is use to support the answer from the questionnaire that the learners filled and to know students' perception about non-native English-speaking tutor at English education center in Banyuwangi. The interview consisted of 5 questions. The first question the students answered with a positive response to the NNEST speaking ability in their class. They describe their perceptions as follows:

The first question the students answered with a positive response to the NNEST speaking ability in their class. They feel they can understand when NNEST speaks because the basic language and speaking skills that NNEST has are quite good according to the students. They describe their perceptions as follows:

"The nnest speaking skills are very good making it easier for us to understand" (Pradana)

"I think my nnest ability in english is good. They always using basic english so it's easy to me as a student to understand what's discribed in the clas" (Alfianoka)

Furthermore, students' perceptions that competence and success in the context of speaking can motivate them to start conversations as speaking exercises. Some of them said:

"Yes i do, because my tutor give me a lot of motivation. then, i have a special class to learn more about conversation. so, if we always practice to speak, we can be a good spoker in english little by little" (Yunita)

" Yes i do, my NNEST motivates me to learn to speak better" (Anisa)

Because of that the students feel NNEST can help them to improvise their speaking abilities in English. In addition, students stated that the best speaking ability could be one of the factors students liked speaking class. Some of them said:

"Yes i believe my NNEST can give me to pronounce well" (Vira)

"Yes they can because... i like the speaking class" (Bian)

Besides being able to help students improve their speaking abilities because of NNEST speaking ability, this is also because NNEST can provide solutions and solve students' problems at that time or in the future in learning to speak English and also understand how the language works. Like some students who believe that NNEST can provide solutions to them in learning languages because it is based on NNEST's experience in speaking and several solutions such as improving aspects that are also related to speaking, namely reading, writing, and listening. Some of them stated the following:

"They can provide a solution because it is... based on their experience in speaking" (Anisa)

"Yes they can, the solution for us is that we must be diligent in reading, observing, writing, and practicing speaking" (Fikri)

As one of the successes of NNEST speaking is that students can understand what they convey correctly. Some students feel that they can certainly understand NNEST when speaking because they feel they have similarities with NNEST from their mother tongue and also as learners of English as a foreign language. As for students who can understand NNEST when speaking because NNEST speaking ability is quite interesting and in learning it feels exciting. They said:

"Of course, they can... maybe because we and NNEST have the same mother tongue, so it's easier to connect" (Nazwa)

"Yes, you can because of this... NNEST speaking ability is interesting and the speaking class is also fun" (Nadya)

Based on the interview above, it can be concluded that students' perceptions of NNEST are positive and they feel happy and interested in speaking learning with NNEST.

The results of the questionnaire and interview make the researcher draw some conclusions that most students gave positive perceptions about their native speaking ability at the English education center in Banyuwangi. More than half of students (68%) stated that the skills and the success of non-native English speaking tutors inspired them to achieve the same or even better competence than NNEST. Apart from that, this result is in line with the opinion (Tuan & Mai, 2015) about factors affecting speaking skills including listening abilities, performance conditions, affective factors, topical knowledge, and feedback. That means students think that the factors that influence the speaking ability of NNEST give rise to positive responses to students.

In addition, the students' positive perceptions were also strengthened by the results of interviews which indicated that students gave positive perceptions which explained that if they were highly motivated and confident they could achieve success in speaking like NNEST. Then another perception that supports it is that the speaking ability is well and so it is easy to understand. This is in accordance with the statement (Crowther et al., 2018) that with good comprehension skills can be a construction that is widely used as a rating scale and also reflects the experience of people speaking in public.

Furthermore, the results of the questionnaire and interviews produced positive perceptions, although there were also some students who gave negative perceptions of NNEST at the English education center in Banyuwangi. But the majority of the resulting perceptions are positive

perceptions so that the researcher concludes that overall, the results of student perceptions are positive. However, students' negative perceptions of non-native speaking abilities are very important. It can be an evaluation for NNEST to increase their competence in speaking so that it can influence students' positive perceptions.

## CONCLUSION

Based on the findings of the research result in the previous chapter, it shows the result of the questionnaire and the interview that the students agreed about the skills and the success of non-native English-speaking tutors inspired them to achieve the same or even better competence than NNEST. They also agreed if they were highly motivated and confident that they could achieve success in speaking like NNEST. Moreover, they stated that the NNEST's speaking ability is well and so it is easy to understand. It can be concluded that students' perception of non-native English-speaking tutor at English education center in Banyuwangi is positive.

After getting the result of the research about the students' perception of non-native English-speaking tutor at English education center in Banyuwangi that gives a positive result, the researcher tries to give some suggestion, especially to NNEST, to other person who concerns in teaching and learning about speaking ability of education. Here are some suggestions that can give by the researcher for the NNEST, the first NNEST use students' mother tongue effectively and are more disciplined and consistent with time and manage classes appropriate. In addition, it is also recommended to practice speaking with proper English spelling and accent to provide the correct example to students.

## REFERENCES

- Allison, D., Cooley, L., Lewkowicz, J., & Nunan, D. (1998). Dissertation writing in action: The development of a dissertation writing support program for ESL graduate research students. *English for Specific Purposes*, 17(2), 199–217. [https://doi.org/10.1016/S0889-4906\(97\)00011-2](https://doi.org/10.1016/S0889-4906(97)00011-2)
- Cook, V. (1999). Going beyond the Native Speaker in Language Teaching. *TESOL Quarterly*, 33(2), 185. <https://doi.org/10.2307/3587717>
- Davies, A. (2013). *Native speakers and native users: Loss and gain*. Cambridge University Press.
- Khan, N., & Ali, A. (2010). Improving the speaking ability in English: The students' perspective. *Procedia - Social and Behavioral Sciences*, 2(2), 3575–3579. <https://doi.org/10.1016/j.sbspro.2010.03.554>
- Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Research in Nursing and Health*, 40(1), 23–42. <https://doi.org/10.1002/nur.21768>
- Llurda, E. (2004). Non-native-speaker teachers and english as an international language. *International Journal of Applied Linguistics (United Kingdom)*, 14(3), 314–323. <https://doi.org/10.1111/j.1473-4192.2004.00068.x>
- Marsh, H. W., & Roche, L. (1993). The Use of Students' Evaluations and an Individually Structured Intervention to Enhance University Teaching Effectiveness. *American Educational Research Journal*, 30(1), 217–251. <https://doi.org/10.3102/00028312030001217>

Richmond, V. P. (2015). Handbook of Instructional Communication. In *Handbook of Instructional Communication*. <https://doi.org/10.4324/9781315664064>

Simms, B., & Erwin, C. (2021). Berg. In *Berg*. <https://doi.org/10.1093/oso/9780190931445.001.0001>

Tosuncuoglu, İ. (2017). Non-Native & Native English Teachers. *Journal of History Culture and Art Research*, 6(6), 634. <https://doi.org/10.7596/taksad.v6i6.573>

Wulandari, R. A., Rosnaningsih, A., & Sintawati, F. (2021). Students' perceptions towards native and non-native english speaker teachers. *ETERNAL (English Teaching Journal)*, 12(2), 80–95. <https://doi.org/10.26877/eternal.v12i2.8705>