



## The Issue of Native and Non-Native English-Speaking Teachers: Which is the Ideal English Teacher?

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*Diharapkan masalah natif tidak mempengaruhi persepsi siswa tentang NEST dan NNEST dalam hal ideal untuk guru bahasa Inggris nantinya. Untuk kelanjutan pengembangan EFL di Indonesia, ketersediaan guru bahasa Inggris yang berkualitas sangat penting. Mereka harus memiliki setidaknya tiga keterampilan penting termasuk linguistik, pedagogis, dan budaya.*

### ABSTRAK

*Penelitian ini menyelidiki persepsi siswa Indonesia tentang cita-cita guru penutur bahasa Inggris asli (NESTs) dan guru penutur bahasa Inggris non-pribumi (NNESTs) dalam Pengajaran Bahasa Inggris (ELT). Penelitian ini merupakan penelitian kepustakaan yang meninjau penelitian terbaru tentang guru bahasa Inggris asli dan guru bahasa Inggris non-pribumi terkait dengan implikasi perbedaan yang signifikan dalam pengajaran mereka. Perbedaan ini dapat dipengaruhi oleh kekuatan dan kelemahan mereka. Tidak dapat dipungkiri bahwa perbedaan tersebut dapat mempengaruhi persepsi/pendapat siswa tentang guru bahasa Inggris yang ideal. Beberapa penelitian sebelumnya menyatakan persepsi positif siswa antara NEST dan NNEST dalam mengajar. Penelitian ini mencoba menggabungkan persepsi dari keduanya. Baik NEST maupun NNEST idealnya harus memiliki peluang yang sama untuk menjadi guru bahasa Inggris yang ideal dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL). Baik NEST maupun NNEST memiliki kesempatan yang sama untuk menjadi guru yang ideal dan menjalankan fungsi utama dalam konteks pendidikan di Indonesia. Namun, mereka harus memiliki penguasaan bahasa yang kuat, keterampilan mengajar yang kuat, dan kualitas pribadi yang positif. Mengajar bahasa Inggris harus menekankan isi keterampilan guru daripada status non-asli yang tidak relevan.*

### ABSTRACT

This research investigates the perceptions of Indonesian students regarding the ideals of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in English Language Teaching (ELT). This research is library research that reviews recent research on native English teachers and non-native English teachers related to the implications of the research in ELT. The analysis shows that NESTs and NNESTs demonstrate significant distinctions in their teaching. These distinctions can be influenced by their strengths and weaknesses. It cannot be denied that the differences may influence students' perceptions/opinions of the ideal English teachers. Several previous studies state the students' positive perceptions between NESTs and NNESTs in teaching. The research tries to combine the perceptions of the two. Both NESTs and NNESTs should ideally have identical opportunities to become ideal English teachers within the context of English as a Foreign Language (EFL). Both NESTs and NNESTs have an equal opportunity to be ideal teachers and play the main functions in the educational context in Indonesia. However, they should have a strong command of the language, strong teaching skills, and positive personal qualities. Teaching English must emphasize the content of the teacher's skills rather than the irrelevant non-native status. It is expected that the issue of nativeness does not affect student perceptions of NESTs and NNESTs in terms of ideal for English teachers later. For the continued development of EFL in Indonesia, the availability of qualified English teachers is crucial. They must possess at least three essential skills including linguistic, pedagogical, and cultural.

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## 1. INTRODUCTION

Communication on a global scale is done mostly in English since it is the most widely spoken language. Because English is recognized all over the world as a language that may be used in official contexts, it is by far the most widely used language in the world. It is the language that is studied as a second language and a foreign language the most in the globe (Fitria et al., 2022). The position of English as a worldwide language has been a significant factor in the establishment of laws about the education of speakers of other global languages (Wang & Lin, 2013). Since English has been recognized as an official foreign language in Indonesia, it has become the most popular subject at the elementary, secondary, and university levels (Fitria, 2022). The objective of English language instruction in this context is to impart proficiency in the target language to Indonesian students (Sarie, 2018). As a consequence of the globalization process and the increase in the number of students, English has become the most widely studied and utilized language on a global scale (Tsou & Chen, 2019). This circumstance compels many non-English-speaking nations to incorporate English instruction into their educational programs (Prayogi, 2019).

(Braine, 2013) states that since English has been taught internationally, the role of native and non-native speakers as English teachers has likely been a contentious issue (Mermelstein, 2015). More English speakers speak a second language or a foreign language than there are native English speakers (Mermelstein, 2015). Globally, there are now more non-native English-speaking teachers (NNESTs) teaching English as a foreign language (EFL) than there are native English-speaking teachers (NESTs). The number of NNESTs and NESTs increases in correlation with the number of English as an international communication medium students (Moussu, 2006). These statements are supported by (Hendriks et al., 2021) that the increased globalization of English medium instruction (EMI) has led to an increase in the number of non-native teachers teaching English to meet the demand for more students from other countries.

As a result of globalization, the number of people who speak English who are not native speakers has significantly surpassed the number of people who speak English who are native speakers. This fact raises the question of whether or not English dialects should adhere to Standard English (Díaz, 2015). Even though a large number of studies have been undertaken on the perspectives of academics about native English speakers and non-native English speakers, very little study on college students had been done until very recently. As a consequence of this, several countries are making it mandatory for schools to hire teachers who are fluent in English as their primary language of teaching (Fauzi & Hashim, 2020). The presence of a native English teacher (native teacher) is an alternative means of fostering a more conducive environment for English language study. As a result of the increased demand for English education, the differences in the credentials of English teachers classified as Native English-Speaking Teachers (NESTs) and non-native English-Speaking Teachers (NNESTs) have become a contentious topic of discussion. Years have passed since the debate over whether NETTS candidates are more qualified for these positions began (Mermelstein, 2015; Septarini, 2014).

Some academics have discussed and conducted research into the question of whether or not native English speakers or non-native English speakers are better suited to teach English in countries that are part of the outer or expanding circle. In the context of the teaching and learning of English, the question of whether or not the NESTs and NNESTs are successful is not a new one (Wulandari et al., 2021). The issue of native English-speaking teachers (NESTs) versus non-native English-speaking teachers (NNESTs) has been contentious in debates involving all parties involved (Qadeer, 2020). As a result of their educational and cultural origins, there are differences in the manner in which these two distinct groups of teachers impart knowledge and labor. In teaching EFL (English as a foreign language) abroad. (Cem & Alptekin, 1984) identify two contradictory pedagogical perspectives. One, supported predominantly by native English-speaking teachers, is that English instruction should be based on the socio-cultural norms and values of an English-speaking country to cultivate bilingual and bicultural individuals.

The reason a person who is fluent in English utilizes the language from the time they were little is that English was the first language they ever learned. A person who does not speak English as their first language but who can comprehend and communicate effectively in the language as a result of having learned it and teaching it to others is known as a non-native English speaker teacher (NNEST) (Wulandari et al., 2022). Native speakers speak their native language, where the person has spoken his native language since birth. Native English speakers are born in English-speaking countries and actively use English. Native speakers comprehend English in many ways. He understands practically all English dialects. Native English speakers comprehend idioms in context. Non-native English teachers may not understand this. Native speakers also grasp casual English slang. This expertise comes from everyday interaction with native speakers. Studying

with a native speaker helps enhance English language abilities for academic and everyday use, especially in communication. English is used differently throughout America, England, Ireland, Scotland, and Australia. From vocabulary to cultural context, certain terms have diverse meanings in various countries. Native speakers often grasp this distinction. He can then utilize the local language. Native speakers understand each country's culture to enable them to communicate with locals. Since native speakers have spoken English since childhood, they are fluent. Every English student needs a native speaker. Native English is superior to non-native English. A native speaker will also find it simpler to come up with spontaneous English ideas and teach creatively.

The demand for native-speaking teachers is currently quite high. It is not surprising, given that studying with native speakers provides students with numerous benefits. When they study directly with a native speaker, they will be 'forced' to speak English, and this method is considered quite effective for those of us who wish to learn to speak. In addition, native speakers have perfect pronunciation techniques; therefore, you can imitate the pronunciation techniques they teach. Teachers who are native English speakers can impart not just the skills necessary to speak the language, but also valuable knowledge on the history, culture, and educational system of their own country. As a result, the content of our classes is not restricted to the modules themselves; rather, it also includes information on the cultures of various countries.

According to [Celik \(2006\)](#), the position of non-native speakers as English teachers and the relationship between native speaker and non-native speaker teachers have always been a contentious issue. Researchers have long sought answers to the questions raised by the expansion and diversification of English as a global communication medium. Yet, "Is it best to teach a language by native speakers?" has remained one of the most important unanswered questions. A common misconception holds that a native speaker is by nature the finest individual to teach his or her foreign language. This assumption leaves non-native teachers with little room to maneuver ([Merino, 1997](#)). Many people believe the fallacy that learning a language from a native speaker is the most effective method ([Alghofaili & Elyas, 2017](#)). Researchers have been interested in the question of what constitutes an effective English teacher for decades, with comparisons between NESTs and NNETs concentrating primarily on students' perceptions ([Karakas et.al., 2016](#)).

In recent decades, there has been debate over whether native English speakers or non-native English speakers make superior language teachers ([Elyas & Alghofaili, 2019](#)). It is believed that teachers whose primary language is English are more effective in the classroom than those whose native tongue is not English. ([Sutherland, 2012](#)) believed that teachers whose primary language is English are more effective in the classroom than those whose native tongue is not English. According to ([Sutherland, 2012](#)), those who have not critically reflected on the inherent differences between knowing how to use a language and knowing how to teach it, as well as those who assume that non-native English speakers are, by definition, not fluent, are likely to hold the belief that native English speakers are better language teachers than non-native English speakers. As a consequence of this, the concept of 'nativeness' has come to be associated with educational superiority. During the hiring process, individuals who do not speak English as their first language are at risk of experiencing discrimination or demoralization. Students suffer negative effects as a result of receiving instruction from teachers whose distinguishing attribute is their nativeness, as opposed to the teachers who are the most successful. Despite this, studies that compare native English-speaking teachers (NEST) to non-native English-speaking teachers (NNEST) show that the latter may be more successful because of their prior experience studying the English language.

According to the findings of ([Tosuncuoglu, 2017](#)) English is not the first language (mother tongue) in certain countries, yet there is a need for English language teachers all over the world. It is projected that the majority of open posts in this profession will be filled by non-native English-speaking teachers who have either studied English in the United States or elsewhere, together with other non-native English-speaking teachers. In certain countries, particularly those in which being able to speak English is seen as a status symbol, it is more common for students to choose to learn English with a native speaker. People get the impression that a person who does not speak English as their native language is a less trustworthy teacher than someone who does speak English as their native language, and that the teaching they provide is lacking in certain ways. ([Novianti, 2018](#)) adds that the vast majority of students do not care where their English teacher is from as long as he or she can help and facilitate the students' English learning, has a good level of English proficiency, and is an experienced educator. As a result, there ought to be far less of a distinction made between native and non-native English teachers. It is general knowledge that both of them have both weaknesses and strengths in their command of the English language. They must completely concentrate on assisting students in achieving success in their academic endeavors.

Several studies on the student's perception of native and non-native English-speaking teachers have been conducted such as Şahin (2005), Wu and Ke (2009), Hertel and Sunderman (2009), Sung (2010), Yang (2011), Demir (2011), Alseweed (2012), Sung (2014), Ürkmez (2015), Karakas et.al, (2016), Kemaloglu-Er (2017) and Tsou and Chen (2019). The previous study shows how this research compares to past studies. This research and similar studies focus on students' views of native and non-native English-speaking professors. That study focused on international students. For instance, the 1st research focuses on Turkish university students, the 2nd on Taiwanese students, the 3rd on Spanish students, the 4th on Hong Kong students, the 5th on Korean students, the 6th on Turkish students, the 7th on Saudi Arabian students, and the 8th on Hong Kong students. No Indonesian university student studies exist. The researcher wants to discover how Indonesian students see native and non-native English-speaking professors' English teaching. Thus, this study aims to understand Indonesian university students' views on native and non-native English-speaking teachers' English teaching.

## 2. METHOD

This research uses library research. The research method that the authors do is a research library, namely a series of related activities with library data collection methods. Library research is a type of research taken from existing field data (Luthfi et.al., 2022). Documentation is utilized in the data collection procedure that is being used. In addition, data may be retrieved from the facts that have been kept in the form of letters, diaries, picture archives, the outcomes of meetings, mementos, journal activities, and so on. Investigating events of the past is made possible with the use of data that is stored in the form of papers (Rahardjo, 2011). In this research, the researcher uses articles published in national and international journals related to the research focus such as native and non-native English teachers. The data analysis technique used in the research library can with using the content analysis method. In qualitative data, content analysis is to answer the question "why" and analyze people's perceptions of information written in the text. The task of the content analysis researcher is to reveal the conscious and unconscious messages carried by the text, whether written explicitly or implicitly. To be able to get the message the researcher certainly has to read the text repeatedly.

## 3. RESULT AND DISCUSSION

### Results

This research objective is to know the Indonesian university students' perceptions related to native and non-native English-speaking teachers in teaching English.

#### Students' Perception Toward Native English Speaking Teachers (NEST)

The opinions of Indonesian university students towards Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) have been the subject of discussion in several prior research studies. (Moussu, 2006) notes that students who were taught by NNESTs had a much more positive opinion of NNESTs than students who were taught by NESTs. This was the case even though both groups were exposed to the same amount of NNESTs. The more people were exposed to and learned about NESTs and NNESTs, the more positive their opinions evolved towards them. Several elements had a significant impact on the replies of the students, one of which was the native language of both the students and the teachers. In addition, NNESTs were not often seen as grammatical experts; instead, they were held in very high respect as Listening and Speaking teachers. The comments of teachers suggested that NNESTs lack confidence in their linguistic and instructional skills. However, teachers believed that ESL students benefitted from the NNESTs' language-learning experiences. (Novianti, 2018) states that students have favorable opinions of both NEST and Non-NEST, even though they experience certain difficulties throughout the process of learning. As a consequence of this, teachers who are not part of the NEST program and those who are are obligated to address the issues that students confront.

Third, according to (Dewi, 2019), non-native speakers can encourage students in addition to sharing their experiences and having unique tactics; generally, non-native speakers stimulate learning or motivation beyond learning, depending on the situation in which they are speaking. Students are often inspired to become teachers by non-native speakers when they watch non-native speakers teaching, delivering material, or imparting content. This inspires students to become teachers and allows them to replicate the teaching methods of non-native speakers. (Shalihah, 2021) asserts that participants in NEST have the opportunity to learn proper pronunciation, improve their fluency in speaking, broaden their vocabularies, and have the chance to study English from native speakers, in addition to gaining exposure to various cultures and learning about them. Students are inspired to devote more time and effort to their



English studies as a result. On the other hand, the research showed that NEST had several shortcomings concerning grammar. The vast majority of students hold a negative opinion of NEST because she does not share their religion and comes from a background culturally apart from their own. (Prayogi, 2019) notes that participants in NEST have the opportunity to learn perfect pronunciation, practice speaking effectively, develop their vocabulary, and have opportunities to study English from native speakers, in addition to learning about and sharing diverse cultures. Students are inspired to devote more time and effort to their English studies as a result. On the other hand, the research showed that NEST had several shortcomings concerning grammar. While, according to (Teh & Pilus, 2019), the vast majority of students despise NEST on a cultural level since she is of a different faith and comes from a different culture than the students. This notion has given rise to a substantial and expanding body of literature that compares Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) based on student and/or teacher perceptions of the two groups of educators.

### **Students' Perception Toward Non-Native English Speaking Teachers (NNEST)**

The opinions of Indonesian university students towards Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) have been the subject of discussion in several prior research studies. To begin, (Mauludin, 2015) notes that both native and non-native English teachers have advantages and disadvantages in the classroom. This is true for both groups. However, non-native speakers of English make excellent teachers for students learning English as a second language. At least four qualities, including foundational knowledge, effective communication, grasping students' obstacles and expectations, and the influence of multiculturalism and diversity, can only be mastered by non-native teachers. When all of these factors are taken into account, it is possible to conclude that non-native teachers have a more significant role in improving students' English language skills. (Nafi' et.al., (2016) investigate the relationship between the listening abilities of Palestinian students and the attitudes they have toward native and non-native speakers of the English language. The attitudes of Palestinian undergraduate students towards native and non-native English language teachers were, with a few exceptions, usually moderate. The exceptions were the teaching culture item, in which opinions towards native teachers were low, and the native teacher item. However, this was not the case for all of the items and parts of the report. The data also revealed that there was a significant gap in the mean scores for listening skills between undergraduate students from Palestine who were taught English by native speakers of the language and those who were taught English by speakers of a language other than English. The students who were taught English by speakers of a language other than English had much lower listening skills than the native speakers of English. On the other hand, the preferences and attitudes of the vast majority of respondents are geared toward non-native teachers. Although students have generally positive feelings toward both native and non-native English language teachers, the majority of respondents prefer and have positive attitudes toward non-native professors. This is because non-native teachers tend to teach students more outside of their comfort zone.

(Nizam, 2020) the majority of students would rather have teachers who are native English speakers than teachers who are not native English speakers. Students almost universally prefer to learn English from native speakers as teachers of the language. Students have the misconception that colonizers may improve their skills, notably their ability to communicate verbally. Additionally, students show a greater interest in learning English as a result of the interesting and thought-provoking instructional technique used by native English speakers. (Shalihah, 2021) states that students can acquire grammar efficiently and that NNEST recognizes both their demands and the difficulties they have in learning. Because of this, individuals did not feel uncomfortable contacting NNEST with a query concerning something that they did not understand. In addition, the students felt at ease since they shared aspects of their culture, religion, and routines, as well as their physical appearance. Students may find that learning English with NNEST gives them a boost in motivation in this setting. Students claimed that two of the drawbacks of NNESTs were improper pronunciation and a restricted vocabulary. In addition, students are unable to learn about or encounter a different culture, which prevents the expansion of their viewpoints and experiences.

### **Discussion**

Concerning crucial issues in TESOL, the debate over the comparative significance of NETs and NNETs will continue (Phothongsunan & Suwanarak, 2008). Teachers of English to Speakers of Other Languages, Inc. (TESOL) is the largest international organization in the world for teachers of English as an additional language (Braine, 2013). Concerning crucial issues in TESOL, the debate over the comparative significance of NETs and NNETs will continue (Mauludin, 2015). According to (Sarief, 2018), both native and non-native English speakers will exhibit significant differences in their teaching methods and approaches. These

distinctions can be affected by their benefits and drawbacks. It cannot be denied that the differences may influence the perceptions or opinions of students regarding the most ideal and effective English teachers. By analyzing the advantages and disadvantages of both teaching groups, we can alter our perceptions and focus on what makes a superior teacher, rather than who they are.

Furthermore, there are other benefits for students who learn the language with a native speaker, including the following: Can be rectified at this very moment. In contrast to speaking English with their classmates, when they mispronounce an English word, they will be swiftly corrected by a native speaker, hence speeding up their English proficiency. Speaking English with their classmates will not help them improve their English proficiency. Determine the students' actual level of English ability. As a result, students have the opportunity to obtain an accurate evaluation from a native speaker, as opposed to receiving it through a formal exam, in which the application of language is different from everyday dialogue. Encourage kids to believe in themselves more. Because students are not accustomed to being around foreigners, particularly those with solid English language abilities, encountering a native speaker can be an anxious experience for them. However, if they learn alongside native speakers, this anxiety can be decreased. They will learn to be more self-assured as a result of this training, and when they go outside to talk to immigrants, they won't feel as self-conscious as they did before. Examine various civilizations. Students have the chance to learn about other cultures, beginning with habits, food, grammar, and so on, which enriches their awareness of foreign nations. Because native speakers originate from diverse countries, students have the option to learn about different civilizations. used to communicate through the use of the English language. Because English is now an international language, being able to speak it is essential; nonetheless, it is unusual for Indonesian students, who are more accustomed to speaking Indonesian with their peers, to talk English with one another.

(Copland et.al., 2020) state that since the beginning of recorded history, native English-speaking teachers (NESTs) have been in great demand within the field of English language teaching due to the perceived advantages of the talents they provide to the classroom (Clark & Paran, 2007). Several previous studies have demonstrated the positive impact of native English teachers on teaching. while several other studies have demonstrated the positive impact of non-native English teachers. In this instance, the researcher attempts to combine the two perspectives. In this instance, students' perceptions of non-native English teachers instructing English as a second language vary. Several previous studies that compared the perceptions of native English teachers and non-native English teachers in teaching English to students have demonstrated this point. Multiple studies on students have shown that NESTs and NNESTs have distinct teaching assets and weaknesses. Several previous studies have demonstrated the students' perceptions of native and non-native English-speaking teachers, as demonstrated by the above findings.

As stated by (Utami, 2014), students have a positive perception of English teachers regardless of whether or not they are native speakers of the language. The students did not exhibit significant preferences for native English teachers over non-native English teachers when it came to the five aspects of language instruction, which are competence in the target language, competence in teaching language skills, cultural considerations, personal considerations, and classroom atmosphere. Despite this, they found that both native and non-native English teachers had a comparable percentage of assets in their households. The results are comparable to those found in (Astriyanti et.al., 2015) students had a positive view. It is possible to teach English to both those whose first language is not English and native speakers of the language.

(Adara, 2018) explains that the teacher is a significant aspect that plays a role in inspiring students to advance their English language skills. Even though the respondents are more interested in learning English from NEST, they do not have a preference between NEST and NNEST since the two teachers help students learn English in different ways. The data indicate that NNEST is more successful at teaching grammar, whilst NEST is more effective at teaching vocabulary. Although (Fahma, 2021) reports that students viewed both native and non-native English teachers to be adept at teaching English and have equivalent English proficiency levels, students saw both native and non-native English professors to be proficient in teaching English. Students also thought both native and non-native English teachers had comparable levels of English competence. Assuming that both teachers have the appropriate credentials and experience to teach English, the choice for a NEST or an NNEST often depends more on the learning objectives of the students than on their teaching competency. NEST stands for "Native English-Speaking Teacher." NNEST is for "Non-Native English-Speaking Teachers." According to the findings of this study, NNEST can improve their chances of being hired to teach English by increasing both their level of English proficiency and their teaching abilities.

Both NESTs and NNESTs perform important and distinct roles in the context of English language teaching in Indonesia (Wulandari et.al., 2021). Because they have the same background in their first language, students place a higher value on NNESTs than NESTs. They feel that NNESTs can facilitate an effective teaching-learning process because they have an in-depth grasp of the right procedures for

language learning. In addition to this, the NNESTs help resolve the learning challenges that some kids have. The organization does not differentiate between NESTs and NNESTs in any way, shape, or form. They have high hopes that students would have an experience not dissimilar to their own while learning English through fun activities. Despite this, NESTs remain the most efficient method for acclimating kids to a more natural form of the English language. Because of this, students' English skills will improve, and they will have a more positive attitude as a result.

(Han, 2023) adds that although non-native teachers of English as a foreign language (EFL) may not have native English competence, they do have the intercultural understanding that helps bridge the gap between the culture of their students and the culture of the English language. This is something that NESTs often do not have. The ability to speak a language fluently and with self-assurance is not the same thing as being able to teach that language successfully and in a way that is culturally relevant to the students. An investigation was conducted to determine whether or not students preferred native English-speaking teachers (NESTs) or non-native English-speaking teachers (NNESTs). (Jieyin & Gajaseni, 2018) explain that both NESTs and NNESTs were evaluated favorably by these two categories of students; nevertheless, various types of teachers exhibited specific attributes that made them stand out from one another. It was concluded that NESTs were more effective at teaching culture, speaking, and pronunciation of the target language; nevertheless, they had difficulty interacting with their students. The NNESTs were significantly more successful at transmitting essential knowledge, particularly grammatical structures, as well as writing and reading. Their method of education, on the other hand, did not include any conventional classroom activities.

In countries where English is not the native tongue, teachers are regarded as one of the most influential factors in the success of students learning a foreign language (Şahin, 2005). It means that educators are viewed as one of the most crucial variables in the success of students learning a foreign language in nations where English is not the national tongue. Native speakers of English are in high demand as language teachers in regions of the world where English is not spoken because of the level of fluency they have achieved in the language throughout their lives. After some time, it became clear that only having fluency in a language is not sufficient to ensure success as a language teacher. Native English speakers are the only ones qualified to teach English, although they still need to have strong teaching abilities. Attitude and drive are the two most important characteristics that determine success in EFL. Teachers who are native speakers may also influence students' views as representatives of their culture and society. They may be more effective in doing so than teachers who are not native speakers since they have a greater grasp of the culture to which they are attempting to influence students' attitudes.

The ideal teachers can be separated into two categories: ideal NEST teachers and ideal non-NEST teachers (Masrizal, 2013). Both of these types of ideal teachers may be found in schools. The ideal NEST would be one that could reduce the impact of all six of the benefits associated with other types of housing. The NEST needs to be able to understand the kids' primary language. On the other hand, the ideal non-NESTs teacher possesses English competency that is very close to that of a native speaker. A non-NEST who has spent a significant amount of time in a nation where English is the primary language may have acquired some knowledge of the culture of the TL. He or she may be able to share with his or her students' perceptions regarding the culture of the TL that are either correct or inaccurate (Masrizal, 2013). To cultivate a more positive self-perception, non-NESTs must be made aware of their superior potential as language teachers compared to NESTs. These educators should receive the utmost quantity of support so that they can develop their teaching skills to the fullest extent.

This statement is supported by (Kurniawati & Rizki, 2018) who argue that native and non-native English teachers (NESTs and NNESTs) should ideally have equal opportunity to become ideal English teachers within the framework of English as a foreign language (EFL). The ideal English teacher will be fluent in the language, has much experience in the classroom, and possesses admirable personal traits. Because of the skills they possess, NNESTs have the potential to be an exceptional resource for the teaching and learning of the English language as well as perfect English teachers, particularly in EFL settings. NNESTs should be encouraged to learn and practice more so that they may enhance their abilities, particularly their English teaching ability and their sense of self-assurance. Additionally, membership in and engagement in an NNEST organization, as well as a desire to share with and learn from both NNESTs and NESTs, are wonderful means for individuals to develop their professionalism in the field of EFL teaching-learning. However, it may be difficult for teachers of English as a second language (ESL) to grasp all of the original languages spoken by their students. It is feasible to generalize effective teaching practices and language acquisition; nonetheless, context plays a crucial influence in establishing the requirements that need to be met by students as well as teachers (Sarjie, 2018).

When it comes to teaching English, the content of the teacher's English-teaching abilities should take precedence over the fact that the teacher is not a native speaker. Furthermore, Nonnative English-Speaking

Teachers (NNESTs) are required to take steps to improve their English language teaching ability to raise their self-confidence in English Language Teaching (ELT) and enable them to compete worldwide (Ismiyani, 2021). (Auwal, 2016) states that the problem of nativeness does not influence how students view NETs and NNETs in terms of which group produces the greatest English teachers. This was found in their research on the topic of which group makes the best English teachers. The majority of students had favorable impressions and attitudes toward both NETs and NNETs. It is analogous to the findings of (Alghofaili & Elyas, 2017) who conclude that the nativeness and origins of teachers do not have a significant influence on the learning processes of Saudi students studying English as a foreign language. Despite this, several elements that have been recognized as being conducive to learning EFL have been included in the following summary. 1) The qualifications of teachers are determined by their talents and experience, regardless of the teachers' countries of origin. 2) The EFL learning process is facilitated more effectively when teachers can speak the L1 of their students. 3) Students are impacted by the dialect of the teacher, which might hamper the learning process if the accent is unfamiliar. 4) Students are affected by the dialect of the teacher. 4) The disposition of a teacher has a higher influence on the communication and interaction among students in the classroom than the teacher's native language.

(Madkur, 2017) explains that the availability of trained English teachers is vital to the continued growth of English as a Second Language (ESL) in Indonesia. This is because ESL is a relatively new field in Indonesia. To be successful in their profession, teachers of English need to be proficient in at least three core areas: linguistics, education, and culture. The term "Indonesian non-native English-speaking teachers" (NNESTs) refers to individuals who were born in Indonesia but do not speak English as their first language and are employed at several institutions and colleges in modern-day Indonesia. There is an equal chance for native English speakers and people whose first language is not English to become successful English teachers. An understanding of local culture, knowledge of students' native language, experience in teacher training, and being a role model for good language students are just a few of the highly significant aspects of English teaching and learning that are present in Indonesia. Native Indonesian speakers are better suited to teach English to students in Indonesia because of these and other factors. Additionally, the overwhelming amount of English teachers and candidates for teaching positions, in addition to the maintenance of nationalism, are both factors that need to be taken into consideration.

#### 4. CONCLUSION

Ideally, NESTs and NNESTs should have the same opportunities to become ideal English teachers within the context of EFL. They serve unique functions within the context of English language education in Indonesia. There are two categories of ideal teachers: ideal NEST teachers and ideal non-NEST teachers. The NEST must grasp the native language of the students. The ideal non-NESTs teacher has near-native English proficiency. The content of the teacher's English-teaching talents must take precedence over their non-native status when teaching English. It is anticipated that the issue of native status will not influence student perceptions of NETs and NNETs as ideal English teachers. The availability of qualified English teachers is essential for the sustained development of English as a Second Language in Indonesia. English language teachers must possess at least three essential skills: linguistic, pedagogical, and cultural. In addition to having a strong command of the language, strong teaching abilities, and positive personal qualities, an ideal English teacher should also have a strong command of the language. It may be recommended that both native and non-native English-speaking teachers support each other by sharing their own educational experience through collaboration, such as sharing the strengths, and insights from various linguistic and cultural backgrounds, etc., which will provide professional development opportunities for both groups.

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