INTRODUCTION

Chapter I presents the introduction of the study which is consists of the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Significance of the Study, the Definition of Key Terms, the Limitation of the Study, and the Organization of the Research Report.

1.1 Background of the Study

It has been many centuries ago that English has spread around the world and has been used by many people in different parts of the world. Nowadays, English is the widely spread and it becomes popular language. It has been claimed as an international language. It is confessed by almost all people in the world. When someone is going to go overseas or another country, then English is one of the language which is important to be mastered. Therefore, many linguists have studied about the widespread of English around the world.

There are several reasons for the spread of English around the world. These are the three common reasons why English wide spreads around the world. The first is historical reason. The expansion of British Empire started the spread of English in the world and claimed English as British own. Moreover World War II, where happened many large-scale movements of people through immigration also globalization of education since 1950s has created a field with new types of language program (Richards & Rodgers, 2014). The second one is economic

reason. The world economic situation has rapidly changed since 1945 which has brought the world to the modernization. The modernizations were mainly begun from Western countries, such as in United States and Great Britain. The third reason is the spread of western cultural products such as movies, music, books and so on. It includes the electronical products as well which commonly use English on its manuals and information books.

Besides English popularity, its existence also has important role in the world as a 'global language'. A language whose a global language status must be taken up by other countries around the world to be stated as a global language (Crystal, 2003). The popularity of English as a global language which is almost used in all countries in the world makes English proficiency is very worthy. This makes many predictions that English will continue to be a standard language and it will dominate the world. No wonder that English will be imperishable by any language in the world for very long time later.

Nevertheless, linguist who has been predicting the future of English will find threats from some languages which try to challenge it. Graddol (2006) states that English is going to get a great competition from non-native speaking teachers from Asia and Europe for native English speaking countries. The other world language such as Spanish, Germany, Mandarin, and Arabic are the challengers that have big possibilities to reduce and lesser the use of English. Arabic especially has a significant influence to the future of English as it is used in the Qur'an. Every moslem in the world reads Qur'an even just as a passive language. It means without knowing the meaning clearly but in a great number of people, they learn the

meaning and sometimes use it in daily conversation as well. The predicate of Islam as the most developing religion in the world and its position as the sacret language of Moslem surely will give significant effect to the role of English in the future.

The popularity and its function as a global language makes English is necessary to be learned. As a result, this emmerges the term of ELT (English Language Teaching). Oxford University Press states the definition of ELT as followed "the field of teaching English as a second or foreign language". ELT has been a trend in Indonesia recently. Moreover, since the fantastic trend of social media such as Facebook, Twitter and Instagram which makes people to communicate to other people even from different countries or regions.

One of the important instruments which we need to pay attention in ELT is the English teacher whether it is a Native English Speaking Teacher (NEST) or Non Native English Speaking Teacher (NNEST). The English teacher is the key element for conducting the language teaching activity because his role as an English material transferer. So far the number of NESTs in Indonesia are still minority. The existence of NEST in Indonesian ELT context will give the different atmosphere to the ELT as we know that Indonesia puts English as a foreign language. The study which had been conducted by Qian & Jingxia (2016) found a result that Chinese College students prefer native English than non-native English. The traditional idea of Native English make native English teacher is prestigious for some students.

Therefore, this research will be conducted to reveal how actually the perceptions of the students toward the existence of NEST in English language teaching in the school are.

1.2 Reasons for Choosing the Topics

There are some reasons underlaying to carry out of this research. They are as follows:

1. Researcher's curiousity about perception of SMK N 1 Demak students towards Native English Speaker Teacher (NEST). Since the researcher's experience in having teacher training program, he met and got along with a NEST coming from United States. In many occasions, the researcher had ever accompanied the NEST in some classrooms when he was doing teaching activities. The researcher had observerved his teaching styles and habitualities. From those occasions, the researcher's curiousity about students' perception towards the NEST finally comes out.

2. Request of the NEST. The NEST whom the researcher had met in the school had requested to the researcher to give his feedback toward his (the NEST) teaching style. This eventually has given an idea to the researcher for conducting a study which is concerned with NEST.

1.3   Research Question

The purpose of the study is to find out the answer of the following question: What are the eleventh grade SMK N 1 Demak in the academic year of 2018/2019 students' perception towards NEST like?

1.4   Objective of the Study

The objective of the study is: to find out the eleventh grade SMK N 1 Demak students' majority perception towards NEST.

1.5   Significance of the Study

The result of the study hopefully will be benecial to:

1. Native English Speaker Teacher

   The result of the study serves information about teachers' and students' perceptions for Native English Speaker Teacher. It also can be used as a reflection towards NEST's behaviour and teaching inside the classroom

2. Teachers

   The result of the study serves information for the teachers about the NEST. By knowing the advantages and disadvantages, the teachers are supposed to do better actions in teaching learning process which can improve their competency.

3. Readers

   The result of this study serves information which perhaps the readers' need about students' perception towards NEST.

1.6   Definition of Key Terms

There are some key terms to be defined in this study such as:

1. NEST (Native English Speaking Teacher)

    Linguists have defined a NEST as an individual who has an 'insight' into a specific language or enjoys an 'intuitive' sense of what is grammatical and ungrammatical with regard to language use; someone whose native instincts qualify them to be a touchstone or arbiter on linguistic matters relating to their language, especially if they are an 'educated native speaker.' (Paikeday 1985, p. 26)

2. Students' Perception of NEST

    Attitudes and opinions of students toward NEST, the strenghts and weaknesses of the teachers from the student's perspective, and the capability of the teachers to motivate the students (Cheung, 2002)

3. ELT (English Language Teaching)

    English Language Teaching is a process where English language is taught as a second or foreign language around the world to school children and learner's adults. (Khansir, 2013)

1.7   Limitation of the Study

The discussion about NEST is very wide in English language teaching. There are many issues which can be used as a research topic. Therefore, this study will be limitted on the students' perception towards NEST in teaching learning process, the NEST's strengths and weaknesses, and the NEST's behaviour.

1.8   Organization of the Research Report

This final project consists of five chapters which can be enumerated as follows:

1. Chapter I consists of the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the significance of the study, the definition of key terms, the limitation of the study, and the organization of the research report.

2. Chapter II deals with review of the related literature that consists of several points which contain theories underlying the study. In this chapter serves result of the previous similiar studies as well.

3. Chapter III discusses the research method which is needed for conducting the research. The contents include the research design, the subject of the study, the instrument of the study, the data gathering, and the data analysis.

4. Chapter IV contains the research findings. It consists of the result and the discussion.

5. Chapter V is the last chapter. It consists of the conclusion and the suggestion.