

APPENDICES

A. Questionnaire

Archival number:

A. Please answer appropriately

1. Name: _____
2. Grade level: High school grade 1 / 2 / 3
3. What is your current level (circle and write the level number):
 - a. Beginner _____
 - b. Elementary _____
 - c. Pre-intermediate _____
 - d. Intermediate _____
 - e. Upper-intermediate _____
4. What is your current teacher's name: _____
5. How long have you been studying in EF Plaza Surabaya? What level did you start?

B. Read each statement concerning how you feel about the class(es) with your **current English-speaking teachers**. Please circle the number that best describes the degree of your agreement with each statement and please refer to the below box in order to know the level of agreement that each number represents.

1 = strongly disagree	3 = agree
2 = disagree	4 = strongly agree

I. Teaching Competence

1. My current English teacher is my ideal models for pronunciation.	1 2 3 4
2. My current English teacher, most of the time, can confidently answer grammar questions.	1 2 3 4

3. My current English teacher teaches speaking well.	1	2	3	4
4. My current English teacher teaches listening well.	1	2	3	4
5. My current English teacher teaches reading well.	1	2	3	4
6. My current English teacher teaches writing well.	1	2	3	4
7. My current English teacher explains vocabulary effectively and without difficulty.	1	2	3	4
8. My current English teacher often is able to anticipate their students' difficulties.	1	2	3	4
9. I often learn vocabulary and grammar in isolation with my current English teacher.	1	2	3	4
10. My current English teachers' learning experience/ know-how is helpful for my English learning.	1	2	3	4
11. My current English teacher contributes to my progress of English.	1	2	3	4
12. My current English teacher understands students and their special needs.	1	2	3	4

II. Cultural Aspects

13. My current English teacher is knowledgeable about the cultures of English speaking countries.	1	2	3	4
14. My current English teacher often provides cultural information of English speaking countries.	1	2	3	4

III. Teaching Styles

15. Current English teachers is flexible in teaching.	1	2	3	4
16. My current English teacher often uses Indonesian in class.	1	2	3	4
17. My current English teacher provides more variety of materials, such as videos, audio, songs, game, etc.	1	2	3	4
18. My current English teacher establishes rapport with me and other students.	1	2	3	4

IV. Classroom Management

19. The class atmosphere tends to be quite flexible and fun in my current English teacher.	1	2	3	4
20. My current English teacher uses the right voice technique in teaching (it's audible and he/she varies the quality of their voice for different class activities)	1	2	3	4
21. I have many group / pair activities in class with my current English teacher.	1	2	3	4

B. Interview Guide

Archival number:

Date:

Location:

Start: _____ a.m./p.m.

Interviewer:

End : _____ a.m./p.m

Interviewees:

Note:

- This is a focus group interview, where 1 group consists of approximately 5 secondary students.
- The purpose of this kind of interview is to get information as many as possible while making sure that the students are not nervous in doing it since they are interviewed as a group. Please make sure that everybody in the group has equal chance to express their opinions.
- Do not restrict yourself to this interview guide. Do ask more questions to elicit and dig deeper into students' statements to find clear answers.

Introduction Session

<p>Introduction Key Components:</p> <ul style="list-style-type: none">• Thank you• Your name• Purpose• Confidentiality• Duration• How interview will be conducted• Opportunity for questions• Signature of consent	<p>Thank you for making time to meet me today.</p> <p>My name is _____ and I would like to interview you to find out about your perceptions of Native-English speaking teachers and Nonnative-English Speaking teachers' teaching competence.</p> <p>This interview will take around 30 minutes. All your comments, statements, questions, responses will be kept confidential.</p> <p>During the interview, I would tape the interview session although I would also take notes, because I cannot possibly write fast enough to write everything that you say. Besides, I do not want to miss your comments. Every</p>
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	<p>comments and opinions are certainly welcome.</p> <p>More importantly, you do not have to talk anything you do not want.</p> <p>Are there any questions concerning my explanation?</p> <p>So, are you willing to participate in this interview?</p> <p>_____</p> <p>Interviewee Parents / legal guardian Date</p>
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Questions Session

Question Part 1

(Interviewees' learning English background and experience in general)

1. What grade are you now in high school?
2. How long have you been learning English in this English course?
3. What level are you now in?
4. Who is your current teacher's name?

Question Part 2

(Concerning their perceptions of native and nonnative English-speaking teachers)

1. What are the positive and negative aspects of your nonnative English-speaking teachers and native English-speaking teachers?
2. Which groups do you think provide a good role model in learning English: your native or nonnative English-speaking teachers? Why (not)?
3. Do your nonnative English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar well? Do you feel that they have helped your progress in English? Please provide some examples.
4. Do your native English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar well? Do you feel that they have helped your progress in English? Please provide some examples.

5. How do your nonnative English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar? Do your nonnative English-speaking teachers use various methods in teaching English, e.g. flashcards, computer lesson, video, group/pair work, etc.? Is the class atmosphere always fun, flexible, and yet under control (not chaotic)?
6. How do your native English-speaking teachers teach all 4 English skills (reading, writing, listening, and speaking) as well as vocabulary and grammar? Do your native English-speaking teachers use various methods in teaching English, e.g. computer lesson, video, group/pair work, etc.? Is the class atmosphere always fun, flexible, and yet under control (not chaotic)?
7. What are the advantages and disadvantages you feel when you do group / pair activities in class with your nonnative English-speaking teachers? Why?
8. What are the advantages and disadvantages you feel when you do group / pair activities in class with your native English-speaking teachers? Why?
9. Which groups do you think provide more cultural information of English? How often do your native and nonnative English-speaking teachers provide cultural information of English?
10. How do your nonnative English-speaking teachers anticipate your difficulties in learning English? Do you agree with his/her method?
11. How do your nonnative English-speaking teachers anticipate your difficulties in learning English? Do you agree with his/her method?

Closing Session

<p>Closing Key Components:</p> <ul style="list-style-type: none"> • Additional comments from the interviewees • Next steps • Thank you 	<p>Is there anything you would like to add?</p> <p>I will be analyzing the information you and others gave me. I will be very glad to send you an email concerning the copy of the analysis result, if you are interested.</p> <p>Thank you for your time.</p>
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C. Raw Data

1. Raw Data on The Aspect of Teaching Competence

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
1	F	2	intermediate	L	3	3	3	3	3	3
2	F	2	intermediate	L	3	3	3	3	3	3
3	F	1	elementary	N	3	3	4	3	4	4
4	F	1	intermediate	L	3	3	3	4	4	3
5	F	2	intermediate	L	3	3	3	3	3	3
6	F	3	intermediate	N	4	4	4	4	4	4
7	M	2	intermediate	N	3	4	3	3	3	3
10	F	2	upper-intermediate	N	4	3	3	3	2	3
11	F	2	upper-intermediate	N	3	3	3	3	3	3
12	F	2	upper-intermediate	N	3	3	2	3	3	3
13	F	1	elementary	N	3	3	3	3	4	4
14	F	2	upper-intermediate	N	4	3	4	4	3	4
15	F	3	upper-intermediate	N	3	3	3	3	3	3
17	F	3	upper-intermediate	N	2	3	2	3	3	3
18	F	1	upper-intermediate	N	2	3	2	3	3	3
19	F	2	upper-intermediate	N	3	3	3	3	3	3
20	M	1	upper-intermediate	N	3	3	2	3	2	3
21	M	2	upper-intermediate	N	3	3	2	3	4	3
22	M	3	elementary	N	4	4	4	4	4	4
24	F	3	elementary	N	3	3	3	3	3	3
25	M	3	beginner	N	3	3	4	3	3	3
26	F	1	upper-intermediate	N	3	3	3	3	4	3

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher give contribution to Ss	Current English teacher understands the Ss' special needs
4	2	3	4	3	3
3	2	3	3	3	3
3	2	3	3	4	3
4	3	3	4	4	3
3	3	3	3	3	3
4	1	4	4	3	4
2	1	3	3	3	2
4	3	2	3	3	3
4	3	4	4	4	3
3	2	4	4	4	4
4	3	2	3	3	3
3	1	3	3	3	4
3	2	3	4	4	3
3	3	2	2	3	3
3	3	2	2	3	2
3	3	3	3	3	2
3	3	3	3	3	2
2	2	2	4	2	2
4	4	4	4	4	4
4	3	3	3	3	4
4	4	3	4	3	4
3	2	3	4	3	2
4	2	3	4	3	3

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
27	F	3	elementary	L	3	3	3	3	3	3
28	F	1	elementary	N	3	3	4	3	4	4
29	F	1	intermediate	N	2	2	2	3	2	3
30	F	1	intermediate	N	3	4	3	4	2	3
31	F	1	intermediate	L	3	4	4	3	3	3
34	F	1	elementary	L	4	3	4	3	3	3
35	F	1	intermediate	N	4	3	4	4	2	3
36	F	1	intermediate	L	3	3	3	3	3	3
37	F	2	upper-intermediate	N	4	4	4	3	3	4
38	F	3	elementary	N	4	4	4	4	3	3
39	F	2	intermediate	L	3	3	3	2	3	2
40	F	1	intermediate	L	2	4	2	2	2	3
41	F	1	intermediate	L	3	3	3	3	3	3
42	F	3	upper-intermediate	N	4	4	3	3	3	4
43	M	3	upper-intermediate	N	4	4	3	3	3	3
44	F	2	intermediate	N	3	3	3	3	3	3
45	F	2	upper-intermediate	N	4	4	4	4	4	4
46	F	2	upper-intermediate	N	3	3	3	3	3	3
47	F	1	elementary	N	3	3	3	3	3	3
48	M	2	intermediate	N	4	4	3	1	3	3
49	M	2	upper-intermediate	N	4	3	3	3	3	3
50	M	2	upper-intermediate	N	4	4	3	4	4	3
51	F	2	intermediate	N	4	4	4	2	3	2
52	M	2	intermediate	N	4	4	3	3	3	3
53	F	1	intermediate	N	3	4	4	4	3	4

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher give contribution to Ss	Current English teacher understands the Ss' special needs
3	3	3	3	3	3
3	2	3	4	3	4
2	4	2	2	3	4
2	2	2	2	3	4
4	2	4	4	4	4
4	2	4	4	4	3
3	2	3	3	3	3
3	2	3	3	3	2
4	3	4	4	3	3
3	1	3	4	4	4
3	3	3	3	3	2
4	3	4	3	2	2
3	3	3	4	4	3
3	2	3	3	3	3
4	4	3	3	3	3
3	2	3	4	4	3
4	2	4	4	4	3
3	1	3	4	3	3
3	2	3	3	3	3
3	3	4	4	4	1
4	3	3	3	4	3
4	3	4	4	4	3
3	3	2	3	3	2
3	3	4	3	3	3
4	2	4	4	4	2

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
54	M	2	intermediate	N	4	4	4	3	4	4
55	F	2	intermediate	N	3	3	3	3	3	3
56	M	2	intermediate	N	4	3	4	3	3	3
58	F	3	intermediate	N	4	4	4	4	4	4
59	F	2	intermediate	N	3	4	4	4	4	4
60	F	3	elementary	N	3	3	3	3	3	3
61	F	3	elementary	N	3	3	3	3	3	3
62	F	2	intermediate	N	4	4	4	4	3	3
63	F	2	elementary	N	3	3	3	3	3	3
64	F	3	upper-intermediate	N	4	4	4	3	3	3
65	M	2	intermediate	N	4	4	4	4	4	4
66	F	1	elementary	N	3	4	3	3	3	3
67	M	2	intermediate	L	3	4	3	3	4	4
68	F	1	intermediate	N	3	3	3	3	3	2
69	M	3	upper-intermediate	N	3	3	3	3	3	4
70	F	2	beginner	L	3	3	3	3	3	4
71	F	3	elementary	N	3	3	3	3	3	3
72	F	1	elementary	N	3	3	3	3	3	3
73	F	3	elementary	N	3	3	3	4	3	4
74	M	2	intermediate	L	3	3	2	4	3	3
75	F	1	beginner	L	4	3	3	3	4	4
76	F	1	intermediate	L	3	3	4	2	3	3
77	F	2	intermediate	N	3	4	3	3	3	2
78	F	2	elementary	N	4	4	4	4	4	4
79	F	2	elementary	L	3	3	3	3	2	2
80	M	3	elementary	N	4	4	4	4	4	4

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher give contribution to Ss	Current English teacher understands the Ss' special needs
3	1	4	4	4	3
3	3	3	3	3	2
4	3	4	4	3	2
4	1	4	4	4	3
4	2	4	4	4	3
3	3	3	3	3	3
4	3	3	4	3	3
3	2	3	4	4	3
3	1	2	4	4	2
4	3	4	3	3	1
4	4	4	4	4	4
3	3	3	4	3	3
4	1	4	4	4	4
3	2	3	3	3	3
3	3	3	4	4	4
4	3	3	4	3	2
3	2	2	3	3	3
3	2	2	3	3	3
4	2	2	3	3	4
2	2	3	3	3	4
3	2	3	3	3	3
2	2	4	3	3	2
3	3	3	4	4	2
4	1	4	4	4	2
2	2	3	3	3	2

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
81	F	1	elementary	L	3	4	3	2	3	3
82	F	2	elementary	N	4	3	4	4	4	3
83	F	1	elementary	N	4	4	3	3	3	4
84	M	2	upper-intermediate	N	3	4	4	3	3	3
86	M	3	intermediate	L	4	3	3	3	3	2
87	F	1	intermediate	N	4	4	3	3	3	3
89	F	1	intermediate	N	3	4	3	3	3	2
91	M	3	intermediate	N	4	4	4	4	4	3
92	M	1	intermediate	N	3	4	3	3	3	4
93	M	3	intermediate	N	3	3	3	3	3	3
100	F	2	intermediate	F	3	4	3	4	3	4
101	F	1	intermediate	F	4	4	3	4	4	3
102	M	1	intermediate	F	3	3	2	4	3	3
103	F	3	elementary	N	3	3	4	4	3	3
105	M	1	beginner	N	3	3	3	3	3	3
106	F	2	beginner	N	4	3	4	4	3	3
117	F	1	upper-intermediate	N	2	3	2	4	3	2
118	F	2	upper-intermediate	N	2	3	2	3	3	3
119	M	2	upper-intermediate	N	3	4	3	3	3	3
123	F	2	elementary	N	3	4	4	3	3	3
124	F	2	elementary	N	4	4	4	3	3	2
152	F	1	intermediate	N	4	3	4	3	3	3
153	F	2	beginner	N	3	3	2	3	3	3

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher give contribution to Ss	Current English teacher understands the Ss' special needs
4	2	3	4	3	3
4	3	3	4	4	3
4	2	3	4	4	2
3	1	4	4	4	3
3	2	2	3	3	2
3	2	4	4	3	3
3	2	2	3	3	4
4	3	4	4	4	3
3	2	2	3	3	2
3	1	2	3	3	3
3	3	4	2	4	3
3	2	3	4	3	2
3	2	3	3	3	2
3	2	2	2	4	3
3	3	3	3	4	3
4	1	4	3	3	3
3	2	1	3	3	1
3	2	2	2	3	2
3	2	2	4	4	4
3	3	3	4	3	3
3	3	4	4	3	2
3	3	3	4	3	2
3	1	1	3	3	3
4	2	3	4	3	3
4	3	3	4	4	3

2. Raw Data on The Aspect of Cultural Knowledge

Questionnaire #	basic questions				Cultural Knowledge	
	gender	high school grade	level	Native / local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
1	F	2	intermediate	L	3	3
2	F	2	intermediate	L	3	3
3	F	1	elementary	N	3	3
4	F	1	intermediate	L	3	3
5	F	2	intermediate	L	3	3
6	F	3	intermediate	N	3	3
7	M	2	intermediate	N	3	2
10	F	2	upper-intermediate	N	3	2
11	F	2	upper-intermediate	N	4	4
12	F	2	upper-intermediate	N	3	3
13	F	1	elementary	N	3	4
14	F	2	upper-intermediate	N	3	3
15	F	3	upper-intermediate	N	3	3
17	F	3	upper-intermediate	N	2	2
18	F	1	upper-intermediate	N	2	2
19	F	2	upper-intermediate	N	4	3
20	M	1	upper-intermediate	N	2	2
21	M	2	upper-intermediate	N	3	3
22	M	3	elementary	N	4	4
24	F	3	elementary	N	3	3
25	M	3	beginner	N	3	3
26	F	1	upper-intermediate	N	3	3
27	F	3	elementary	L	3	3

Questionnaire #	basic questions				Cultural Knowledge	
	gender	high school grade	level	Native / local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
28	F	1	elementary	N	3	3
29	F	1	intermediate	N	2	2
30	F	1	intermediate	N	3	2
31	F	1	intermediate	L	3	3
34	F	1	elementary	L	3	3
35	F	1	intermediate	N	4	4
36	F	1	intermediate	L	3	3
37	F	2	upper-intermediate	N	3	3
38	F	3	elementary	N	4	3
39	F	2	intermediate	L	3	2
40	F	1	intermediate	L	1	1
41	F	1	intermediate	L	3	4
42	F	3	upper-intermediate	N	3	2
43	M	3	upper-intermediate	N	3	3
44	F	2	intermediate	N	3	3
45	F	2	upper-intermediate	N	4	3
46	F	2	upper-intermediate	N	4	4
47	F	1	elementary	N	3	3
48	M	2	intermediate	N	3	3
49	M	2	upper-intermediate	N	3	3
50	M	2	upper-intermediate	N	3	4
51	F	2	intermediate	N	3	3
52	M	2	intermediate	N	4	4
53	F	1	intermediate	N	3	4
54	M	2	intermediate	N	4	3
55	F	2	intermediate	N	3	3

Questionnaire #	basic questions				Cultural Knowledge	
	gender	high school grade	level	Native / local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
56	M	2	intermediate	N	4	4
58	F	3	intermediate	N	3	4
59	F	2	intermediate	N	3	4
60	F	3	elementary	N	3	3
61	F	3	elementary	N	4	4
62	F	2	intermediate	N	3	3
63	F	2	elementary	N	3	3
64	F	3	upper-intermediate	N	3	2
65	M	2	intermediate	N	4	4
66	F	1	elementary	N	3	3
67	M	2	intermediate	L	3	3
68	F	1	intermediate	N	4	4
69	M	3	upper-intermediate	N	3	3
70	F	2	beginner	L	3	3
71	F	3	elementary	N	4	4
72	F	1	elementary	N	4	4
73	F	3	elementary	N	4	4
74	M	2	intermediate	L	2	3
75	F	1	beginner	L	3	3
76	F	1	intermediate	L	4	4
77	F	2	intermediate	N	3	2
78	F	2	elementary	N	4	4
79	F	2	elementary	L	2	3
80	M	3	elementary	N	4	4
81	F	1	elementary	L	3	3
82	F	2	elementary	N	3	2

Questionnaire #	basic questions				Cultural Knowledge	
	gender	high school grade	level	Native / local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
83	F	1	elementary	N	3	3
84	M	2	upper-intermediate	N	3	2
86	M	3	intermediate	L	3	2
87	F	1	intermediate	N	4	4
89	F	1	intermediate	N	3	3
91	M	3	intermediate	N	4	3
92	M	1	intermediate	N	2	4
93	M	3	intermediate	N	3	3
100	F	2	intermediate	F	1	1
101	F	1	intermediate	F	1	4
102	M	1	intermediate	F	1	3
103	F	3	elementary	N	4	4
105	M	1	beginner	N	4	4
106	F	2	beginner	N	3	3
117	F	1	upper-intermediate	N	3	2
118	F	2	upper-intermediate	N	2	2
119	M	2	upper-intermediate	N	3	1
123	F	2	elementary	N	3	2
124	F	2	elementary	N	3	2
152	F	1	intermediate	N	3	3
153	F	2	beginner	N	4	3

3. Raw Data on The Aspect of Teaching Style

Questionnaire #	basic questions				Teaching Styles			
	gender	high school grade	level	Native / local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
1	F	2	intermediate	L	3	1	3	4
2	F	2	intermediate	L	3	2	3	3
3	F	1	elementary	N	4	2	4	4
4	F	1	intermediate	L	4	1	4	4
5	F	2	intermediate	L	3	3	3	3
6	F	3	intermediate	N	3	1	2	1
7	M	2	intermediate	N	4	3	3	3
10	F	2	upper-intermediate	N	2	3	3	4
11	F	2	upper-intermediate	N	4	1	4	4
12	F	2	upper-intermediate	N	3	1	3	3
13	F	1	elementary	N	4	1	4	3
14	F	2	upper-intermediate	N	3	1	4	4
15	F	3	upper-intermediate	N	3	1	3	3
17	F	3	upper-intermediate	N	3	1	3	2
18	F	1	upper-intermediate	N	3	3	3	2
19	F	2	upper-intermediate	N	3	1	4	3
20	M	1	upper-intermediate	N	3	1	2	3
21	M	2	upper-intermediate	N	2	1	3	2
22	M	3	elementary	N	4	4	4	4
24	F	3	elementary	N	3	3	4	3
25	M	3	beginner	N	3	3	4	4
26	F	1	upper-intermediate	N	3	1	2	3
27	F	3	elementary	L	3	3	3	3
28	F	1	elementary	N	4	2	2	4

Questionnaire #	basic questions				Teaching Styles			
	gender	high school grade	level	Native / local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
29	F	1	intermediate	N	3	4	3	2
30	F	1	intermediate	N	2	3	3	2
31	F	1	intermediate	L	4	1	3	4
34	F	1	elementary	L	4	1	3	4
35	F	1	intermediate	N	4	1	3	4
36	F	1	intermediate	L	3	2	3	3
37	F	2	upper-intermediate	N	4	1	3	4
38	F	3	elementary	N	3	1	3	4
39	F	2	intermediate	L	3	2	1	3
40	F	1	intermediate	L	4	4	3	4
41	F	1	intermediate	L	3	2	3	4
42	F	3	upper-intermediate	N	3	1	4	3
43	M	3	upper-intermediate	N	3	1	2	3
44	F	2	intermediate	N	2	2	3	3
45	F	2	upper-intermediate	N	3	4	4	4
46	F	2	upper-intermediate	N	3	1	3	3
47	F	1	elementary	N	3	3	3	3
48	M	2	intermediate	N	1	2	1	1
49	M	2	upper-intermediate	N	3	2	3	3
50	M	2	upper-intermediate	N	4	2	2	3
51	F	2	intermediate	N	3	1	3	3
52	M	2	intermediate	N	4	1	4	4
53	F	1	intermediate	N	4	1	4	4
54	M	2	intermediate	N	4	1	4	4
55	F	2	intermediate	N	3	1	3	2

Questionnaire #	basic questions				Teaching Styles			
	gender	high school grade	level	Native / local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
56	M	2	intermediate	N	4	1	3	3
58	F	3	intermediate	N	4	2	4	4
59	F	2	intermediate	N	4	1	4	4
60	F	3	elementary	N	3	3	3	3
61	F	3	elementary	N	3	1	4	4
62	F	2	intermediate	N	3	1	4	4
63	F	2	elementary	N	3	2	4	4
64	F	3	upper-intermediate	N	4	1	3	3
65	M	2	intermediate	N	4	1	4	3
66	F	1	elementary	N	3	1	3	3
67	M	2	intermediate	L	4	1	4	3
68	F	1	intermediate	N	4	1	3	4
69	M	3	upper-intermediate	N	3	1	3	3
70	F	2	beginner	L	3	1	3	3
71	F	3	elementary	N	3	2	3	4
72	F	1	elementary	N	3	2	3	4
73	F	3	elementary	N	3	2	3	4
74	M	2	intermediate	L	3	2	4	4
75	F	1	beginner	L	2	2	4	4
76	F	1	intermediate	L	4	2	3	3
77	F	2	intermediate	N	4	1	3	4
78	F	2	elementary	N	3	1	4	3
79	F	2	elementary	L	3	2	3	2
80	M	3	elementary	N	4	1	4	4
81	F	1	elementary	L	4	1	2	3

Questionnaire #	basic questions				Teaching Styles			
	gender	high school grade	level	Native / local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
82	F	2	elementary	N	3	3	3	3
83	F	1	elementary	N	3	1	2	4
84	M	2	upper-intermediate	N	4	2	4	4
86	M	3	intermediate	L	4	1	1	4
87	F	1	intermediate	N	3	1	3	4
89	F	1	intermediate	N	3	3	3	3
91	M	3	intermediate	N	4	1	3	4
92	M	1	intermediate	N	3	1	4	3
93	M	3	intermediate	N	4	1	3	3
100	F	2	intermediate	F	3	1	1	3
101	F	1	intermediate	F	3	1	4	4
102	M	1	intermediate	F	3	1	4	3
103	F	3	elementary	N	3	1	1	4
105	M	1	beginner	N	3	1	4	4
106	F	2	beginner	N	4	1	4	3
117	F	1	upper-intermediate	N	1	1	4	1
118	F	2	upper-intermediate	N	2	2	2	2
119	M	2	upper-intermediate	N	2	1	2	2
123	F	2	elementary	N	4	1	3	3
124	F	2	elementary	N	3	1	4	4
152	F	1	intermediate	N	3	1	1	3
153	F	2	beginner	N	2	1	3	2

4. Raw Data on The Aspect of Classroom Management

Questionnaire #	basic questions				Classroom Management		
	gender	high school grade	level	Native / local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
1	F	2	intermediate	L	3	3	4
2	F	2	intermediate	L	3	3	3
3	F	1	elementary	N	4	2	4
4	F	1	intermediate	L	4	4	4
5	F	2	intermediate	L	3	3	3
6	F	3	intermediate	N	4	3	3
7	M	2	intermediate	N	4	4	2
10	F	2	upper-intermediate	N	4	3	4
11	F	2	upper-intermediate	N	4	4	4
12	F	2	upper-intermediate	N	4	4	3
13	F	1	elementary	N	3	3	4
14	F	2	upper-intermediate	N	4	3	4
15	F	3	upper-intermediate	N	3	3	3
17	F	3	upper-intermediate	N	3	2	3
18	F	1	upper-intermediate	N	3	2	4
19	F	2	upper-intermediate	N	3	4	4
20	M	1	upper-intermediate	N	2	3	3
21	M	2	upper-intermediate	N	2	2	3
22	M	3	elementary	N	4	4	4
24	F	3	elementary	N	3	3	3
25	M	3	beginner	N	3	3	3
26	F	1	upper-intermediate	N	2	3	3
27	F	3	elementary	L	3	3	3
28	F	1	elementary	N	4	3	4

Questionnaire #	basic questions				Classroom Management		
	gender	high school grade	level	Native / local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
29	F	1	intermediate	N	2	1	4
30	F	1	intermediate	N	2	2	3
31	F	1	intermediate	L	4	4	4
34	F	1	elementary	L	4	4	3
35	F	1	intermediate	N	3	3	3
36	F	1	intermediate	L	3	4	4
37	F	2	upper-intermediate	N	3	4	4
38	F	3	elementary	N	3	4	3
39	F	2	intermediate	L	2	2	3
40	F	1	intermediate	L	3	3	3
41	F	1	intermediate	L	3	3	3
42	F	3	upper-intermediate	N	2	2	4
43	M	3	upper-intermediate	N	3	3	3
44	F	2	intermediate	N	3	3	3
45	F	2	upper-intermediate	N	4	4	4
46	F	2	upper-intermediate	N	2	3	3
47	F	1	elementary	N	3	3	3
48	M	2	intermediate	N	1	3	3
49	M	2	upper-intermediate	N	3	2	3
50	M	2	upper-intermediate	N	3	4	2
51	F	2	intermediate	N	3	4	4
52	M	2	intermediate	N	3	3	3
53	F	1	intermediate	N	3	4	4
54	M	2	intermediate	N	4	3	4
55	F	2	intermediate	N	3	3	4
56	M	2	intermediate	N	4	3	3

Questionnaire #	basic questions				Classroom Management		
	gender	high school grade	level	Native / local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
58	F	3	intermediate	N	4	4	4
59	F	2	intermediate	N	4	4	4
60	F	3	elementary	N	3	3	3
61	F	3	elementary	N	3	2	3
62	F	2	intermediate	N	4	2	3
63	F	2	elementary	N	3	3	2
64	F	3	upper-intermediate	N	3	3	4
65	M	2	intermediate	N	4	4	3
66	F	1	elementary	N	2	3	3
67	M	2	intermediate	L	3	3	3
68	F	1	intermediate	N	3	3	4
69	M	3	upper-intermediate	N	3	3	3
70	F	2	beginner	L	3	3	3
71	F	3	elementary	N	3	3	4
72	F	1	elementary	N	3	3	4
73	F	3	elementary	N	4	4	4
74	M	2	intermediate	L	3	3	4
75	F	1	beginner	L	4	3	3
76	F	1	intermediate	L	4	2	3
77	F	2	intermediate	N	4	4	4
78	F	2	elementary	N	3	4	3
79	F	2	elementary	L	3	3	4
80	M	3	elementary	N	4	4	4
81	F	1	elementary	L	3	3	4
82	F	2	elementary	N	3	3	3
83	F	1	elementary	N	3	3	3

Questionnaire #	basic questions				Classroom Management		
	gender	high school grade	level	Native / local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
84	M	2	upper-intermediate	N	4	4	4
86	M	3	intermediate	L	3	2	4
87	F	1	intermediate	N	3	3	3
89	F	1	intermediate	N	3	3	4
91	M	3	intermediate	N	4	4	3
92	M	1	intermediate	N	3	2	4
93	M	3	intermediate	N	3	3	3
100	F	2	intermediate	F	3	3	3
101	F	1	intermediate	F	4	3	2
102	M	1	intermediate	F	3	3	3
103	F	3	elementary	N	3	4	4
105	M	1	beginner	N	4	4	4
106	F	2	beginner	N	4	2	4
117	F	1	upper-intermediate	N	1	3	3
118	F	2	upper-intermediate	N	2	2	3
119	M	2	upper-intermediate	N	2	4	3
123	F	2	elementary	N	3	3	4
124	F	2	elementary	N	3	3	4
152	F	1	intermediate	N	2	3	3
153	F	2	beginner	N	3	2	3

5. Total Score of Each Item in Teaching Competence Aspect and All Items Based on the Opinion

Item opinion	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
Strongly disagree	0	0	0	1	0	0	0	2	0	0	0	3
Disagree	6	1	12	5	7	9	7	19	7	6	2	27
Agree	56	56	52	64	68	63	55	46	41	56	59	47
Strongly agree	34	39	32	26	21	24	34	29	48	34	35	19
TOTAL	96	96	96	96	96	96	96	96	96	96	96	96

6. Total Score of Each Item in Cultural Knowledge Aspect and All Items Based on the Opinion

Item opinion	Cultural Knowledge	
	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
Strongly disagree	4	3
Disagree	8	18
Agree	60	49
Strongly agree	24	26
TOTAL	96	96

7. Total Score of Each Item in Teaching Style Aspect and All Items Based on the Opinion

Item opinion	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
Strongly disagree	2	59	6	3
Disagree	8	21	10	10
Agree	53	12	47	41
Strongly agree	33	4	33	42
TOTAL	96	96	96	96

8. Total Score of Each Item in Classroom Management Aspect and All Items Based on the Opinion

Item opinion	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
Strongly disagree	2	1	0
Disagree	12	16	4
Agree	53	52	50
Strongly agree	29	27	42
TOTAL	96	96	96

9. The Percentages of Each Item and All Opinions in Teaching Competence Aspect

Item opinion	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
Strongly disagree	0%	0%	0%	1%	0%	0%	0%	2.1%	0%	0%	0%	3%
Disagree	6.3%	1%	13%	5.2%	7.3%	9%	7.3%	19.8%	7%	6.3%	2%	28%
Agree	58.3%	58%	54%	66.7%	70.8%	66%	57.3%	47.9%	43%	58.3%	61%	49%
Strongly agree	35.4%	41%	33%	27.1%	21.9%	25%	35.4%	30.2%	50%	35.4%	36%	20%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

10. The Percentages of Each Item and All Opinions in Cultural Knowledge Aspect

Item opinion	Cultural Knowledge	
	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
Strongly disagree	4%	3%
Disagree	8%	19%
Agree	63%	51%
Strongly agree	25%	27%
TOTAL	100%	100%

11. The Percentages of Each Item and All Opinions in Teaching Style Aspect

Item opinion	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
Strongly disagree	2%	61%	6%	3%
Disagree	8%	22%	10%	10%
Agree	55%	13%	49%	43%
Strongly agree	34%	4%	34%	44%
TOTAL	100%	100%	100%	100%

12. The Percentages of Each Item and All Opinions in Classroom Management Aspect

Item opinion	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
Strongly disagree	2%	1%	0%
Disagree	13%	17%	4%
Agree	55%	54%	52%
Strongly agree	30%	28%	44%
TOTAL	100%	100%	100%

13. Overall Descriptive Analysis Of Teaching Competence Aspect

Item Descriptive analysis	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
mean	3.395	3.477	3.326	3.222	3.157	3.157	3.278	2.407	3.083	3.427	3.344	2.885
mode	3	3	3	3	3	3	3	2	3	4	3	3
standard deviation	0.58	0.52	0.65	0.54	0.51	0.57	0.59	0.81	0.75	0.628	0.520	0.752

14. Overall Descriptive Analysis Of Cultural Knowledge Aspect

Descriptive analysis \ Item	Cultural Knowledge	
	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
mean	3.063	3.021
mode	3	3
standard deviation	0.693	0.767

15. Overall Descriptive Analysis Of Teaching Style Aspect

Descriptive analysis \ Item	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
mean	3.208	1.594	3.115	3.271
mode	3	1	3	4
standard deviation	0.679	0.865	0.832	0.774

16. Overall Descriptive Analysis Of Classroom Management Aspect

Descriptive analysis \ Item	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
mean	3.135	3.094	3.396
mode	3	3	3
standard deviation	0.705	0.697	0.571

17. Raw Questionnaire or Questionnaire Data of Students who were being taught by NESTs for Teaching Competence Aspect

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
3	F	1	elementary	N	3	3	4	3	4	4
6	F	3	intermediate	N	4	4	4	4	4	4
7	M	2	intermediate	N	3	4	3	3	3	3
10	F	2	upper-intermediate	N	4	3	3	3	2	3
11	F	2	upper-intermediate	N	3	3	3	3	3	3
12	F	2	upper-intermediate	N	3	3	2	3	3	3
13	F	1	elementary	N	3	3	3	3	4	4
14	F	2	upper-intermediate	N	4	3	4	4	3	4
15	F	3	upper-intermediate	N	3	3	3	3	3	3
17	F	3	upper-intermediate	N	2	3	2	3	3	3
18	F	1	upper-intermediate	N	2	3	2	3	3	3
19	F	2	upper-intermediate	N	3	3	3	3	3	3

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
3	2	3	3	4	4
4	1	4	4	4	3
2	1	3	3	4	3
4	3	2	3	4	3
4	3	4	4	4	4
3	2	4	4	3	4
4	3	2	3	4	3
3	1	3	3	4	3
3	2	3	4	4	4
3	3	2	2	3	3
3	3	2	2	3	3
3	3	3	3	4	3

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
20	M	1	upper-intermediate	N	3	3	2	3	2	3
21	M	2	upper-intermediate	N	3	3	2	3	4	3
22	M	3	elementary	N	4	4	4	4	4	4
24	F	3	elementary	N	3	3	3	3	3	3
25	M	3	beginner	N	3	3	4	3	3	3
26	F	1	upper-intermediate	N	3	3	3	3	4	3
28	F	1	elementary	N	3	3	4	3	4	4
29	F	1	intermediate	N	2	2	2	3	2	3
30	F	1	intermediate	N	3	4	3	4	2	3
35	F	1	intermediate	N	4	3	4	4	2	3
37	F	2	upper-intermediate	N	4	4	4	3	3	4
38	F	3	elementary	N	4	4	4	4	3	3
42	F	3	upper-intermediate	N	4	4	3	3	3	4
43	M	3	upper-intermediate	N	4	4	3	3	3	3
44	F	2	intermediate	N	3	3	3	3	3	3
45	F	2	upper-intermediate	N	4	4	4	4	4	4
46	F	2	upper-intermediate	N	3	3	3	3	3	3
47	F	1	elementary	N	3	3	3	3	3	3
48	M	2	intermediate	N	4	4	3	1	3	3
49	M	2	upper-intermediate	N	4	3	3	3	3	3
50	M	2	upper-intermediate	N	4	4	3	4	4	3
51	F	2	intermediate	N	4	4	4	2	3	2
52	M	2	intermediate	N	4	4	3	3	3	3
53	F	1	intermediate	N	3	4	4	4	3	4

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
3	3	3	3	4	3
2	2	2	4	4	2
4	4	4	4	4	4
4	3	3	3	4	3
4	4	3	4	3	3
3	2	3	4	4	3
3	2	3	4	3	3
2	4	2	2	4	3
2	2	2	2	4	3
3	2	3	3	4	3
4	3	4	4	3	3
3	1	3	4	4	4
3	2	3	3	4	3
4	4	3	3	3	3
3	2	3	4	4	4
4	2	4	4	4	4
3	1	3	4	4	3
3	2	3	3	4	3
3	3	4	4	4	4
4	3	3	3	3	4
4	3	4	4	4	4
3	3	2	3	3	3
3	3	4	3	4	3
4	2	4	4	4	4

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
54	M	2	intermediate	N	4	4	4	3	4	4
55	F	2	intermediate	N	3	3	3	3	3	3
56	M	2	intermediate	N	4	3	4	3	3	3
58	F	3	intermediate	N	4	4	4	4	4	4
59	F	2	intermediate	N	3	4	4	4	4	4
60	F	3	elementary	N	3	3	3	3	3	3
61	F	3	elementary	N	3	3	3	3	3	3
62	F	2	intermediate	N	4	4	4	4	3	3
63	F	2	elementary	N	3	3	3	3	3	3
64	F	3	upper-intermediate	N	4	4	4	3	3	3
65	M	2	intermediate	N	4	4	4	4	4	4
66	F	1	elementary	N	3	4	3	3	3	3
68	F	1	intermediate	N	3	3	3	3	3	2
69	M	3	upper-intermediate	N	3	3	3	3	3	4
71	F	3	elementary	N	3	3	3	3	3	3
72	F	1	elementary	N	3	3	3	3	3	3
73	F	3	elementary	N	3	3	3	4	3	4
77	F	2	intermediate	N	3	4	3	3	3	2
78	F	2	elementary	N	4	4	4	4	4	4
80	M	3	elementary	N	4	4	4	4	4	4
82	F	2	elementary	N	4	3	4	4	4	3
83	F	1	elementary	N	4	4	3	3	3	4
84	M	2	upper-intermediate	N	3	4	4	3	3	3
87	F	1	intermediate	N	4	4	3	3	3	3

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
3	1	4	4	4	4
3	3	3	3	4	3
4	3	4	4	4	3
4	1	4	4	4	4
4	2	4	4	3	4
3	3	3	3	4	3
4	3	3	4	3	3
3	2	3	4	4	4
3	1	2	4	4	4
4	3	4	3	3	3
4	4	4	4	4	4
3	3	3	4	4	3
3	2	3	3	4	3
3	3	3	4	4	4
3	2	2	3	3	3
3	2	2	3	3	3
4	2	2	3	3	3
3	3	3	4	4	4
4	1	4	4	4	4
4	4	4	4	4	4
4	3	3	4	4	4
4	2	3	4	4	4
3	1	4	4	3	4
3	2	4	4	4	3

Questionnaire #	basic questions				Teaching Competence					
	gender	high school grade	level	Native / local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
89	F	1	intermediate	N	3	4	3	3	3	2
91	M	3	intermediate	N	4	4	4	4	4	3
92	M	1	intermediate	N	3	4	3	3	3	4
93	M	3	intermediate	N	3	3	3	3	3	3
103	F	3	elementary	N	3	3	4	4	3	3
105	M	1	beginner	N	3	3	3	3	3	3
106	F	2	beginner	N	4	3	4	4	3	3
117	F	1	upper-intermediate	N	2	3	2	4	3	2
118	F	2	upper-intermediate	N	2	3	2	3	3	3
119	M	2	upper-intermediate	N	3	4	3	3	3	3
123	F	2	elementary	N	3	4	4	3	3	3
124	F	2	elementary	N	4	4	4	3	3	2
152	F	1	intermediate	N	4	3	4	3	3	3
153	F	2	beginner	N	3	3	2	3	3	3

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
3	2	2	3	4	3
4	3	4	4	4	4
3	2	2	3	3	3
3	1	2	3	4	3
3	2	2	2	4	4
3	3	3	3	4	4
4	1	4	3	4	3
3	2	1	3	4	3
3	2	2	2	2	3
3	2	2	4	4	4
3	3	3	4	4	3
3	3	4	4	4	3
3	3	3	4	4	3
3	1	1	3	3	3

18. Raw Questionnaire or Questionnaire Data of Students who were being taught by NESTs for Cultural Knowledge Aspect

Questionnaire #	basic questions				Cultural Knowledge	
	gender	high school grade	level	Native / local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
3	F	1	elementary	N	3	3
6	F	3	intermediate	N	3	3
7	M	2	intermediate	N	3	2
10	F	2	upper-intermediate	N	3	2
11	F	2	upper-intermediate	N	4	4
12	F	2	upper-intermediate	N	3	3
13	F	1	elementary	N	3	4
14	F	2	upper-intermediate	N	3	3
15	F	3	upper-intermediate	N	3	3
17	F	3	upper-intermediate	N	2	2
18	F	1	upper-intermediate	N	2	2
19	F	2	upper-intermediate	N	4	3
20	M	1	upper-intermediate	N	2	2
21	M	2	upper-intermediate	N	3	3
22	M	3	elementary	N	4	4
24	F	3	elementary	N	3	3
25	M	3	beginner	N	3	3
26	F	1	upper-intermediate	N	3	3
28	F	1	elementary	N	3	3
29	F	1	intermediate	N	2	2
30	F	1	intermediate	N	3	2
35	F	1	intermediate	N	4	4
37	F	2	upper-intermediate	N	3	3
38	F	3	elementary	N	4	3
42	F	3	upper-intermediate	N	3	2

Questionnaire #	basic questions				Cultural Knowledge	
	gender	high school grade	level	Native / local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
43	M	3	upper-intermediate	N	3	3
44	F	2	intermediate	N	3	3
45	F	2	upper-intermediate	N	4	3
46	F	2	upper-intermediate	N	4	4
47	F	1	elementary	N	3	3
48	M	2	intermediate	N	3	3
49	M	2	upper-intermediate	N	3	3
50	M	2	upper-intermediate	N	3	4
51	F	2	intermediate	N	3	3
52	M	2	intermediate	N	4	4
53	F	1	intermediate	N	3	4
54	M	2	intermediate	N	4	3
55	F	?	intermediate	N	3	3
56	M	2	intermediate	N	4	4
58	F	3	intermediate	N	3	4
59	F	2	intermediate	N	3	4
60	F	3	elementary	N	3	3
61	F	3	elementary	N	4	4
62	F	2	intermediate	N	3	3
63	F	2	elementary	N	3	3
64	F	3	upper-intermediate	N	3	2
65	M	2	intermediate	N	4	4
66	F	1	elementary	N	3	3
68	F	1	intermediate	N	4	4
69	M	3	upper-intermediate	N	3	3
71	F	3	elementary	N	4	4

Questionnaire #	basic questions				Cultural Knowledge	
	gender	high school grade	level	Native / local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
72	F	1	elementary	N	4	4
73	F	3	elementary	N	4	4
77	F	2	intermediate	N	3	2
78	F	2	elementary	N	4	4
80	M	3	elementary	N	4	4
82	F	2	elementary	N	3	2
83	F	1	elementary	N	3	3
84	M	2	upper-intermediate	N	3	2
87	F	1	intermediate	N	4	4
89	F	1	intermediate	N	3	3
91	M	3	intermediate	N	4	3
92	M	1	intermediate	N	2	4
93	M	3	intermediate	N	3	3
103	F	3	elementary	N	4	4
105	M	1	beginner	N	4	4
106	F	2	beginner	N	3	3
117	F	1	upper-intermediate	N	3	2
118	F	2	upper-intermediate	N	2	2
119	M	2	upper-intermediate	N	3	1
123	F	2	elementary	N	3	2
124	F	2	elementary	N	3	2
152	F	1	intermediate	N	3	3
153	F	2	beginner	N	4	3

19. Raw Questionnaire or Questionnaire Data of Students who were being taught by NESTs for Teaching Style Aspect

Questionnaire #	basic questions				Teaching Style			
	gender	high school grade	level	Native / local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
3	F	1	elementary	N	4	2	4	4
6	F	3	intermediate	N	3	1	2	1
7	M	2	intermediate	N	4	3	3	3
10	F	2	upper-intermediate	N	2	3	3	4
11	F	2	upper-intermediate	N	4	1	4	4
12	F	2	upper-intermediate	N	3	1	3	3
13	F	1	elementary	N	4	1	4	3
14	F	2	upper-intermediate	N	3	1	4	4
15	F	3	upper-intermediate	N	3	1	3	3
17	F	3	upper-intermediate	N	3	1	3	2
18	F	1	upper-intermediate	N	3	3	3	2
19	F	2	upper-intermediate	N	3	1	4	3
20	M	1	upper-intermediate	N	3	1	2	3
21	M	2	upper-intermediate	N	2	1	3	2
22	M	3	elementary	N	4	4	4	4
24	F	3	elementary	N	3	3	4	3
25	M	3	beginner	N	3	3	4	4
26	F	1	upper-intermediate	N	3	1	2	3
28	F	1	elementary	N	4	2	2	4
29	F	1	intermediate	N	3	4	3	2
30	F	1	intermediate	N	2	3	3	2
35	F	1	intermediate	N	4	1	3	4
37	F	2	upper-intermediate	N	4	1	3	4
38	F	3	elementary	N	3	1	3	4
42	F	3	upper-intermediate	N	3	1	4	3
43	M	3	upper-intermediate	N	3	1	2	3
44	F	2	intermediate	N	2	2	3	3

Questionnaire #	basic questions				Teaching Style			
	gender	high school grade	level	Native / local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
45	F	2	upper-intermediate	N	3	4	4	4
46	F	2	upper-intermediate	N	3	1	3	3
47	F	1	elementary	N	3	3	3	3
48	M	2	intermediate	N	1	2	1	1
49	M	2	upper-intermediate	N	3	2	3	3
50	M	2	upper-intermediate	N	4	2	2	3
51	F	2	intermediate	N	3	1	3	3
52	M	2	intermediate	N	4	1	4	4
53	F	1	intermediate	N	4	1	4	4
54	M	2	intermediate	N	4	1	4	4
55	F	?	intermediate	N	3	1	3	2
56	M	2	intermediate	N	4	1	3	3
58	F	3	intermediate	N	4	2	4	4
59	F	2	intermediate	N	4	1	4	4
60	F	3	elementary	N	3	3	3	3
61	F	3	elementary	N	3	1	4	4
62	F	2	intermediate	N	3	1	4	4
63	F	2	elementary	N	3	2	4	4
64	F	3	upper-intermediate	N	4	1	3	3
65	M	2	intermediate	N	4	1	4	3
66	F	1	elementary	N	3	1	3	3
68	F	1	intermediate	N	4	1	3	4
69	M	3	upper-intermediate	N	3	1	3	3
71	F	3	elementary	N	3	2	3	4
72	F	1	elementary	N	3	2	3	4
73	F	3	elementary	N	3	2	3	4
77	F	2	intermediate	N	4	1	3	4
78	F	2	elementary	N	3	1	4	3
80	M	3	elementary	N	4	1	4	4
82	F	2	elementary	N	3	3	3	3
83	F	1	elementary	N	3	1	2	4

Questionnaire #	basic questions				Teaching Style			
	gender	high school grade	level	Native / local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
84	M	2	upper-intermediate	N	4	2	4	4
87	F	1	intermediate	N	3	1	3	4
89	F	1	intermediate	N	3	3	3	3
91	M	3	intermediate	N	4	1	3	4
92	M	1	intermediate	N	3	1	4	3
93	M	3	intermediate	N	4	1	3	3
103	F	3	elementary	N	3	1	1	4
105	M	1	beginner	N	3	1	4	4
106	F	2	beginner	N	4	1	4	3
117	F	1	upper-intermediate	N	1	1	4	1
118	F	2	upper-intermediate	N	2	2	2	2
119	M	2	upper-intermediate	N	2	1	2	2
123	F	2	elementary	N	4	1	3	3
124	F	2	elementary	N	3	1	4	4
152	F	1	intermediate	N	3	1	1	3
153	F	2	beginner	N	2	1	3	2

20. Raw Questionnaire or Questionnaire Data of Students who were being taught by NESTs for Classroom Management Aspect

Questionnaire #	basic questions				Classroom Management		
	gender	high school grade	level	Native / local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
3	F	1	elementary	N	4	2	4
6	F	3	intermediate	N	4	3	3
7	M	2	intermediate	N	4	4	2
10	F	2	upper-intermediate	N	4	3	4
11	F	2	upper-intermediate	N	4	4	4
12	F	2	upper-intermediate	N	4	4	3
13	F	1	elementary	N	3	3	4
14	F	2	upper-intermediate	N	4	3	4
15	F	3	upper-intermediate	N	3	3	3
17	F	3	upper-intermediate	N	3	2	3
18	F	1	upper-intermediate	N	3	2	4
19	F	2	upper-intermediate	N	3	4	4
20	M	1	upper-intermediate	N	2	3	3
21	M	2	upper-intermediate	N	2	2	3
22	M	3	elementary	N	4	4	4
24	F	3	elementary	N	3	3	3
25	M	3	beginner	N	3	3	3
26	F	1	upper-intermediate	N	2	3	3
28	F	1	elementary	N	4	3	4
29	F	1	intermediate	N	2	1	4
30	F	1	intermediate	N	2	2	3
35	F	1	intermediate	N	3	3	3
37	F	2	upper-intermediate	N	3	4	4
38	F	3	elementary	N	3	4	3

Questionnaire #	basic questions				Classroom Management		
	gender	high school grade	level	Native / local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
42	F	3	upper-intermediate	N	2	2	4
43	M	3	upper-intermediate	N	3	3	3
44	F	2	intermediate	N	3	3	3
45	F	2	upper-intermediate	N	4	4	4
46	F	2	upper-intermediate	N	2	3	3
47	F	1	elementary	N	3	3	3
48	M	2	intermediate	N	1	3	3
49	M	2	upper-intermediate	N	3	2	3
50	M	2	upper-intermediate	N	3	4	2
51	F	2	intermediate	N	3	4	4
52	M	2	intermediate	N	3	3	3
53	F	1	intermediate	N	3	4	4
54	M	2	intermediate	N	4	3	4
55	F	2	intermediate	N	3	3	4
56	M	2	intermediate	N	4	3	3
58	F	3	intermediate	N	4	4	4
59	F	2	intermediate	N	4	4	4
60	F	3	elementary	N	3	3	3
61	F	3	elementary	N	3	2	3
62	F	2	intermediate	N	4	2	3
63	F	2	elementary	N	3	3	2
64	F	3	upper-intermediate	N	3	3	4
65	M	2	intermediate	N	4	4	3
66	F	1	elementary	N	2	3	3
68	F	1	intermediate	N	3	3	4
69	M	3	upper-intermediate	N	3	3	3

Questionnaire #	basic questions				Classroom Management		
	gender	high school grade	level	Native / local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
71	F	3	elementary	N	3	3	4
72	F	1	elementary	N	3	3	4
73	F	3	elementary	N	4	4	4
77	F	2	intermediate	N	4	4	4
78	F	2	elementary	N	3	4	3
80	M	3	elementary	N	4	4	4
82	F	2	elementary	N	3	3	3
83	F	1	elementary	N	3	3	3
84	M	2	upper-intermediate	N	4	4	4
87	F	1	intermediate	N	3	3	3
89	F	1	intermediate	N	3	3	4
91	M	3	intermediate	N	4	4	3
92	M	1	intermediate	N	3	2	4
93	M	3	intermediate	N	3	3	3
103	F	3	elementary	N	3	4	4
105	M	1	beginner	N	4	4	4
106	F	2	beginner	N	4	2	4
117	F	1	upper-intermediate	N	1	3	3
118	F	2	upper-intermediate	N	2	2	3
119	M	2	upper-intermediate	N	2	4	3
123	F	2	elementary	N	3	3	4
124	F	2	elementary	N	3	3	4
152	F	1	intermediate	N	2	3	3
153	F	2	beginner	N	3	2	3

21. Raw Questionnaire or Questionnaire Data of Students who were being taught by NNETs for Teaching Competence Aspect

Questionnaire #	basic Questions				Teaching Competence					
	gender	high school grade	level	native /local	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well
1	F	2	intermediate	L	3	3	3	3	3	3
2	F	2	intermediate	L	3	3	3	3	3	3
4	F	1	intermediate	L	3	3	3	4	4	3
5	F	2	intermediate	L	3	3	3	3	3	3
27	F	3	elementary	L	3	3	3	3	3	3
31	F	1	intermediate	L	3	4	4	3	3	3
34	F	1	elementary	L	4	3	4	3	3	3
36	F	1	intermediate	L	3	3	3	3	3	3
39	F	2	intermediate	L	3	3	3	2	3	2
40	F	1	intermediate	L	2	4	2	2	2	3
41	F	1	intermediate	L	3	3	3	3	3	3
67	M	2	intermediate	L	3	4	3	3	4	4
70	F	2	beginner	L	3	3	3	3	3	4
74	M	2	intermediate	L	3	3	2	4	3	3
75	F	1	beginner	L	4	3	3	3	4	4
76	F	1	intermediate	L	3	3	4	2	3	3
79	F	2	elementary	L	3	3	3	3	2	2
81	F	1	elementary	L	3	4	3	2	3	3
86	M	3	intermediate	L	4	3	3	3	3	2
100	F	2	intermediate	F	3	4	3	4	3	4
101	F	1	intermediate	F	4	4	3	4	4	3
102	M	1	intermediate	F	3	3	2	4	3	3

Teaching Competence					
Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
4	2	3	4	3	3
3	2	3	3	3	3
4	3	3	4	4	3
3	3	3	3	3	3
3	3	3	3	3	3
4	2	4	4	4	4
4	2	4	4	4	3
3	2	3	3	3	2
3	3	3	3	3	2
4	3	4	3	2	2
3	3	3	4	4	3
4	1	4	4	4	4
4	3	3	4	3	2
2	2	3	3	3	4
3	2	3	3	3	3
2	2	4	3	3	2
2	2	3	3	3	2
4	2	3	4	3	3
3	2	2	3	3	2
3	3	4	2	4	3
3	2	3	4	3	2
3	2	3	3	3	2
4	2	3	4	3	3
3	2	3	3	3	3

22. Raw Questionnaire or Questionnaire Data of Students who were being taught by NNETs for Cultural Knowledge Aspect

Questionnaire #	basic Questions				Cultural Knowledge	
	gender	high school grade	level	native /local	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
1	F	2	intermediate	L	3	3
2	F	2	intermediate	L	3	3
4	F	1	intermediate	L	3	3
5	F	2	intermediate	L	3	3
27	F	3	elementary	L	3	3
31	F	1	intermediate	L	3	3
34	F	1	elementary	L	3	3
36	F	1	intermediate	L	3	3
39	F	2	intermediate	L	3	2
40	F	1	intermediate	L	1	1
41	F	1	intermediate	L	3	4
67	M	2	intermediate	L	3	3
70	F	2	beginner	L	3	3
74	M	2	intermediate	L	2	3
75	F	1	beginner	L	3	3
76	F	1	intermediate	L	4	4
79	F	2	elementary	L	2	3
81	F	1	elementary	L	3	3
86	M	3	intermediate	L	3	2
100	F	2	intermediate	F	1	1
101	F	1	intermediate	F	1	4
102	M	1	intermediate	F	1	3

23. Raw Questionnaire or Questionnaire Data of Students who were being taught by NNESTs for Teaching Style Aspect

Questionnaire #	basic Questions				Teaching Style			
	gender	high school grade	level	native /local	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
1	F	2	intermediate	L	3	1	3	4
2	F	2	intermediate	L	3	2	3	3
4	F	1	intermediate	L	4	1	4	4
5	F	2	intermediate	L	3	3	3	3
27	F	3	elementary	L	3	3	3	3
31	F	1	intermediate	L	4	1	3	4
34	F	1	elementary	L	4	1	3	4
36	F	1	intermediate	L	3	2	3	3
39	F	2	intermediate	L	3	2	1	3
40	F	1	intermediate	L	4	4	3	4
41	F	1	intermediate	L	3	2	3	4
67	M	2	intermediate	L	4	1	4	3
70	F	2	beginner	L	3	1	3	3
74	M	2	intermediate	L	3	2	4	4
75	F	1	beginner	L	2	2	4	4
76	F	1	intermediate	L	4	2	3	3
79	F	2	elementary	L	3	2	3	2
81	F	1	elementary	L	4	1	2	3
86	M	3	intermediate	L	4	1	1	4
100	F	2	intermediate	F	3	1	1	3
101	F	1	intermediate	F	3	1	4	4
102	M	1	intermediate	F	3	1	4	3

24. Raw Questionnaire or Questionnaire Data of Students who were being taught by NNESTs for Classroom Management Aspect

Questionnaire #	basic Questions				Classroom Management		
	gender	high school grade	level	native /local	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
1	F	2	intermediate	L	3	3	4
2	F	2	intermediate	L	3	3	3
4	F	1	intermediate	L	4	4	4
5	F	2	intermediate	L	3	3	3
27	F	3	elementary	L	3	3	3
31	F	1	intermediate	L	4	4	4
34	F	1	elementary	L	4	4	3
36	F	1	intermediate	L	3	4	4
39	F	2	intermediate	L	2	2	3
40	F	1	intermediate	L	3	3	3
41	F	1	intermediate	L	3	3	3
67	M	2	intermediate	L	3	3	3
70	F	2	beginner	L	3	3	3
74	M	2	intermediate	L	3	3	4
75	F	1	beginner	L	4	3	3
76	F	1	intermediate	L	4	2	3
79	F	2	elementary	L	3	3	4
81	F	1	elementary	L	3	3	4
86	M	3	intermediate	L	3	2	4
100	F	2	intermediate	F	3	3	3
101	F	1	intermediate	F	4	3	2
102	M	1	intermediate	F	3	3	3

25. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Teaching Competence Aspect

Item opinion	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
strongly disagree	0	0	0	1	0	0	0	13	2	0	0	3
disagree	5	1	9	1	5	6	4	27	18	6	1	18
agree	39	40	36	51	52	48	44	28	31	29	44	37
strongly agree	30	33	29	21	17	20	26	6	23	39	29	16
TOTAL	74	74	74	74	74	74	74	74	74	74	74	74

26. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Cultural Knowledge Aspect

Item opinion	Cultural Knowledge	
	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
strongly disagree	0	1
disagree	6	16
agree	45	34
strongly agree	23	23
TOTAL	74	74

27. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Teaching Style Aspect

Item opinion	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
strongly disagree	2	48	3	3
disagree	7	13	9	9
agree	40	10	35	30
strongly agree	25	3	27	32
TOTAL	74	74	74	74

28. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NESTs for Classroom Management Aspect

Item opinion	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
strongly disagree	2	1	0
disagree	11	13	3
agree	38	37	37
strongly agree	23	23	34
TOTAL	74	74	74

29. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Teaching Competence Aspect

Item opinion	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
strongly disagree	0	0	0	0	0	0	0	1	0	0	0	0
disagree	1	0	3	4	2	3	3	13	1	1	1	9
agree	17	16	16	13	16	15	11	8	15	12	15	10
strongly agree	4	6	3	5	4	4	8	0	6	9	6	3
TOTAL	22	22	22	22	22	22	22	22	22	22	22	22

30. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Cultural Knowledge Aspect

Item opinion	Cultural Knowledge	
	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
strongly disagree	4	2
disagree	2	2
agree	15	15
strongly agree	1	3
TOTAL	22	22

31. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Teaching Style Aspect

Item opinion	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
strongly disagree	0	11	3	0
disagree	1	8	1	1
agree	13	2	12	11
strongly agree	8	1	6	10
TOTAL	22	22	22	22

32. Total Score of Each Item and All Item Based on the Opinion of Students who were being taught by NNESTs For Classroom Management Aspect

Item opinion	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
strongly disagree	0	0	0
disagree	1	3	1
agree	15	15	13
strongly agree	6	4	8
TOTAL	22	22	22

33. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Teaching Competence Aspect

Item opinion	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
Strongly disagree	0%	0%	0%	1.4%	0%	0%	0.0%	18%	3%	0%	0.0%	4%
Disagree	6.8%	1%	12%	1.4%	7%	8%	5.4%	36%	24%	8%	1.4%	24%
Agree	52.7%	54%	49%	68.9%	70%	65%	59.5%	38%	42%	39%	59.5%	50%
Strongly agree	40.5%	45%	39%	28.4%	23%	27%	35.1%	8%	31%	53%	39.2%	22%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

34. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Cultural Knowledge Aspect

Item opinion	Cultural Knowledge	
	Current English Teacher is knowledgeable about English-speaking countries culture	Current English teacher shares cultural information about English-speaking countries
Strongly disagree	0%	1%
Disagree	8%	22%
Agree	61%	46%
Strongly agree	31%	31%
TOTAL	100%	100%

35. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Teaching Style Aspect

Item opinion	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
Strongly disagree	3%	64.9%	4.1%	4%
Disagree	9%	17.6%	12.2%	12%
Agree	54%	13.5%	47.3%	41%
Strongly agree	34%	4.1%	36.5%	43%
TOTAL	100%	100%	100%	100%

36. The Percentages of Each Item and All Opinions of Students who were being taught by NESTs for Classroom Management Aspect

Item opinion	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
Strongly disagree	2.7%	1.4%	0%
Disagree	14.9%	17.6%	4%
Agree	51.4%	50.0%	50%
Strongly agree	31.1%	31.1%	46%
TOTAL	100%	100%	100%

37. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Teaching Competence Aspect

Item opinion	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
Strongly disagree	0%	0%	0%	0%	0%	0%	0%	4.5%	0%	0%	0%	0%
Disagree	4.5%	0%	13.6%	18.2%	9.1%	13.6%	13.6%	59.1%	4.5%	4.5%	4.5%	40.9%
Agree	77.3%	72.7%	72.7%	59.1%	72.7%	68.2%	50%	36.4%	68.2%	54.5%	68.2%	45.5%
Strongly agree	18.2%	27.3%	13.6%	22.7%	18.2%	18.2%	36.4%	0.0%	27.3%	41%	27.3%	13.6%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

38. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Cultural Knowledge Aspect

Item opinion	Cultural Knowledge	
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well
Strongly disagree	18.2%	9.1%
Disagree	9.1%	9.1%
Agree	68.2%	68.2%
Strongly agree	4.5%	13.6%
TOTAL	100%	100%

39. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Teaching Style Aspect

Item opinion	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
Strongly disagree	0%	50%	14%	0%
Disagree	4.5%	36.4%	4.5%	5%
Agree	59.1%	9.1%	54.5%	50%
Strongly agree	36.4%	4.5%	27%	45%
TOTAL	100%	100%	100%	100%

40. The Percentages of Each Item and All Opinions of Students who were being taught by NNESTs for Classroom Management Aspect

Item opinion	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
Strongly disagree	0%	0%	0%
Disagree	4.5%	13.6%	4.5%
Agree	68.2%	68.2%	59.1%
Strongly agree	27.3%	18.2%	36.4%
TOTAL	100%	100%	100%

41. Descriptive Analysis of Students who were being taught by NESTs for Teaching Competence Aspect

Item Descriptive analysis	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
mean	3.395	3.477	3.326	3.267	3.174	3.186	3.291	3.395	3.477	3.446	3.378	2.892
mode	3	3	3	3	3	3	3	3	3	4	3	3
standard deviation	0.60	0.53	0.66	0.54	0.51	0.56	0.57	0.60	0.53	0.64	0.52	0.79

42. Descriptive Analysis of Students who were being taught by NESTs for Cultural Knowledge Aspect

Descriptive analysis \ Item	Cultural Knowledge	
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well
mean	3.256	3.140
mode	3	3
standard deviation	0.60	0.77

43. Descriptive Analysis of Students who were being taught by NESTs for Teaching Style Aspect

Descriptive analysis \ Item	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
mean	3.174	1.570	3.163	3.256
mode	3	1	3	4
standard deviation	0.71	0.86	0.76	0.80

44. Descriptive Analysis of Students who were being taught by NESTs for Classroom Management Aspect

Item \ Descriptive analysis	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
mean	3.081	3.163	3.430
mode	3	3	4
standard deviation	0.72	0.73	0.58

45. Descriptive Analysis of Students who were being taught by NNESTs for Teaching Competence Aspect

Item \ Descriptive analysis	Teaching Competence											
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well	Current English teacher gives speaking lesson well	Current English teacher gives listening lesson well	Current English teacher gives reading lesson well	Current English teacher gives writing lesson well	Current English teacher teaches vocabulary effectively	Current English teacher teaches vocabulary in isolation	Current English teacher can anticipate students' difficulties well	Current English teacher's teaching and learning experience has helped students	Current English teacher gave contribution to students	Current English teacher understand the students' special needs
mean	3.136	3.273	3.000	3.045	3.091	3.045	3.227	2.318	3.227	3.364	3.227	2.727
mode	3	3	3	3	3	3	3	2	3	3	3	3
standard deviation	0.47	0.46	0.53	0.65	0.53	0.58	0.69	0.57	0.53	0.58	0.53	0.70

46. Descriptive Analysis of Students who were being taught by NNESTs for Cultural Knowledge Aspect

Descriptive analysis \ Item	Cultural Knowledge	
	Current English teacher can be Ss' pronunciation role model	Current English teacher can explain grammar well
mean	2.591	2.864
mode	3	3
standard deviation	0.85	0.77

47. Descriptive Analysis of Students who were being taught by NNESTs for Teaching Style Aspect

Descriptive analysis \ Item	Teaching Style			
	Current English teacher is flexible in teaching	Current English teacher uses Indonesian language in teaching	Current English teacher uses a lot of media in teaching and practice	Current English teacher has good rapport with the students
mean	3.318	1.682	2.955	3.409
mode	3	1	3	3
standard deviation	0.57	0.84	0.95	0.59

48. Descriptive Analysis of Students who were being taught by NNESTs for Classroom Management Aspect

Item \ Descriptive analysis	Classroom Management		
	Current class atmosphere is fun and flexible	Current English teacher uses the proper voice technique in teaching	Current English teacher uses pairwork or groupwork in teaching
mean	3.227	3.045	3.318
mode	3	3	3
standard deviation	0.53	0.58	0.57

49. Independent Sample t-test for Individual Items of Teaching Competence Aspects

t-Test: Two-Sample Assuming Unequal Variances		
1. Current English teacher plays great role as pronunciation model		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.338	3.136
Variance	0.364	0.219
Observations	74	22
Hypothesized Mean Difference	0	
df	44	
t Stat	1.653	
P(T<=t) one-tail	0.053	
t Critical one-tail	1.680	
P(T<=t) two-tail	0.105	
t Critical two-tail	2.015	

t-Test: Two-Sample Assuming Unequal Variances		
2. Current English teacher explains grammar well and can answer grammar questions well		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.432	3.273
Variance	0.276	0.208
Observations	74	22
Hypothesized Mean Difference	0	
df	39	
t Stat	1.391	
P(T<=t) one-tail	0.086	
t Critical one-tail	1.685	
P(T<=t) two-tail	0.172	
t Critical two-tail	2.023	

t-Test: Two-Sample Assuming Unequal Variances		
3. Current English teacher gives speaking lesson well		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.270	3.000
Variance	0.447	0.286
Observations	74	22
Hypothesized Mean Difference	0	
df	42	
t Stat	1.960	
P(T<=t) one-tail	0.028	
t Critical one-tail	1.682	
P(T<=t) two-tail	0.057	
t Critical two-tail	2.018	

t-Test: Two-Sample Assuming Unequal Variances		
4. Current English teacher gives listening lesson well		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.243	3.045
Variance	0.296	0.426
Observations	74	22
Hypothesized Mean Difference	0	
df	30	
t Stat	1.293	
P(T<=t) one-tail	0.103	
t Critical one-tail	1.697	
P(T<=t) two-tail	0.206	
t Critical two-tail	2.042	

t-Test: Two-Sample Assuming Unequal Variances		
5. Current English teacher gives reading lesson well		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.162	3.091
Variance	0.275	0.277
Observations	74	22
Hypothesized Mean Difference	0	
df	34	
t Stat	0.558	
P(T<=t) one-tail	0.290	
t Critical one-tail	1.691	
P(T<=t) two-tail	0.581	
t Critical two-tail	2.032	

t-Test: Two-Sample Assuming Unequal Variance		
6. Current English teacher gives writing lesson well		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.189	3.045
Variance	0.320	0.331
Observations	74	22
Hypothesized Mean Difference	0	
df	34	
t Stat	1.033	
P(T<=t) one-tail	0.155	
t Critical one-tail	1.691	
P(T<=t) two-tail	0.309	
t Critical two-tail	2.032	

t-Test: Two-Sample Assuming Unequal Variances		
7. Current English teacher teaches vocabulary effectively		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.297	3.227
Variance	0.321	0.470
Observations	74	22
Hypothesized Mean Difference	0	
df	30	
t Stat	0.437	
P(T<=t) one-tail	0.333	
t Critical one-tail	1.697	
P(T<=t) two-tail	0.665	
t Critical two-tail	2.042	

t-Test: Two-Sample Assuming Unequal Variances		
8. Current English teacher teaches vocabulary in isolation		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	2.365	2.318
Variance	0.755	0.323
Observations	74	22
Hypothesized Mean Difference	0	
df	53	
t Stat	0.296	
P(T<=t) one-tail	0.384	
t Critical one-tail	1.674	
P(T<=t) two-tail	0.768	
t Critical two-tail	2.006	

t-Test: Two-Sample Assuming Unequal Variances		
9. Current English teacher can anticipate students well		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.014	3.227
Variance	0.671	0.279
Observations	74	22
Hypothesized Mean Difference	0	
df	54	
t Stat	-1.449	
P(T<=t) one-tail	0.077	
t Critical one-tail	1.674	
P(T<=t) two-tail	0.153	
t Critical two-tail	2.005	

t-Test: Two-Sample Assuming Unequal Variances		
10. Current English teacher's teaching and learning experience has helped students to understand English		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.446	3.364
Variance	0.415	0.338
Observations	74	22
Hypothesized Mean Difference	0	
df	38	
t Stat	0.569	
P(T<=t) one-tail	0.286	
t Critical one-tail	1.686	
P(T<=t) two-tail	0.573	
t Critical two-tail	2.024	

t-Test: Two-Sample Assuming Unequal Variances contribution to Ss		
11. Current English teacher gives contribution to Ss' English improvement		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.378	3.227
Variance	0.266	0.279
Observations	74	22
Hypothesized Mean Difference	0	
df	34	
t Stat	1.184	
P(T<=t) one-tail	0.122	
t Critical one-tail	1.691	
P(T<=t) two-tail	0.245	
t Critical two-tail	2.032	

t-Test: Two-Sample Assuming Unequal Variances		
12. Current English teacher understands his/her students' special needs		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	2.892	2.727
Variance	0.618	0.494
Observations	74	22
Hypothesized Mean Difference	0	
df	38	
t Stat	0.938	
P(T<=t) one-tail	0.177	
t Critical one-tail	1.686	
P(T<=t) two-tail	0.354	
t Critical two-tail	2.024	

50. Independent Sample t-test for Individual Items of Cultural Knowledge Aspects

t-Test: Two-Sample Assuming Unequal Variances		
13. Current English Teacher is knowledgeable about English-speaking countries culture		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.230	2.591
Variance	0.344	0.729
Observations	74	22
Hypothesized Mean Difference	0	
df	27	
t Stat	3.286	
P(T<=t) one-tail	0.001	
t Critical one-tail	1.703	
P(T<=t) two-tail	0.003	
t Critical two-tail	2.052	

t-Test: Two-Sample Assuming Unequal Variances		
14. Current English teacher shares cultural information about English-speaking countries		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.068	2.864
Variance	0.584	0.600
Observations	74	22
Hypothesized Mean Difference	0	
df	34	
t Stat	1.088	
P(T<=t) one-tail	0.142	
t Critical one-tail	1.691	
P(T<=t) two-tail	0.284	
t Critical two-tail	2.032	

51. Independent Sample t-test for Individual Items of Teaching Style Aspects

t-Test: Two-Sample Assuming Unequal Variances		
15. Current English teachers is flexible in teaching		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.189	3.318
Variance	0.512	0.323
Observations	74	22
Hypothesized Mean Difference	0	
df	43	
t Stat	-0.878	
P(T<=t) one-tail	0.192	
t Critical one-tail	1.681	
P(T<=t) two-tail	0.385	
t Critical two-tail	2.017	

t-Test: Two-Sample Assuming Unequal Variances		
16. Current English teacher uses Indonesian language in teaching		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	1.568	1.682
Variance	0.769	0.703
Observations	74	22
Hypothesized Mean Difference	0	
df	36	
t Stat	-0.555	
P(T<=t) one-tail	0.291	
t Critical one-tail	1.688	
P(T<=t) two-tail	0.582	
t Critical two-tail	2.028	

t-Test: Two-Sample Assuming Unequal Variances		
17. Current English teacher uses a lot of media in teaching and practice		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.162	2.955
Variance	0.631	0.903
Observations	74	22
Hypothesized Mean Difference	0	
df	30	
t Stat	0.933	
P(T<=t) one-tail	0.179	
t Critical one-tail	1.697	
P(T<=t) two-tail	0.358	
t Critical two-tail	2.042	

t-Test: Two-Sample Assuming Unequal Variances		
18. Current English teacher has good rapport with the students		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.230	3.409
Variance	0.673	0.348
Observations	74	22
Hypothesized Mean Difference	0	
df	48	
t Stat	-1.136	
P(T<=t) one-tail	0.131	
t Critical one-tail	1.677	
P(T<=t) two-tail	0.262	
t Critical two-tail	2.011	

52. Independent Sample t-test for Individual Items of Classroom Management Aspects

t-Test: Two-Sample Assuming Unequal Variances		
19. Current class atmosphere is fun and flexible		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.108	3.227
Variance	0.563	0.279
Observations	74	22
Hypothesized Mean Difference	0	
df	49	
t Stat	-0.836	
P(T<=t) one-tail	0.204	
t Critical one-tail	1.677	
P(T<=t) two-tail	0.407	
t Critical two-tail	2.010	

t-Test: Two-Sample Assuming Unequal Variances		
20. Current English teacher uses the proper voice technique in teaching		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.108	3.045
Variance	0.536	0.331
Observations	74	22
Hypothesized Mean Difference	0	
df	43	
t Stat	0.420	
P(T<=t) one-tail	0.338	
t Critical one-tail	1.681	
P(T<=t) two-tail	0.677	
t Critical two-tail	2.017	

t-Test: Two-Sample Assuming Unequal Variances		
21. Current English teacher uses pairwork or groupwork in teaching		
	<i>Variable 1 (NESTs)</i>	<i>Variable 2 (NNESTs)</i>
Mean	3.419	3.318
Variance	0.329	0.323
Observations	74	22
Hypothesized Mean Difference	0	
df	35	
t Stat	0.729	
P(T<=t) one-tail	0.235	
t Critical one-tail	1.690	
P(T<=t) two-tail	0.471	
t Critical two-tail	2.030	

53. Summary of the results of the focus group interview

Focus group interviewee number	Question naire number	Gender (M/F)	High school grade (1/2/3)	Current English level	Current English teacher (NESTs / NNESTs)	Focus group interview Date	Summary of the Students' Perceptions
1	124	F	2	Elementary	NESTs	Tue, March 26 th 2013	<ol style="list-style-type: none"> 1. Current NEST had relaxed teaching style 2. Current NEST's pronunciation was perceived to be too fast even though the student considers her current NEST to be her ideal pronunciation model 3. Grammar, listening, and reading lessons were perceived to be well-taught 4. Vocabulary was taught in isolation (without example of how to use it in a sentence) 5. Although current NEST was good at speaking Indonesian, she never used it to teach vocabulary 6. The student was confident to say that her listening ability was improved due to current NEST 7. Current NEST is perceived to not anticipate individual students' needs 8. Cultural knowledge was possessed by current NEST. However, current NEST did not share it unless the student and her classmates ask for it 9. Current NEST often gave pairwork and groupwork. This was perceived positively since she could blend with her classmates. However, the student personally preferred to have teacher-centered style since she experienced having partners who were not serious in doing the assigned work 10. Proper voice technique was perceived to be used by current NEST (she varied her tone in different situations in class)
2	40	F	1	Intermediate	NNEST	Tue, March 26 th 2013	<ol style="list-style-type: none"> 1. Current NNEST had relaxed teaching style and proper voice technique in class 2. Current NNEST did not vary the way he taught (only through drawings) 3. Current NNEST's pronunciation was perceived quite well since he gave good speaking lesson (sometimes he corrected students' wrong

							<ol style="list-style-type: none"> 4. pronunciation). However, the student did not feel that she got any progress in this area 5. The student believed that current NNEST gave big contribution to her language skills improvement, except pronunciation 6. Grammar lesson was perceived to be well-taught 7. Current NNEST used Indonesian in explaining vocabulary and the student agreed that it was useful 8. Current NNEST sometimes taught vocabulary in context 9. Current NNEST was able to anticipate students' difficulties since he was very patient in explaining lesson 10. The student believed that current NNEST never touched any topics concerning English-speaking culture 11. Current NNEST often used pairwork and groupwork in his teaching. However, she preferred to have teacher-centered style since she thought that pairwork was not challenging enough (sometimes classmates did not know the correct answers)
3	152	F	1	Intermediate	NEST	Wed, March 27 th 2013	<ol style="list-style-type: none"> 1. Current NEST often had pairwork and the student perceive this positively in order to be able to blend with her classmates. Besides, current NEST often had whole class discussion. 2. The student put her current NEST as her pronunciation role model since the teacher came from Britain, sometimes she found it difficult to understand what the teacher said. 3. Current NEST was very dominant in talking (too much teacher talk time). Hence, his teaching style was perceived to be boring 4. Vocabulary teaching was perceived well since it was always taught in context and simple words 5. Current NEST was very knowledgeable concerning English-speaking culture and therefore was able to share it to students. He often compared it to Indonesian culture, so that the student had the big picture 6. Current NEST anticipated the whole class' difficulties instead of individual student's difficulty 7. Grammar and reading lessons were well-taught 8. No Indonesian language were used in teaching
4	68	F	1	Intermediate	NEST	Wed, March 27 th 2013	<ol style="list-style-type: none"> 1. Current NEST often had pairwork and the student perceive this positively in order to be able to blend with her classmates. Besides, current NEST often had whole class discussion 2. The student put her current NEST as her pronunciation role model since the teacher came from Britain, sometimes she found it difficult to understand what the teacher said

							<ol style="list-style-type: none"> 3. Vocabulary teaching was perceived well since it was always taught through simple words. However, the context of vocabulary was not presented. No Indonesian language were used in teaching 4. Current NEST did not use various media in teaching (only worksheet and textbook) and therefore his teaching style was considered to be boring 5. The students wished that her language competence to be as good as her current NEST, especially since her current NEST gave positive contribution to her (she understood English subject at school better) 6. Current NEST could anticipate the students' difficulties by giving motivation and advice. Besides, he has good rapport with the students, especially those who often participated in class discussion
5	10	F	2	Upper-intermediate	NEST	Wed, March 27 th 2013	<ol style="list-style-type: none"> 1. Speaking lesson were perceived to be well-taught (including how to pronounce). Hence, the student made her current NEST's pronunciation to be her role model. No Indonesian language was used in teaching 2. Current NEST rarely gave reading and writing lessons 3. In explaining the definition of some vocabulary, current NEST found it difficult to do it. Nevertheless, she taught vocabulary in context. Therefore, the student knew exactly when and how to use those vocabulary 4. The ability to explain grammar was found lacking. However, the student stated that her current NEST were willing to learn more and usually repeated the same lessons for 2 meetings. Hence, the student and her classmates were eventually able to understand 5. Current NEST possessed English-speaking culture and shared some information to class. Current NEST also shared different vocabulary or phrases used by different English-speaking countries 6. The classroom atmosphere was perceived to be flexible and fun since most of the time current NEST always invited everyone in the class to do whole class discussion or pairwork. Thus, current NEST was perceived to be successful in building sense of belonging 7. Since current NEST was new and handled new classes, she was perceived to fail to understand each student's difficulties or special needs. Current NEST told the class that she still had not found the best way to overcome this
6	11	F	2	Upper-intermediate	NEST	Wed, March 27 th 2013	<ol style="list-style-type: none"> 1. Current NEST had proper and clear voice technique 2. Speaking lesson were perceived to be well-taught. Hence, the student made her current NEST's pronunciation to be her role model 3. Current NEST rarely gave reading and writing lessons 4. In explaining the definition of some vocabulary, current NEST found it difficult to do it. Nevertheless, she taught vocabulary in context. Therefore, the student knew exactly when and how to use those vocabulary 5. The ability to explain grammar was found lacking. However, the student stated that her current NEST were willing to learn more and usually repeated the

							<p>same lessons for 2 meetings. Hence, the student and her classmates were eventually able to understand</p> <ol style="list-style-type: none"> 6. Current NEST possessed English-speaking culture and shared some information to class. Current NEST also shared different vocabulary or phrases used by different English-speaking countries 7. The classroom atmosphere was perceived to be flexible and fun since most of the time current NEST always invited everyone in the class to do whole class discussion or pairwork. Thus, current NEST was perceived to be successful in building sense of belonging
7	106	F	2	Beginner	NEST	Wed, March 27 th 2013	<ol style="list-style-type: none"> 1. Current NEST did not vary his teaching by using more media, only through textbook and worksheets 2. Even though the student wanted to have her pronunciation to be as good as her current NEST's, she found it difficult to understand her current NEST due to the babbling 3. Speaking, grammar, reading, vocabulary lessons were perceived to be good. Speaking lesson was included individual word pronunciation lesson. Nevertheless, listening lesson was rarely given by current NEST 4. The student admitted to gain improvement in understanding English subject at school 5. Current NEST was perceived to fail to anticipate each student's special needs or difficulties. Current NEST anticipated the whole class' special needs or difficulties 6. Current NEST often shared about English-speaking culture and compared it to Indonesian culture (including different informal phrases among English-speaking countries)
8	12	F	2	Upper-intermediate	NEST	Thur, March 28 th 2013	<ol style="list-style-type: none"> 1. Speaking lesson was perceived to be good since current NEST often corrected the wrong pronunciation. The student also put her current NEST's pronunciation to his ideal role model since the way her current NEST talked was very structured 2. Current NEST varied her way of teaching through games and from games students got many information concerning English culture 3. Current NEST could anticipate the students' needs by giving many examples in explaining particular issue 4. Vocabulary teaching was perceived to be good as well since current NEST taught the definition as well as the context 5. The student believed that his current NEST gave positive contribution to his vocabulary improvement and speaking skills progress 6. Pairwork and groupwork were often done in class and the student perceived this positively as she could get to know other classmates. Besides, current NEST kept encouraging the students to be more active in speaking through

							pairwork and groupwork 7. Current NEST's teaching style was perceived positively, especially since the current NEST blended with the whole class easily
9	84	M	2	Upper-intermediate	NEST	Thur, March 28 th 2013	<ol style="list-style-type: none"> 1. Speaking lesson was perceived to be good since current NEST often corrected the wrong pronunciation. The student also put his current NEST's pronunciation to his ideal role model since the way his current NEST talked was very structured 2. Current NEST varied her way of teaching through games and from games students got many information concerning English culture 3. Current NEST could anticipate the students' needs by giving many examples in explaining particular issue 4. Vocabulary teaching was perceived to be good as well since current NEST taught the definition as well as the context 5. The student believed that his current NEST gave positive contribution to his vocabulary improvement and speaking skills progress 6. Pairwork and groupwork were often done in class and the student perceived this positively as he could get to know other classmates. Besides, current NEST kept encouraging the students to be more active in speaking through pairwork and groupwork 7. Current NEST's teaching style was perceived positively, especially since the current NEST blended with the whole class easily
10	118	F	2	Upper-intermediate	NEST	Thur, March 28 th 2013	<ol style="list-style-type: none"> 1. Current NEST's teaching style was considered to be boring since he did not use various media in teaching 2. Listening and speaking lessons were perceived negatively since current NEST only discussed the correct answers without giving the reasons and his pronunciation was not clear enough (no proper voice technique was used either). Hence, the student did not put her current NEST's pronunciation to be her ideal role model 3. Vocabulary lesson was perceived positively, but it was not taught in context. 4. Current NEST did not anticipate the students' special needs since no students showed any difficulties in class. This phenomenon happened, because the students perceived unfriendly and stiff personality of the current NEST and therefore they were reluctant to ask or build good rapport with the current NEST 5. English culture was never discussed or shared during class 6. Current NEST often put students in pairs or groups and the student agreed to this system since the students could share what they know to help each other in pairs or groups
11	91	M	3	Intermediate	NEST	Thur, March 28 th 2013	<ol style="list-style-type: none"> 1. Current NEST's teaching style was flexible and fun. Moreover, he used various media in teaching, i.e. video, class discussion, games)

							<ol style="list-style-type: none"> 2. The student put his current NEST as his role model 3. Reading, listening, writing, vocabulary, grammar, speaking lessons were perceived positively by the student. The student particularly was satisfied that his current NEST focused on the improvement of the class' writing ability. 4. Concerning the vocabulary lesson, the students were given the context as well as the definition 5. Current NEST shared English culture and compared it with Indonesian culture
12	4	F	1	Intermediate	NNEST	Sat, March 30 th 2013	<ol style="list-style-type: none"> 1. Current NNEST's teaching style was perceived to be fun and flexible. Besides, current NNEST could blend with students and therefore class atmosphere could be more relaxed 2. Listening, grammar, speaking, writing, vocabulary lessons were well-taught. Grammar was taught as detailed as possible. Speaking lessons included how to pronounce the words correctly. Writing lessons included individual and group writing activities. Vocabulary was presented by giving the definition and how to use it correctly in different sentences. However, the student hoped that the listening lessons would be more frequent. 3. Current NNESTs could anticipate the students' special needs by giving deeper explanation every time 4. The student agreed that her current NNEST gave positive contribution in terms of vocabulary improvement which helped her in writings 5. Current NNEST helped students by giving strategies which he found when he was still learning English 6. Pairwork and groupwork were often done in teaching. The student felt groupwork was more effective since she and other students could share what they understand about the given topic or grammar that they had to solve 7. Current NNEST was perceived to be able share English culture and he often did that
13	53	F	1	Intermediate	NEST	Mon, April 1 st 2013	<ol style="list-style-type: none"> 1. Current NEST was perceived to be flexible 2. No media variation in teaching (only whiteboard, game) 3. Current NEST's pronunciation was the student's role model because of the fact that he was a native speaker although the student perceived that the current NEST spoke a little bit fast 4. Grammar was taught well since current NEST gave several sentences as examples and let the students work out the pattern. Therefore, the students could work independently 5. Reading lessons were perceived quite well 6. Speaking lessons were perceived well since current NEST often appointed the students into groups and let them discuss certain topics 7. New vocabulary was usually explained through examples in sentences and current NEST let students work out the meaning and the context

							<ol style="list-style-type: none"> 8. Current NEST only anticipated the whole class' difficulties, not individually 9. Current NEST gave positive contribution, especially in speaking since the student felt that she became more confident in expressing her thoughts. Besides, some topics were learned before they were learned at school 10. Current NEST shared a lot of information concerning the culture of English-speaking countries
14	56	M	2	Intermediate	NEST	Mon, April 1 st 2013	<ol style="list-style-type: none"> 1. Current NEST was perceived to be flexible 2. No media variation in teaching (only whiteboard, game) 3. Current NEST's pronunciation was the student's role model because of the fact that he was a native speaker although the student perceived that the current NEST spoke a little bit fast 4. Grammar was taught well since current NEST gave several sentences as examples and let the students work out the pattern. Therefore, the students could work independently 5. Reading lessons were perceived quite well 6. Speaking lessons were perceived well since current NEST often appointed the students into groups and let them discuss certain topics. This kind of activity built the student's confidence in speaking 7. New vocabulary was usually explained through examples in sentences and current NEST let students work out the meaning and the context 8. Current NEST only anticipated the whole class' difficulties, not individually 9. Current NEST gave positive contribution, especially in speaking since the student felt that she became more confident in expressing her thoughts. Besides, some topics were learned before they were learned at school 10. Current NEST shared a lot of information concerning the culture of English-speaking countries
15	38	F	2	Intermediate	NEST	Mon, April 1 st 2013	<ol style="list-style-type: none"> 1. Current NEST had monotonous teaching style since he did not vary his media in teaching (only using textbook) 2. The student wanted to have a good pronunciation like her current NEST and she did not perceive that her current NEST spoke fast 3. Grammar lesson was perceived to be well-taught. She perceived that her current NEST was good at it 4. Speaking lesson dealt with pronunciation 5. Despite the fact that listening lesson was rarely given, she perceived that her current NEST gave good listening lesson 6. Writing lessons were rarely given 7. Vocabulary lesson was presented well since current NEST gave the definition in detailed 8. The student could anticipate each student's special needs by checking each student's understanding after each lesson, correcting the student's

							pronunciation 9. Good rapport between current NEST and students was a bit hard to achieve since there were different style or culture in jokes
16	63	F	2	Elementary	NEST	Mon, April 1 st 2013	<ol style="list-style-type: none"> 1. Current NEST had monotonous teaching style since he did not vary his media in teaching (only using textbook) 2. The student wanted to have a good pronunciation like her current NEST and she did not perceive that her current NEST spoke fast 3. Grammar lesson was perceived to be well-taught. She perceived that her current NEST was good at it 4. Speaking lesson dealt with pronunciation 5. Despite the fact that listening lesson was rarely given, she perceived that her current NEST gave good listening lesson 6. Writing lessons were rarely given 7. Vocabulary lesson was presented well since current NEST gave the definition in detailed
17	47	F	1	Elementary	NEST	Mon, April 1 st 2013	<ol style="list-style-type: none"> 1. Current NEST had monotonous teaching style since he did not vary his media in teaching (only using textbook) 2. The student wanted to have a good pronunciation like her current NEST and she did not perceive that her current NEST spoke fast 3. Grammar lesson was perceived to be well-taught. She perceived that her current NEST was good at it 4. Speaking lesson dealt with pronunciation 5. Despite the fact that listening lesson was rarely given, she perceived that her current NEST gave good listening lesson 6. Writing lessons were rarely given 7. Vocabulary lesson was presented well since current NEST gave the definition in detailed
18	64	F	3	Upper-intermediate	NEST	Mon, April 1 st 2013	<ol style="list-style-type: none"> 1. Current NEST was perceived to use games a lot in her teaching 2. Grammar, listening, reading, and writing were perceived to be well-taught 3. Even tough the student put her current NEST to be her pronunciation role model, she still perceived that her current NEST spoke too fast 4. Vocabulary teaching was perceived badly since the student did not understand well. The student had to process what her current NEST said in English into her own first language (Indonesian) 5. Anticipation towards students was rarely given and current NEST also did not understand the students' special needs since the procedure in E English course

							<p>was to have a new teacher in each new level. Therefore, NESTs or NNESTs naturally had to adapt themselves with the students and it took quite a long time before the teacher knew how to understand and meet the students' special needs</p> <p>6. Current NEST also often put the class into groupwork or pairwork. The student perceived it well since it was very helpful for her to apply what she has learned</p>
19	34	F	1	Elementary	NNEST	Thu, April 4 th 2013	<ol style="list-style-type: none"> 1. Current NEST did not vary his media in teaching (only whiteboard, computer, textbook, and worksheet) 2. Current NEST was also flexible in teacher 3. Current NEST's pronunciation was perceived to be the student's role model 4. Grammar, speaking, listening, writing and reading lessons were perceived to be well-taught 5. Current NEST gave good anticipation by encouraging students to watch more English movies 6. Current NEST had cultural knowledge of English-speaking countries and would share when the topic was related to the lesson 7. The student thought that current NEST gave positive contribution in terms of listening. The student was more confident in listening what people from English-speakers countries said 8. Good rapport between teachers and students happened since current NEST cared the improvement of his current students
20	7	M	2	Intermediate	NEST	Thu, April 4 th 2013	<ol style="list-style-type: none"> 1. Current NEST's teaching was very monotonous since he did not vary the media in teaching (mostly textbook and worksheets) 2. Writing lessons were more often given than speaking, listening, and reading lessons. Writing lessons included the correct use of English and different types of writing. Speaking, listening, and reading lessons depended on textbook or worksheets 3. Vocabulary lesson was not perceived well since current NEST often gave the synonyms, but the students were not familiar with the synonyms and therefore the students had difficulties in understanding the meaning 4. The student put his current NEST's pronunciation as his role model 5. Current NEST could anticipate the students' special needs and difficulties by pinpointing each students' weakness area which needed improvement 6. Current NEST used proper voice technique (it was clear), but the student could see that his classmates sometimes had difficulties in understanding the current NEST's points 7. No Indonesian language was used in teaching 8. Pairwork and groupwork were rarely done in class. Hence, it was more of a teacher-centered style. Nevertheless, the student did not show any preferences since he was comfortable either way

							9. Current NEST shared a little cultural information about English-speaking countries. Current NEST shared more cultural information about his previous job experience
21	66	F	1	Elementary	NEST	Thu, April 4 th 2013	<ol style="list-style-type: none"> 1. Current NEST did not vary his media in teaching (only whiteboard, computer, textbook, and worksheet) 2. Current NEST was also flexible in teacher 3. Current NEST's pronunciation was perceived to be the student's role model 4. Grammar, speaking, listening, writing and reading lessons were perceived to be well-taught 5. Current NEST gave good anticipation by encouraging students to watch more English movies 6. Current NEST had cultural knowledge of English-speaking countries and would share when the topic was related to the lesson 7. The student thought that current NEST gave positive contribution in terms of listening. The student was more confident in listening what people from English-speakers countries said <p>Good rapport between teachers and students happened since current NEST cared the improvement of his current students</p>
22	13	F	1	Elementary	NEST	Thu, April 4 th 2013	<ol style="list-style-type: none"> 1. Current NEST did not vary his media in teaching (only whiteboard, computer, textbook, and worksheet) 2. Current NEST was also flexible in teacher 3. Current NEST's pronunciation was perceived to be the student's role model 4. Grammar, speaking, listening, writing and reading lessons were perceived to be well-taught 5. Current NEST gave good anticipation by encouraging students to watch more English movies 6. Current NEST had cultural knowledge of English-speaking countries and would share when the topic was related to the lesson 7. The student thought that current NEST gave positive contribution in terms of listening. The student was more confident in listening what people from English-speakers countries said 8. Good rapport between teachers and students happened since current NEST cared the improvement of his current students
23	83	F	1	Elementary	NEST	Thu, April 4 th 2013	<ol style="list-style-type: none"> 1. Current NEST did not vary his media in teaching (only whiteboard, computer, textbook, and worksheet) 2. Current NEST was also flexible in teacher 3. Current NEST's pronunciation was perceived to be the student's role model 4. Grammar, speaking, listening, writing and reading lessons were perceived to be well-taught 5. Current NEST gave good anticipation by encouraging students to watch more English movies

							<ol style="list-style-type: none"> 6. Current NEST had cultural knowledge of English-speaking countries and would share when the topic was related to the lesson 7. The student thought that current NEST gave positive contribution in terms of listening. The student was more confident in listening what people from English-speakers countries said 8. Good rapport between teachers and students happened since current NEST cared the improvement of his current students
24	3	F	1	Elementary	NEST	Thu, April 4 th 2013	<ol style="list-style-type: none"> 1. Current NEST was flexible in teaching, had good rapport between students by bringing good atmosphere 2. Since current NEST was able in speaking Indonesian language, current NEST could explain in Indonesian when the students did not understand, especially in vocabulary teaching. However, she did not often do that. It was just the last resort when the students totally did not understand certain new vocabulary 3. Grammar, speaking, listening, reading, writing lessons were perceived well. Speaking lesson included pronunciation. Reading lesson included discussing new vocabulary 4. Grammar lesson were usually delivered by providing pictures or flashcards. Sometimes, when the students did not understand, current NEST would try to find the best way to explain it using Indonesian language 5. In vocabulary teaching, current NEST often gave the synonym, examples in sentences, and the context 6. Current NEST anticipated the students' difficulties by providing more exercise if the students were still confused with one topic
25	103	F	3	Elementary	NEST	Fri, April 5 th 2013	<ol style="list-style-type: none"> 1. Current NEST had flexible teaching style. Moreover, current NEST was very approachable and therefore the students could have access to ask what they did not understand outside classroom. Hence, there was a good rapport between current NEST and students 2. Current NEST did several variation in teaching, e.g. videos, whiteboard, games, songs 3. Vocabulary teaching was taught well since the students were given the context and examples in sentences, which the students thought it was very helpful 4. The student admitted that the current NEST could be her role model 5. Current NEST was perceived to possess cultural knowledge of English-speaking countries and to be willing to share it 6. Current NEST gave positive contribution in terms of the student's speaking improvement 7. Groupwork was done more often than pairwork
26	59	F	2	Intermediate	NEST	Fri, April 5 th 2013	<ol style="list-style-type: none"> 1. Current NEST was perceived to have the cultural knowledge of English-speaking countries and be willing to share (she even asked her students about cultural knowledge of Indonesia)

							<ol style="list-style-type: none"> 2. Vocabulary teaching was taught well since the students were given the context and examples in sentences, which the students thought it was very helpful 3. Current NEST rought positive contribution to the students in the areas of listening and vocabulary 4. Current NEST could anticipate the students' difficulties by repeating the materials in the next meetings. Besides, current NEST understand the students' special needs by approaching them one by one and giving more exercise 5. Pairwork and groupwork were done in teaching equally 6. Positive contribution was gained in terms of listening and vocabulary 7. Although the student admitted that her current NEST could be her pronunciation role model, she actually preferred British accent more than American
27	48	M	2	Intermediate	NEST	Tue, April 9 th 2013	<ol style="list-style-type: none"> 1. Current NEST varied media in teaching, such as whiteboard, games, video 2. Vocabulary lessons included pronunciation teaching. Current NEST also gave definition, synonyms, and sometimes translated it into Indonesian language. However, the student did not agree with the use of Indonesian language 3. The student perceived that grammar, speaking, reading lesson well. However, writing and listening lessons were rarely given 4. Current NEST usually anticipated the students' difficulties by giving more examples. Moreover, he sometimes got angry in order to make the students understood more 5. In understanding the students' needs, current NEST paid attention to several students to check whether they understood the lessons given. However, the student felt that the attention which his current NEST went overboard 6. Although current NEST often gave groupwork, the student felt that it did not help him a lot since most of the time no results were gained. Instead, students talked to others concerning trivial and unrelated issues 7. Rapport between teachers and stuents really depends on the current NEST's mood 8. Cultural knowledge of English-speaking countries was possessed by the teachers. Besides, current NEST often compared cultural knowledge of English-speaking countries to cultural knowledge of Indonesia. Nevertheless, the student did not think that that information was useful 9. Current NEST gave positive contribution, because the way he explained the lesson was very clear and therefore the student could easily apply what he had learned. Moreover, his vocabulary range became wider
28	36	F	1	Intermediate	NNEST	Tue, April 9 th 2013	<ol style="list-style-type: none"> 1. Current NNEST was perceived to be able to explain lesson better than other NESTs, especially grammar since current NNEST was from Indonesia. Besides, current NNEST accomodate students with many related exercise, examples, and games and therefore the student could understand better and

							<p>apply them more easily</p> <ol style="list-style-type: none"> 2. Current NNEST gave grammar, listening, speaking, reading, vocabulary and writing lessons very often and the student perceived it well. Nevertheless, the student thought that current NNEST did not completely explain the whole meaning of a new vocabulary which was found in the reading text. 3. There were several media which the current NNEST used in teaching, i.e. whiteboard, computer, flashcard, boardgame 4. Rapport between teachers and students could happen since the current NNEST was quite friendly and able to understand the students' needs 5. Groupwork was often done by this current NNEST and the student perceived it well since she could blend and get to know her classmates. Furthermore, it could build the students' confidence and progress in English since groupwork means the students had to solve themselves 6. Current NNEST was knowledgeable concerning cultural knowledge of English-speaking countries or at least cultural knowledge of western countries since she lived in The Netherlands for a year
29	67	M	2	Intermediate	NNEST	Tue, April 9 th 2013	<ol style="list-style-type: none"> 1. Current NNEST was perceived to be able to explain lesson better than other NNESTs, especially grammar since current NNEST was from Indonesia. Besides, current NNEST accommodate students with many related exercise, examples, and games and therefore the student could understand better and apply them more easily 2. Current NNEST gave grammar, listening, speaking, reading, vocabulary and writing lessons very often and the student perceived it well. Nevertheless, the student thought that current NNEST did not completely explain the whole meaning of a new vocabulary which was found in the reading text. 3. There were several media which the current NNEST used in teaching, i.e. whiteboard, computer, flashcard, boardgame 4. Rapport between teachers and students could happen since the current NNEST was quite friendly and able to understand the students' needs 5. Groupwork was often done by this current NNEST and the student perceived it well since she could blend and get to know her classmates. Furthermore, it could build the students' confidence and progress in English since groupwork means the students had to solve themselves Current NNEST was knowledgeable concerning cultural knowledge of English-speaking countries or at least cultural knowledge of western countries since she lived in The Netherlands for a year 6. Despite the fact that current NNEST's pronunciation was perceived to be great, the student still insisted that he put native English teachers as his pronunciation model since he thought that native English speakers talked usually very fast

30	153	F	2	Beginner	NEST	Thur, April 10 th 2013	<ol style="list-style-type: none"> 1. Although NEST comes from England, the student did not put current NEST's pronunciation as her role model since the student perceived that her current NEST's pronunciation sounded a bit different than usual British accent 2. Various media in teaching was used (games, smartboard, computer) 3. Current NEST could anticipate the students' difficulties although the students thought it was still not enough 4. The students wished that her grammar ability could be as good as her current NEST 5. Good rapport between teachers and students happened. However, sometimes current NEST's jokes a bit offended some students 6. Cultural knowledge of English-speaking countries was possessed by current NEST. Furthermore, current NEST shared those information
31	15	F	3	Upper-intermediate	NEST	Thur, April 10 th 2013	<ol style="list-style-type: none"> 1. Current NEST used various media in teaching (games, computer, worksheet) 2. Vocabulary lessons were given well through games. Besides, definition and context were given properly 3. Listening, reading, writing, and grammar lessons were perceived to be well-taught. Current NEST gave more examples in sentences and let the student deduce the pattern. Reading lessons were related to grammar. Listening lessons included pronunciation. 4. Current NEST's pronunciation was perceived to be the student's role model since American English accent was clearer than British English accent 5. Current NEST could anticipate the students' difficulties by repeating the same topic in the next meeting 6. There was good rapport between teacher and student 7. Pairwork and groupwork were often done 8. Cultural knowledge of English-speaking countries was possessed by current NEST and often shared in class 9. Current NEST gave positive contribution in terms of vocabulary 10. No Indonesian language was used
32	89	F	1	Intermediate	NEST	Tue, April 16 th 2013	<ol style="list-style-type: none"> 1. Current NEST did not explain grammar in a simple way. Hence, the student got confused. Sadly, current NEST never gave direct confirmation to ask whether the student understood or not 2. Similar to listening and speaking lessons, current NEST never gave direct confirmation to students, follow-up exercise, or correct the students' mistakes unless the students asked 3. Writing lessons were only given near the writing test period 4. Current NEST did not anticipate the students' difficulties nor understand the students' special needs 5. Current NEST gave contribution in terms of grammar patterns, vocabulary, reading skills

							<ol style="list-style-type: none"> 6. Current NEST used various media in teaching (games, computer, worksheet, whiteboard) 7. Good rapport between teachers and students happened although somehow the student felt a bit uncomfortable 8. Pairwork was often done in teaching. However, the student did not prefer having pairwork since current NEST did not monitor the progress of each pairwork 9. Cultural knowledge of English-speaking countries was possessed by current NEST. Besides, current NEST shared those information in class
33	87	F	1	Intermediate	NEST	Tue, April 16 th 2013	<ol style="list-style-type: none"> 1. Current NEST explained grammar in a simple way. 2. In terms of listening and speaking lessons, current NEST never gave direct confirmation to students, follow-up exercise, or correct the students' mistakes unless the students asked 3. Writing lessons were only given near the writing test period 4. Current NEST did not anticipate the students' difficulties nor understand the students' special needs 5. Current NEST gave contribution in terms of grammar patterns, vocabulary, reading skills 6. Current NEST used various media in teaching (games, computer, worksheet, whiteboard) 7. Good rapport between teachers and students happened 8. Pairwork was often done in teaching. However, the student did not prefer having pairwork since current NEST did not monitor the progress of each pairwork 9. Cultural knowledge of English-speaking countries was possessed by current NEST. Besides, current NEST shared those information in class
34	43	M	3	Intermediate	NEST	Tue, April 16 th 2013	<ol style="list-style-type: none"> 1. Current NEST did not vary his media in teaching, only worksheet and games 2. Grammar, vocabulary, speaking, listening, reading, writing lessons were perceived to be well-taught since current NEST always pinpointed the correct answers for each mistake and gave feedback. Therefore, the student perceived that his current NEST could anticipate the students' difficulties and needs 3. Vocabulary lesson was perfectly delivered since definition and context were given thoroughly 4. Cultural knowledge of English-speaking countries was possessed and shared by current NEST 5. Current NEST was flexible in teaching 6. Current NEST's pronunciation became the students' pronunciation role model although there were some differences the student felt since current NEST comes from Australia 7. Current NEST gave positive contribution

							<ol style="list-style-type: none"> 8. Pairwork was never done since current NEST since current NEST always encouraged students to solve worksheets by themselves in order to challenge each student 9. Current NEST understood the students' special needs since feedback was often given to each students according their own needs
35	69	M	3	Upper-intermediate	NEST	Tue, April 16 th 2013	<ol style="list-style-type: none"> 1. Current NEST used worksheet all the time. Hence, current NEST was perceived to be boring 2. Listening lessons were rarely given. Speaking lessons were also rarely given (roleplay) 3. Grammar lesson sometimes was confusing. The student perceived that there were some confusing parts for him to digest since current NEST sometimes spoke very fast 4. Good rapport between teachers and students developed well 5. Current NEST could anticipate the students' needs and difficulties by giving feedback to each student 6. Cultural knowledge about English-speaking countries was possessed and shared by current NEST 7. Current NEST gave positive contribution in terms of grammar and vocabulary
36	100	F	2	Intermediate	NNEST	Thur, April 25 th 2013	<ol style="list-style-type: none"> 1. Current NNEST taught grammar, listening, speaking, reading, writing very well. Current NNEST explained grammar very clearly. He also gave related worksheet for each language skill 2. Vocabulary lesson were taught a bit poorly since no context was given (only definition and examples how to use in a sentence) 3. Current NNEST did not really anticipate the students' difficulties since worksheets given was not adequate 4. There were some positive contribution given by current NNEST 5. Current NNEST did not possess any cultural knowledge about English-speaking countries nor share those information to the students 6. Good rapport between teachers and students happened 7. Pairwork was often done in teaching, but the student felt that it would be better if there was more individual learning since pairwork could make the students lazy
37	101	F	1	Intermediate	NNEST	Thur, April 25 th 2013	<ol style="list-style-type: none"> 1. The student hoped that her language competence would be as good as her current NNEST. However, current NNEST was perceived to have poor vocabulary range and current NNEST's pronunciation was not clear enough 2. The student felt some positive contribution in terms of grammar understanding and speaking skills 3. Current NNESTs did not understand the students' needs 4. Current NNEST did not possess any cultural knowledge about English-speaking countries nor share those information to the students

							<ol style="list-style-type: none"> 5. Vocabulary lesson were taught a bit poorly since no context was given (only definition and examples how to use in a sentence) 6. Good rapport between teachers and students happened 7. Pairwork was often done in teaching
38	102	M	1	Intermediate	NNEST	Thur, April 25 th 2013	<ol style="list-style-type: none"> 1. Current NNEST taught grammar, listening, and writing very well. Current NNEST explained grammar very clearly. He also gave related worksheet for each language skill. On the other hand, speaking lessons were perceived negatively since the student felt that current NNEST did not correct any mistakes in speaking. Meanwhile, reading lessons were rarely given 2. Vocabulary lessons were perceived to be well-taught since current NNEST explained it by using Indonesian point of view. No Indonesian language was used in teaching 3. Current NNEST could not anticipate the students' needs since he was not able to accommodate the students' questions concerning advanced English matters 4. The student did not want his language competence to be as good as the current NNEST 5. Current NNEST was flexible in teaching 6. Pairwork was often done in teaching

54. NESTs' data

Number	Teacher	Country of Origin	Education Background	Teaching Experience	Teaching Background	Teaching Training Experience
1	Teacher A	England	Non-English department graduate	5 years <ul style="list-style-type: none"> 1 year in China (all subjects) 4 years in Indonesia (TEFL in an English language course) 	<ul style="list-style-type: none"> CELTA TKT module 1-3 	<ul style="list-style-type: none"> Cambridge YL, KET, PET oral examiner training ATA module in teaching IELTS and YL
2	Teacher B	England	Non-English department graduate	15 years <ul style="list-style-type: none"> 3 years in England (teaching English for foreigners) 6 months in Cambodia 12 years in Indonesia (TEFL in an English language course) 	CELTA	Teaching trainings from English course in Indonesia
3	Teacher C	England / Australia	English literature (college graduate)	6.5 years in Indonesia (TEFL in an English language course)	<ul style="list-style-type: none"> TEFL-TESOL teaching certificate TKT module 1 & 2 	<ul style="list-style-type: none"> Creative writing course KET, PET, FCE, CAE oral examiner training Jakarta Post's teaching training Counseling course
4	Teacher D	England	Education in YL graduate	9 years in Indonesia (TEFL in an English language course)	<ul style="list-style-type: none"> CELTA TKT module 1 	<ul style="list-style-type: none"> Cambridge YLE, KET, PET, FCE, CAE oral examiner training
5	Teacher E	USA	Non-English department graduate	<ul style="list-style-type: none"> 6 months in China (conversation class) 2 years in Indonesia (TEFL in an 	<ul style="list-style-type: none"> IDELT teaching certificate International diploma for 	Teaching training in Indonesia

				English language course)	ELT • TKT module 2 & 3	
6	Teacher F	Australia	Linguistic degree	6 months in Indonesia (TEFL in an English language course)	TEFL certificate	none
7	Teacher G	USA	Liberal art graduate	<ul style="list-style-type: none"> • 4 years in USA as classroom assistant • 1 year in Indonesia (TEFL in an English language course) 	TEFL academy certificate	none
8	Teacher H	England	Non-English department graduate	<ul style="list-style-type: none"> • 3 years in England as activity coordinator in a private language school • 10 months in Indonesia (TEFL in an English language course) 	<ul style="list-style-type: none"> • CELTA • TKT module 1 	none
9	Teacher I	England	Non-English department graduate	<ul style="list-style-type: none"> • 10 months in England (teaching business English) • 1 month in Spain (teaching YL) • 11 months in Indonesia (TEFL in an English language course) 	• Trinity certTESOL	none
10	Teacher J	England	Non-English department graduate	<ul style="list-style-type: none"> • 2 years in Japan (primary English school) • 1 year in Indonesia (TEFL in an English language course) 	• Trinity certTESOL	none

Notes:

CELTA: Certificate English

TKT: Teaching Knowledge Test

YL : Young Learners

KET: Key English Test

PET: Preliminary English Test

ATA: Australian TESOL Association

IDELT: International Diploma in English Language Teaching

FCE: First Certificate in English

CAE: Certificate Advanced in English

55. NNESTs' data

Number	Teacher	Country of Origin	Education Background	Teaching Experience	Teaching Background	Teaching Training Experience	Experience in English-speaking country (-ies)
1	Teacher K	Indonesia	Non-English department graduate	20 years (TEFL in an English language course)	TKT module 1	Teaching training in Indonesia	<ul style="list-style-type: none"> • Travelling to and living in Europe for 1.5 years • Living in Australia for more than 10 years
2	Teacher L	Indonesia	Non-English department graduate	5 years (TEFL in an English language course)	<ul style="list-style-type: none"> • TKT module 1 – 3 • Currently taking TEFL master degree course 	Teaching training in Indonesia	<ul style="list-style-type: none"> • Living in Australia for 1 month • Living in Europe for 1 year
3	Teacher M	Indonesia	TEFL graduate (IKIP)	<ul style="list-style-type: none"> • 10 months as an English teacher in a vocational high school • 17 years (TEFL in several English language courses) 	TKT module 1-3	Teaching training in Indonesia	none
4	Teacher N	Indonesia	TEFL graduate (IKIP)	<ul style="list-style-type: none"> • 6 years teaching English in private • 14 years (TEFL in several English language courses) 	TKT module 1	Teaching training in Indonesia	none

Notes:

TKT : Teaching Knowledge Test

FKIP: Fakultas Keguruan dan Ilmu Pendidikan