

NATIVE ENGLISH TEACHER EXAMINING AND IMPROVING ESSAYS WRITTEN BY PROSPECTIVE NON-NATIVE ENGLISH TEACHERS: A CASE AT ENGLISH EDUCATION PROGRAM OF PURWOREJO MUHAMMADIYAH UNIVERSITY

Junaedi Setiyono
Purworejo Muhammadiyah University
junaedi.setiyono@yahoo.co.id

ABSTRACT

Translating Indonesian essays into English ones performed by students of English Education Program of Purworejo Muhammadiyah University needs to be improved in some aspects if the translated essays are published for readers in the English speaking countries such as United Kingdom and United States of America.

The research done by the writer aims at investigating the Native English Teacher (NET)'s opinion or improvements when the NET is to read and examine the essays written by students of English Education Program or Prospective Non-Native English Teachers (NNETs). Such English essays constitute the result of students assignment, i.e. translating Indonesian essays into English ones. The research which was accomplished in 2016 collaborated with a NET, i.e. an English lecturer at Ohio State University, United State of America.

The findings of the research focus on comparing the English sentences written by prospective NNETs and the NET's revisions as the result of his improvements. Such findings indicate, among others, that students sentences tend to be wordy or ineffective. As a consequence, the NET's improvements frequently change these sentences into the effective ones. Besides, the NET tend to change the passive sentences written by the prospective NNETs into the active ones.

Keywords: student's essay, NET's revisions, comparing

INTRODUCTION

Essay Writing is a compulsory subject in English Education Program of Teacher Training and Pedagogy Faculty of Purworejo Muhammadiyah University. This subject belongs to English language skills whose characteristics, among others, are giving students as many as opportunities to practice and providing them with abundant examples. To write an essay in this writing class needs to consider the formal rules in order that such a skill can be of the basis of taking academic writing subject. The formality of writing essay can be found in the availability of thesis in its introductory paragraph, of supporting paragraphs in its body paragraph, and of concluding paragraph.

A Native English Teacher (NET) needs to be involved in the Essay Writing class because the students' essays are supposed to be appropriate both grammatically and idiomatically. Being appropriate idiomatically means their works do not seem to be "strange" when the readers from English speaking countries read them. To have what so called being native-like, the students' works need to be read and examined by NET. The valuable experience the students have is that they can compare their works with the NET's revision. As a result, students can minimize their shortcomings dealing with native-likeness in their writing essay.

A subject of Indonesian-English Translation is the compulsory subject which is taken by students before they take the subject of Essay Writing. The Indonesian-English Translation class is held by employing the strategy of Task-Based Language Teaching (TBLT). As a consequence, the class focuses on the task given to the students. The task given is that students are to write either their most interesting experience or the person who inspires them a lot in Bahasa Indonesia then to translate the Indonesian essays into English ones. The result of students translating their essays are going to be discussed in this paper.

REVIEW OF RELATED LITERATURE

A. Essay Writing and Indonesian-English Translation Task

When the researcher taught the subject of Essay Writing at English Education Study Program of Purworejo Muhammadiyah University, the problems he encountered, among others, were the problems dealing with determining the idea, specifying the detail, and arranging the organization. In writing their essay, the students tended to write based on the idea which was very simple and trivial, and they tended not to write in detail. Besides, they tended to have difficulties in organizing their essay.

Essay writing class was held after the students had already attended the Indonesian-English Translation class. Due to being inspired by student's tasks – writing down in

Indonesian the most interesting experience they had already had or the most interesting person they had ever met, and then translating it into English – the researcher tried to collaborate the two subjects. It meant that he made use of such tasks – just taking the English version, and then discussed them in his Essay Writing class.

In such a classical discussion, the researcher facilitated his students to find the thesis of the tasks taken. Then, some supporting paragraphs were to find. After that, the concluding paragraph was to find. After accomplishing finding out the three elements of essay – namely thesis, supporting paragraphs, and concluding paragraph – he helped his students to change such task into a more formal essay.

In fact, what the researcher thought over and what he did had already been thought by ELT professionals. They conducted some research dealing with the student's essays. They found that student's essays would be better in terms of idea, detail, and organization if they wrote their essay first in their mother tongue. Chinese students belonging to English as Second Language (ESL) class produced longer and better essays when they planned the essay in the language in which the topic was primarily experienced, for example, when they used Chinese to plan a description of the Qingming festival (Kern, 2000). Furthermore, the most proficient writer in the group of ESL students would write her essays in her native language and then translate them into English (Kern, 2000). Moreover, Chinese ESL students translated key words into Chinese while writing in English 'to get stronger impression and association of ideas for the essay'. It was found that such language switches improved the quality of students' writing in terms of ideas, organization, and details (Kern, 2000).

B. Comparing the NNETs and NETs

What has disturbed the researcher's mind for years as one of Non-Native English Teachers (NNETs) is the thought that he becomes one of the teaching staffs of English Education

Department at the university he works just because an English teacher like him is easy to find and cheap to hire. In fact, such an anxiety is also felt by quite many NNETs.

Some English Language Teaching (ELT) professionals have conducted studies to answer what the researcher thinks something worrying as one of NNETs. However, of course, his question has already been changed into systematic research questions. They questioned the advantages and disadvantages of being NNETs. It needs to be researched because it has been a common sense that the function of NNETs just to “represent” Native English Teachers (NETs).

The role of NETs and NNETs can be differentiated. Although NETs can be reliable informants, NNETs have advantages over NETs in the role of instructor. Furthermore, NETs and NNETs each have their own strengths because of their different linguistic backgrounds. It is because native speakers obviously have the more extensive experience as English language users; meanwhile, the non-native speakers have had experience as English language learners. Thus, linguistic knowledge of teachers should not be more highly regarded than pedagogical expertise (Florence, 2012).

The research related to the students’ perception, both secondary school students and university ones, has already been held in Hungary. The research reports that NNETs are perceived to adopt a more structured approach to teaching grammar, to help students with grammatical difficulties, to prepare students thoroughly for examinations, to promote learning more effectively, and to supply L1 equivalents. However, they have some weaknesses, i.e. their incorrect pronunciation, excessive use of L1, and outdated language use. Dealing with NETs, such a research reports that some lower level learners found that they were difficult to understand and that they only provided with few grammatical explanations (Benke and Medgyes, 2005).

In the research conducted in Hong Kong, it is reported that NNETs made use of the L1 to explain difficult vocabulary items and grammar rules. Furthermore, she reports that L1 use was acknowledged as an advantage of NNETs by students because it has long been the policy of the Hong Kong Education Bureau that English should be taught through English only (Florence, 2012).

In the newest research about the advantages and disadvantages of NNETs and NETs that the researcher can find so far, the research reports that the main disadvantages of NNETs were their inaccurate pronunciation and grammar, their traditional and textbook-bound teaching styles, and fewer opportunities they created for practicing English. Furthermore, it is reported that “nonstandard” and nonnative pronunciation has always been students’ main criticism of NNETs in the literature. It is even also reported that to some students, NNETs’ pronunciation was perceived as “fake”, “unreal”, and “untrustworthy”. Thus, it is clear that students hope to imitate the native speaker model, which they perceive as the standard, whereas other varieties are “substandard” (Mahboob, 2010).

After examining such a research report, the researcher concludes that among the three language items of English teaching, i.e. phonological, lexical, and structural items, the phonological item is one of some weaknesses of NNETs that is somewhat difficult to improve. It does not mean that NNETs are not aware of such a weakness and that they are not eager to improve it. Instead, they need to find other strength that can compensate such a disadvantage to be NNETs. In such a research, it is found that code switching constitutes one of NNETs’ superiority comparing with NETs. In this research, he tries to promote another NNETs’ superiority. Such superiority is not only to facilitate the students in preparing their English examination but also, among others, to facilitate them in writing a non-fictional composition or in writing a narrative essay idiomatically or naturally.

C. Textbooks Containing Narrative Texts

A narrative, in its most basic form, requires at least three elements: an original state of affairs, an action or an event, and the consequent state of affairs. In a narrative, there must be plot. Plot can bring a list of events into a meaningful whole. The easiest way to do this is by introducing chronology, which in the mind of the reader easily turns into causality (Czaniawska, 1998). A narrative can be understood to organize a sequence of events into a whole so that the significance of each event can be understood through its relation to that whole. A narrative conveys the meaning of events (Elliot, 2006).

In English lesson, narrative text or story becomes an integral part. In fact, any text belonging to narrative is usually called story. The reason why narrative text is an essential thing is quite sensible. It is related to the language itself as a social phenomenon. As a consequence, language is always related to the entity that society is fond of, i.e. telling and being told a story. It is not exaggerated when human beings is said to be fond of story, either fictional or factual one. However, it must be admitted that not all people are able to tell a story well. It must also be admitted that writing a story well is not easy. Many people believe that writing a story is quite different from telling a story. It means that those who can tell a story well do not mean that they can also write a story well. In fact, one is the broadening of curricular goals to include not only language, but also the stories that are told in that language; such stories serve as exemplars of social interaction within the particular culture (Kern, 2000).

In the English Education Department of Teacher Training and Pedagogy Faculty, writing a narrative text or story, especially non-fictional ones, can be found in the subject of Essay Writing. As we know, in Essay Writing, several kinds of essay can be found, among others, narrative and descriptive. What is meant by story in the materials which the researcher proposes is mainly narrative and descriptive. Actually, another factor that has an impact on

processing difficulty is the type or 'genre' of text. Furthermore, genre theorists argue that narratives, recounts, and descriptive texts will be easier to process than abstract or argumentative texts involving the expression of opinions and attitudes (Nunan, 2004).

The stories are taken from the student's written tasks of Indonesian-English Translation class. The stories can support the students' achievement in accomplishing the Essay Writing subject. Based on some studies it is known that students could accomplish their writing task well if they wrote the key words of their essay in their first language or mother tongue first, and then translated such key words into their second or foreign language. If the students did such a thing (writing the key words of their essay in their first language or mother tongue), their essay would be better dealing with its organization and idea, and they would write more detailed essay. Chinese ESL students translated key words into Chinese while writing in English 'to get stronger impression and association of ideas for the essay'. Such language switches improved the quality of students' writing in terms of ideas, organization, and details (Kern, 2000).

Thus, the narrative text written by students, if they are allowed to make use of their first language in the process of composing it, will have some positive characteristics. The narrative text will be a detailed one, have a good idea, and have a good organization. By having such good characteristics, it can be of the basis to make a good essay. Of course, for the sake of making a good essay, it must have a thesis and some supporting paragraphs. Both the thesis and supporting paragraphs can be found, either implicitly or explicitly, in it, in the narrative text written by the students.

The Essay Writing class which is held by making use of the student's written task as the materials has some advantages. The materials found in such a learning-teaching activity can make the perspective of foreign language teaching in balance. It is widely known that such a perspective traditionally has two polar focuses. These polar focuses claim that the

truth belongs to either of them, either the polar focusing on meaning or the polar focusing on form.

The learning-teaching activity utilizing student's written task can accommodate the two polar focuses well, because it is able to accommodate them, i.e. considering that both meaning and form are useful to perform the ideal English teaching. A balanced perspective is important to create indeed. Some problems in English teaching consist of, among others, to find out the nature of the relationship between form and meaning. During the audio lingual era, language teaching went through a period of focus on form at the expense of meaning. This was followed by communicative period of focus on meaning at the expense of form (Kern, 2000).

The materials are derived from the written task of Indonesian-English Translation class. The researcher collected the tasks when he taught the subject. Such a task had to be submitted at the end of the semester. The directions of the task are that: the students are either to write about their most interesting experience or to write about someone inspiring them a lot first in Indonesian and then translate it directly into English. Dealing with writing a good English essay, it is found that Chinese English as Second Language (ESL) students produced longer and better essays when they planned the essay in the language in which the topic was primarily experienced, for example, when they used Chinese to plan a description of the Qingming festival (Kern, 2000). Furthermore, it is found that the most proficient writer in her group of ESL students would write her essays in her native language and then translate them into English (Kern, 2000).

Analyzing the difference between NNETs' essays and NETs' revisions is the main method employed. It is because this paper was written by considering the findings of studies related to the advantages of being NETs and the characteristics of narrative texts. Such a

research resulted a product namely coursebook which was especially written by making use of the NETs advantages as an English teacher in Indonesia.

METHODOLOGY

This paper is written based on the research findings of research conducted by the writer. One of some findings that the writer obtained is that there is a finding focusing on the revisions done by the NET when he was asked to read carefully the essays written by the students. The NET chosen is Mr. Jack H. Rouzer, Ph.D., an assistant program manager of ESL (English as a Second Language) composition and spoken English programs of School of Teaching & Learning at Ohio State University, USA.

Before describing what the revisions done by NET looks like, the writer needs to tell how he obtained the essay written by students. The essay constitutes one of the student's tasks which are collected by the writer in the end of Indonesian-English Translation class.

The task that the students are obliged to submit has a following direction:

You are to write an essay about either the most interesting experience you have or the most inspiring person you know well first in Bahasa Indonesia and then to translate it into English.

The directions are supposed to guarantee the authenticity of the essay. It is because the experience written is by nature individual and the person written is someone they have known well for years.

Furthermore, the table is written to facilitate the analysis because it will be done sentence by sentence. The table is arranged as follows:

Prospective NNET's Essay	NET's Revision
My Attractive Experience Tri Wahyuni (10.212.0176)	My Interesting Experience Tri Wahyuni (10.212.0176)

Corrections: [Attractive >> Interesting]	
I joined in an institution. It has taken place for about half year. The institution is named “Smart Learning Centre”.	For about the last six months I have been involved with founding and promoting a program for the advancement of teaching practices called The Smart Learning Centre.
Corrections: [for about half year >> for about the last six months]; [joined in >> have been involved with founding and promoting a program for the advancement of teaching practices]; [instituiton >> centre]; [is named >> called] Notes: <i>joined</i> in is not only corrected but also elaborated.	

To clarify the analysis the symbols used are //[...]// to separate the word/phrase/sentence analyzed, //>>// to show the direction of change namely from student’s work to NET’s revision, //;// to show the change of the word/phrase/sentence analyzed, //notes// to accommodate the change done by NET which are not accommodated by the previous symbols.

FINDINGS AND DISCUSSION

A student’s essay which the writer chooses as the data to analyze is the essay written by Tri Wahyuni. He chooses such an essay because the essay has the topic concerning with education. Besides, the length of essay and its completeness become his consideration. What is meant by being long and complete is that such an essay is written in detail, has a good idea, and has a good organization.

The student’s essay analyzed is as follows:

My Attractive Experience Tri Wahyuni (10.212.0176)

I joined in an institution. It has taken place for about half year. The institution is named “Smart Learning Centre”. The institution concerns with the training, counseling the learning styles, hypnotherapy, fun outbound, tutoring, and private tutoring.

This institution was founded by 11 people. They are Mr. Saiful Bahri as a chairman, 10 persons who are still listed as students of Purworejo Muhammadiyah University including me are as members. We met in an event at the 2 State Junior High School of Purworejo. My friend and I were as a committee in the event, and Mr. Saiful Bahri was as the presenter. We talked about the day-to-day activities as a student. I also followed some of the student activities, for example Scouting and

Volunteer Corps. It was not enough to me, and I wanted to have more activity. While studying, I also learned to organize student activities.

Mr. Saiful Bahri was interested in our activities, and he encouraged us to set a meeting with him. We accepted it enthusiastically and as soon as we met him at the Muhammadiyah University of Purworejo. He invited us to cooperate in a tutoring activity. We had to find again at least 5 friends. And, we found not only 5 but 10 students at the time.

And, we exchanged some ideas each other, and, eventually, formed the Institute of “Smart Learning Centre”. During 2 months, we often conducted some trainings, about learning style, motivation, public speaking, how to become more interesting than other, and how to understand students. After that, we split the task to the next activity. There were duties of the marketing, administration, and also activity departments. I was included in the activity department together with two other members. We constructed a design of activities related to early childhood. We got a good response by kindergartens in Purworejo. They were very enthusiastic to join our institution.

Initially, we only offered tutoring and private tutoring, but we intended to hold a kindergarten and early childhood education. And, we told their parents about learning styles that should be applied to children since their early age. Up to now, these events take place well. We go to every kindergarten and early childhood education to ask them to join.

One which had a considerable enthusiasm was the Darul Muttaqien’s kindergarten that located around the Grand Mosque complex of Purworejo. There were children who were very active and creative. We taught the game-playing easily. In addition, they also expressed their talents and abilities. They were agile enough to play a musical instrument. The student’s parents were also very supportive with the activities of their children.

That is a glimpse of my experience. I hope it can inspire us to continue the study. We will help them to realize their aspirations. Be an inspirational teacher whose presence is very needed by students.

Then, such an essay above is analyzed sentence by sentence by making use of the following table:

Student’s Essay	Native English Teacher’s Revision
My Attractive Experience Tri Wahyuni (10.212.0176)	My Interesting Experience Tri Wahyuni (10.212.0176)
Corrections: [Attractive >> Interesting]	
I joined in an institution. It has taken place for about half year. The institution is named “Smart Learning Centre”.	For about the last six months I have been involved with founding and promoting a program for the advancement of teaching practices called The Smart Learning Centre.
Corrections: [for about half year >> for about the last six months]; [joined in >> have been involved with founding and promoting a program for the advancement of teaching practices]; [instituiton >> centre]; [is named >> called] Notes: <i>joined</i> in is not only corrected but also elaborated.	
The institution concerns with the training, counseling the learning styles, hypnotherapy, fun outbound, tutoring, and private tutoring.	The centre’s activities include teacher training and counseling, hypnotherapy tutoring, and extra-curricular activities.
Corrections: [the institution >> centre]; [concerns >> include]; [the training, counseling the learning styles >> teacher training and counseling]; [hypnotherapy >> hypnotherapy tutoring]; [fun	

outbond, tutoring, and private tutoring >> extra-curricular activities] Notes: The terms for educational activities are corrected.	
This institution was founded by 11 people. They are Mr. Saiful Bahri as a chairman, 10 persons who are still listed as students of Purworejo Muhammadiyah University including me are as members.	The centre was founded by Mr. Saiful Bahri, who is the director, and ten others, including me, who are students of Purworejo Muhammadiyah University.
Corrections: [This institution was founded by 11 people >> The centre was founded by Mr. Saiful Bahri]; [They are Mr. Saiful Bahri as a chairman >> , who is the director]; [who are still listed as students >> who are students]; [10 persons >> ten others]. [as members >> ...] Notes: Native speaker rephrases the sentence.	
We met in an event at the 2 State Junior High School of Purworejo. My friend and I were as a committee in the event, and Mr. Saiful Bahri was as the presenter.	A friend and I attended an education conference at the #2 State Junior High School of Purworejo where Mr. Saiful Bahri was presenting.
Corrections: [an event >> an education conference]; [at the 2 State Junior High School >> at the #2 State Junior High School]; [Mr. Saiful Bahri was as the presenter >> Mr. Saiful Bahri was presenting]; [we met in an event & my friend and I were as a committee >> a friend and I attended an education conference]	
We talked about the day-to-day activities as a student. I also followed some of the student activities, for example Scouting and Volunteer Corps. It was not enough to me, and I wanted to have more activity. While studying, I also learned to organize student activities.	We shared with Mr. Bahri our view that the day-to-day activities of being a student were not stimulating and although we had joined Scouting and the Volunteer Corps and had organized other students activities on our own, it still was not enough.
Corrections: [I >> we]; [talked about >> shared]; [learned to organize student activities >> had organized other students activities on our own]; [and I wanted to have more activity >> ...]; [... >> were not stimulating]; [I also followed some of the student activities, for example Scouting and Volunteer Corps >> we had joined Scouting and the Volunteer Corps]	
Mr. Saiful Bahri was interested in our activities, and he encouraged us to set a meeting with him.	Mr. Bahri was interested in our activities and invited us to set up a meeting with him.
Corrections: [encouraged >> invited]; [to set a meeting >> to set up a meeting]	
We accepted it enthusiastically and as soon met him at the Muhammadiyah University of Purworejo.	We accepted enthusiastically and shortly thereafter met him at Purworejo Muhammadiyah University.
Corrections: [as soon >> shortly thereafter]; [at the Muhammadiyah University of Purworejo >> at Purworejo Muhammadiyah University]; [it >> ...]	
He invited us to cooperate in a tutoring activity. We had to find again at least 5 friends. And, we found not only 5 but 10 students at the time.	From the meeting, he suggested we find at least five others to set up a tutoring program – in fact, we found ten – for young children.
Corrections: [a tutoring activity >> a tutoring program for young children]; [find again at least 5 friends >> find at least five others]; [to cooperate in >> to set up]; [... >> from the meeting]; [And, we found not only 5 but 10 students at the time >> -- in fact, we found ten --]	
And, we exchanged some ideas each other, and, eventually, formed the Institute of “Smart Learning Centre”.	After some exchange of ideas, we formed the Smart Learning Centre.
Corrections: [we exchanged some ideas each other >> after some exchange of ideas]; [and >> ...]; [and >> ...]; [eventually >> ...]; [the Institute of “Smart Learning Centre” >> the Smart Learning Centre]	
During 2 months, we often conducted some trainings, about learning style, motivation, public speaking, how to become more interesting than other, and how to understand students.	Within two months, we were conducting teacher training on topics such as learning styles, motivation, learning discourse, learner affect, and how to understand students.

<p>Corrections: [during >> within]; [2 >> two]; [we often conducted]; [some trainings >> teacher training]; [about >> on topics such as]; [learning style >> learning styles]; [public speaking, how to become more interesting than other >> learning discourse, learner affect]</p> <p>Notes: There is a special term dealing with educational activity.</p>	
<p>After that, we split the task to the next activity. There were duties of the marketing, administration, and also activity departments.</p>	<p>Shortly thereafter, the Centre's offerings grew to include courses in marketing, administration and curriculum design.</p>
<p>Corrections: [after that >> shortly thereafter]; [activity departments >> curriculum design]; [we split the task to the next activity >> the Centre's offerings grew]; [there were duties of the >> to include courses in]</p> <p>Notes: Student's essay emphasizes on what they do, whereas the native speaker emphasizes on what the Course does.</p>	
<p>I was included in the activity department together with two other members. We constructed a design of activities related to early childhood. We got a good response by kindergartens in Purworejo.</p>	<p>I, together with two others, designed for early childhood education that got a good response from kindergartens in Purworejo.</p>
<p>Corrections: [I was included in the activity department together with two other members >> I, together with two others]; [we constructed a design of activities related to early childhood >> designed for early childhood education]; [we got a good response by kindergartens in Purworejo >> got a good response from kindergartens in Purworejo]</p> <p>Notes: Native speaker shortens the sentence; and, it becomes more effective.</p>	
<p>They were very enthusiastic to join our institution.</p>	<p>In fact, a great number of kindergarten teachers enrolled in our program.</p>
<p>Corrections: [they >> a great number of kindergarten teachers]; [to join >> enrolled in]; [our institution >> our program]</p> <p>Notes: Native speaker rephrases the sentence.</p>	
<p>Initially, we only offered tutoring and private tutoring, but we intended to hold a kindergarten and early childhood education.</p>	<p>Initially, we only offered tutoring and private tutoring, but we also wanted to offer kindergarten and early childhood education.</p>
<p>Corrections: [intended >> also wanted]; [to hold >> to offer]; [a kindergarten >> kindergarten]</p>	
<p>And, we told their parents about learning styles that should be applied to children since their early age.</p>	<p>We started promoting by talking to parents about particular teaching methods that should be employed with the children at that age.</p>
<p>Corrections: [learning styles >> particular teaching methods]; [applied to >> employed with]; [children since their early age >> the children at that age]; [and, we told their parents >> we started promoting by talking to parents]</p> <p>Notes: Native speaker elaborates the sentence.</p>	
<p>Up to now, these events take place well. We go to every kindergarten and early childhood education to ask them to join.</p>	<p>After speaking at a number of kindergartens and early childhood institutions, we have gotten solid enrollments.</p>
<p>Corrections: [Up to now >> ...]; [every kindergarten >> a number of kindergartens]; [early childhood education >> early childhood institutions]; [these events take place well + to ask them to join >> , we have gotten solid enrollments]</p>	
<p>One which had a considerable enthusiasm was the Darul Muttaqien's kindergarten that located around the Grand Mosque complex of Purworejo.</p>	<p>One school that responded particularly well was the Darul Muttaqien kindergarten, near the Grand Mosque complex in Purworejo.</p>
<p>Corrections: [one which had a considerable enthusiasm >> one school that responded particularly well]; [the Darul Muttaqien's kindergarten >> the Darul Muttaqien kindergarten]; [that located around >> , near]; [of Purworejo >> in Purworejo]</p>	
<p>There were children who were very active and creative. We taught the game-playing easily. In</p>	<p>Because the children there were already so active and creative, we were able to easily</p>

addition, they also expressed their talents and abilities. They were agile enough to play a musical instrument.	teach them the game-playing activities – giving them ways to express their talents and abilities, even teaching them to play a musical instrument.
Corrections: [There were children who were very active and creative. >> Because the children there were already so active and creative,]; [We taught the game-playing easily. >> we were able to easily teach them the game-playing activities]; [In addition, they also expressed their talents and abilities. >> -- giving them ways to express their talents and abilities]; [They were agile enough to play a musical instrument. >> , even teaching them to play a musical instrument.] Notes: Native speaker rephrases the sentence.	
The student's parents were also very supportive with the activities of their children.	Parents were very supportive of our activities with their children.
Corrections: [The student's parents >> Parents]; [were also very supportive >> very supportive]; [with the activities of their children >> of our activities with their children]	
The student's parents were also very supportive with the activities of their children.	Parents were very supportive of our activities with their children.
Corrections: [The student's parents >> Parents]; [were also very supportive >> very supportive]; [with the activities of their children >> of our activities with their children]	
That is a glimpse of my experience.	That is a glimpse of my experience.
No problems	
I hope it can inspire us to continue the study.	It has inspired me to continue my study.
Corrections: [I hope >> ...]; [it can inspire us >> It has inspired me]; [the study >> my study]	
We will help them to realize their aspirations.	Teachers have a very important role.
Corrections: [We >> Teachers]; [will help them to realize their aspirations >> have a very important role]	
Be an inspirational teacher whose his presence is very needed by students.	We are the ones who will inspire the children to achieve their goal.
Corrections: [Be an inspirational teacher >> We are the ones who will inspire the children]; [whose his presence is very needed by students >> ...]; [... >> to achieve their goal].	

When the revisions coming from NET above are rewritten completely, the essay becomes a “new” one and such an essay is already appropriate to publish and to read by people of English speaking countries. The “new” essay reads as follows:

My Interesting Experience

Tri Wahyuni (10.212.0176)

For about the last six months I have been involved with founding and promoting a program for the advancement of teaching practices called The Smart Learning Centre. The centre's activities include teacher training and counseling, hypnotherapy tutoring, and extra-curricular activities.

The centre was founded by Mr. Saiful Bahri, who is the director, and ten others, including me, who are students of Purworejo Muhammadiyah University. A friend and I attended an education conference at the #2 State Junior High School of Purworejo where Mr. Saiful Bahri was presenting. We shared with Mr. Bahri our view that the day-to-day activities of being a student were not stimulating and although we had joined Scouting and the Volunteer Corps and had organized other students activities on our own, it still was not enough.

Mr. Bahri was interested in our activities and invited us to set up a meeting with him. We accepted enthusiastically and shortly thereafter met him at Purworejo Muhammadiyah University. From the meeting, he suggested we find at least five others to set up a tutoring program – in fact, we found ten – for young children.

After some exchange of ideas, we formed the Smart Learning Centre. Within two months, we were conducting teacher training on topics such as learning styles, motivation, learning discourse, learner affect, and how to understand students. Shortly thereafter, the Centre's offerings grew to include courses in marketing, administration and curriculum design. I, together with two others, designed for early childhood education that got a good response from kindergartens in Purworejo. In fact, a great number of kindergarten teachers enrolled in our program.

Initially, we only offered tutoring and private tutoring, but we also wanted to offer kindergarten and early childhood education. We started promoting by talking to parents about particular teaching methods that should be employed with the children at that age. After speaking at a number of kindergartens and early childhood institutions, we have gotten solid enrollments.

One school that responded particularly well was the Darul Muttaqien kindergarten, near the Grand Mosque complex in Purworejo. Because the children there were already so active and creative, we were able to easily teach them the game-playing activities – giving them ways to express their talents and abilities, even teaching them to play a musical instrument. Parents were very supportive of our activities with their children.

That is a glimpse of my experience. It has inspired me to continue my study. Teachers have a very important role. We are the ones who will inspire the children to achieve their goal.

CONCLUSION

The way to compare, i.e. by putting each sentence written by student in the table side by side with the NET's revision, enables the analysis done easily. By placing the analysis immediately under the change enables the readers comprehending the analysis clearly.

Comparing the change, i.e. the change of words/phrases/sentences written by student compared with the NET's revisions, clarifies what happen during the process of essay improvement. From such change it can be seen clearly that the NET intends to have the sentences written effectively and to delete the words or phrases which make the sentences wordy or ineffective. Even, in a certain part, the NET takes only the idea and then paraphrases the original sentence. In rephrasing the student's essay the NET sometimes change completely the original words or phrases written by students.

The advantages the students have when comparing between student's essay and NET's revision are mainly to know how to write sentences effectively and idiomatically and

how to increase the degree of native-likeness related to essay writing. Such writing skill then enables the students to improve their essays autonomously in the near future.

REFERENCES

- Benke, Eszter and Peter Medgyes. 2005. *Differences in Teaching Behaviour between Native and Non-Native Speaker Teachers: As seen by the Learners*. Boston. Springer.
- Czarniawska, Barbara. 1998. *A Narrative Approach to Organization Studies*. Thousand Oaks, California: Sage Publication Inc.
- Elliot, Jane. 2006. *Using Narrative in Social Research: Qualitative and Quantitative Approach*. Thousand Oaks, California: Sage Publication Inc.
- Florence, Lai Ping. 2012. Advantages and Disadvantages of Native- and Nonnative English-Speaking Teachers: Student Perspectives in Hongkong. *Tesol Quarterly*. June, 2012.
- Kern, Richard. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.
- Mahboob, A. 2010. *The NNEST Lens: Non-native English Speakers in TESOL*. Cambridge. Cambridge Scholars Publishing.
- Nunan, David. 2004. *Task-Based Language Teaching*. Cambridge. Cambridge University Press.