

**STUDENTS' PERCEPTION TOWARD NON-NATIVE SPEAKERS  
IN TEACHING ENGLISH AT STUDY PROGRAM OF IAIN CURUP**

**THESIS**

This Thesis is Submitted to Fulfill the Requirement  
for 'sarjana' Degree in English Language Education



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Demikianlah permohonan ini kami ajukan, Terima kasih.

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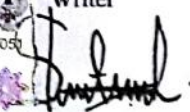
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## **PREFACE**

This thesis is submitted as a part of the completion for the sarjana degree in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that the thesis is far from being perfect. Thus, she really appreciates any suggestion and criticism for the better value of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, Februari 2019

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## ACKNOWLEDGEMENT



*Assalamu'alaikum Wr. Wb.*

Alhamdulillahirobil' alamin all of praises just Allah SWT the Almighty and merciful god who blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to our Muhammad SAW and all of his family and followers who has brought us from the darkness to the lightness as we felt together.

The researcher finished this research entitled “**Students’ perception toward non-native speakers in teaching English at study program of IAIN Curup**”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the Rektor of IAIN CURUP
2. Mr. Drs. Beni Azwar, M.Pd. Kons as the head of Education Faculty
3. Mrs. Jumatul Hidayah, M.Pd as the chief of English Tadris Study Program
4. Mr. Bayu Senjahari, M.Pd, M.Ed. As my advisor who always give the time for guidance, support, advices and suggestion in the whole process of writing this thesis
5. Mrs. Eka Apriani, M.Pd as my co-advisor for his support, advices, guidance and suggestion in process of writing this thesis
6. All of the lecturer’s in IAIN CURUP who have given their knowledge to us
7. My great thanks to my beloved family, they are my father Mr. Edi Suparno, my mother Mrs. Tri Astuti, my brother Setiawan Medi Saputra and also all

of my big family that always motivate, supports, hopes and your smile always increase my spirit

8. For all of my friends PBI C that cannot be mentioned one by one, thanks for their friendship, kindness, solidarity, helps and support the writer in finishing this thesis.

Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal' alamin

***Wassalamu'alaikum WR.WB***

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## ***Motto and Dedication***

***“ Intelligence is not determinant of success, but hard work is the real determinant of your success”***

***This thesis is honorably dedicated to:***

- 1. To my beloved parents, Bapak Edi Suparno, and Mamak Tri Astuti, for their prayer, love, support, advice great financial support during this time until this thesis can be arranged and until whenever I will never back.**
- 2. To my beloved brother Setiawan Medi Saputra, and my cousin Eni Kurnia Wati, of my family who always give their motivation, support and also love.**
- 3. My great advisor Mr. Bayu Sejahari, M.Pd, M.Ed, and my co-advisor Mrs. Eka Apriani, M.Pd, who gave the writer guidance, support and suggestion in finishing this thesis**
- 4. To my beloved friends Rio Permana, Ayu Kastina, Septia Arsita, Riska Andini, Eka Wahyuni, Dian Pebrianti, Yona Yolanda, Liza Nafiri, Meksike Mayaki, Rina Mariyam, Wisnu Budiman, Rendi Febrian, Anditia Pratama, Eka mira Wati, Khusnul, ayudwi, Vhela, Marta, Sela, Rita, Selvi, PBIclass C, KKPM and PPL who all this time have struggled and encouraged them to achieve success.**
- 5. Beloved Almamater IAIN CURUP**



## ABSTRACT

Sentia Dewi . 2019

**“Students’ perception toward non-native speakers in teaching English at study program of IAIN Curup”**

Advisor : Mr. Bayu Senjahari, M.Pd, M.Ed

Co-Advisor : Mrs. Eka Apriani, M.Pd

This research was conducted based on phenomena, based on the pre observation that the researchers did in the one, three, five and seven semesters at IAIN Curup. Some students think that learning English with non-native speakers is easier to understand in terms of speaking and pronunciation. Based on the phenomenon above the researchers are interested in knowing students perceptions about non-native teachers speaker in teaching English. This study uses mixed method research is a research approach combines qualitative research with qualitative research. And the subject of this research were 212 students in first, third, fifth and seventh semesters at English study program. The techniques of collecting data used are questionnaire and interview. Close-Ended Questionnaire uses in this research And the result show, there are three most dominant of eleven statements that have been distributed to respondents, namely the first statement, the third statement, and the fifth statement. from the first statement there are 64% respondents chose strongly agree, 34% respondents chose agree, and 2% respondents chose disagree, and 0% respondents chose strongly disagree. third statement, there are 53% respondents chose strongly agree, and 42% respondents chose agree, 4% respondents chose disagree and 1% respondents chose strongly disagree. the fifth statement, there are 55% respondents chose strongly agree, 34% respondents chose agree, 10% respondents chose disagree, and also 1% respondents chose strongly disagree. From the results of interviews that researchers have analyzed from one to eight respondents there are three combinations of keywords, the first is “Non-Native Speakers usually share their experience”. The second is “Non-Native Speakers have their own strategies to meet students need”. The third is “Non-Native Speakers providing motivation related to learning English”.

**Keywords : Perception, Non-Native Speakers, Teaching English.**

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## CHAPTER I

### INTRODUCTION

#### A. Background the Research

In Indonesia, English is the first foreign language to be formally taught in all schools and even as one of the major lessons. It is because this language is one of the international languages that bring about certain consequences to those who learn or who do not learn the language. Most of information and technology come from another country use English. So, to increase student ability in English it needs a high quality of human resources. Learning foreign language is not easy. The students must be able to master all of aspect of the target language.<sup>1</sup>

Language that is very important in society is a means of communication. Language, also, has an important role in people's life to make communication which involves at least two persons, the speaker and the listener. Communication is a piece of transferring message from a sender (the speaker) to a receiver (the hearer). People use the language to communicate with others. Therefore, everyone needs language to interact with each other in their social group. Language is a system for expression of meaning. The primary function of language is for communication. Communication is a part of human daily

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<sup>1</sup> Tri Nofi Indriyani "The Effect of students' Perception on The Teachers' Top-Down Approach in Teaching Reading at The Seventh Grade Students of MTS Negeri Kebumen 2 in The Academic Year 2012/2013" (UMP 2013), P1.

activities. Through communication by using clear language we can share our ideas to other people properly. On the other hand, to face a global era we must be able to communicate not only using our mother tongue but also by foreign language. One of foreign languages that we must be able to use is English. English which is more difficult to learn when we lack of knowledge about it. As an International language, English is used to communicate the information like in science and technology. In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. English has been the first foreign language that taught in Indonesia.<sup>2</sup>

Perception very important toward teacher's teaching performance. So it can have impact or influence on student learning outcomes. According to the researches, when english teacher can teach with good performances and the students have positive perception (good), so that the students can easily absorb the lessons and the student will have better student learning outcomes. However, if the teacher is teaching the bad performance and the students have a negative perception that students difficult to absorb the lesson that adversely affect student learning outcomes. Perception is the experience of objects, events, or relationship obtained by inferring information and means message.<sup>3</sup> Its mean that Perceptions is the process when we become aware of the many stimuli that affect our senses.

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<sup>2</sup> Hanung Dimas Susanto "The Error Analysis on Grammar found in the Interviewed English Native Speakers' Sentences" (UMP 2014), P1

<sup>3</sup> Jallaludin R. 2008, persepsi dalam psikologi. (*Bandung : Remaja Rosdakarya*),P51.

Student's perception reveals about the student's perception of their teacher's ability toward the teaching of English. This includes teachers disposition towards English and teaching English and toward the students themselves. The perception can be favorable or unfavorable to somebody or something. It also can be defined as the process of determining of meaning of what is sensed, which implies the ability to give meaning to stimuli. Moreover, Manser defines perception as ability to perceive, or way seeing or understanding. It means that student perception is called the core of communication, because if our perceptions are not likely to communicate effectively. Perception is what determines we choose a message and ignore the other message. The higher the degree of common perception among individuals, the easier and more often they communicate, and as a consequence, the more tends to form a culture group or identify group.

The important of students perception Student Perception Is considered important variable important variable in this research. It is as the process of determining the meaning of what is sensed. Perception occurs when students interpret given meaning to stimuli in their classroom or their behavior. Perception is important in a teaching and learning situation as it teacher's decision making on how to handle classroom situation. It's generally considered that teaching is a complex system. In teaching, the teacher don't merely transfer knowledge that they have but they are supposed to get students to participate

during teaching and learning process as well. However, to get student to involve activity in language class especially in English class seems to be properly apply their ability to the seven skills of teaching.

Such as : questioning, explaining, making variation in teaching giving reinforcement, opening and closing the class. Soetomo states that the teacher is supposed to intergraded all teaching skills in the class in a good way.<sup>4</sup> Moreover, wood in Handayani suggest the students perception toward the teaching can help the teacher to the applies appropriate way of teaching English. Students perception can work in practice and become a part of expletory studies. They contribute as much to the teaching learning process by providing suggestions and directions for teachers future improvement, example seeing from the inseders who are already familiar with the whole process point of view. Their perception is colored by challenging and intresting experience that allow them observe learning and teaching behaviours more intimately thereby raising their own awareness of the whole process of teaching as well as their own learning.<sup>5</sup> Its mean that in the teaching and learning process of English teachers must apply their abilities in questioning, explaining, opening and closing classes, and

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<sup>4</sup> Soetomo , In Anggraeny Irawati Ekameirena “Students’Perception Toward English Teacher’s Ability In Teaching English” (Stain Curup 2014), P8.

<sup>5</sup> Asril, Zainal, In Anggraeny Irawati Ekameirena “Students’Perception Toward English Teacher’s Ability In Teaching English” (Stain Curup 2014), P8



making variations in teaching and in the learning process students are expected to provide advice and direction for improving the teacher in the future.

The term non native english speaking (NNESTs) has created a division among professionals in the ELT profession also argues that people who support the term believe it is necessary to distinguish between NES and NNEST teachers because their differences are in fact, their strengths and should be recognized. The ones opposing think that differentiating among teachers based on their status as native or nonnative speakers perpetuates the dominance of the native speaker, which contributes to discrimination in hiring practices.<sup>6</sup> Its means that Non-native english speaking teachers is an acronym that refers to the growing body of english language teachers who speak english as a coined to highlight the dichotomy between native english speaking teachers and non-native english speaking teachers.

Teaching English the term of teaching drivers from teach, teaching is an art, it means art of transferring pf knowledge and skill to the students.<sup>7</sup> And teaching is some action or the activity that have unique, characteristic but it is also simpleteaching is principle is to guide stusents in learning activities or imples that teaching in an attempt to organize the environment in conjunction with

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<sup>6</sup> Maum, R. (2002). Nonnative-English-speaking teacher in the English teaching proffesion. Eric Digest. EDO-FL-02-09. Retrieved 2 july 2010 from <http://www.cal.org/resources/digest/0209maum.html>

<sup>7</sup> Pardiyono, In Cencen Pidriati "Learning Acivity In Teaching Enlish At Accerelation Classs" (Stain Curup 2012), P13

students and teaching materials that cause the learning process. The teaching is simple because the d in practice manner in daily human life and it is easy to whatever, button is usman book, confirmed the teaching is guidance of learning activities.<sup>8</sup> While umar Hamalik Said , teaching can be interpreted as 1) convey knowledge to students, 2) pass on culture to younger generations, 3) an effort to organize the environment so as to create conditions for students learning, 4) provides tutoring to student, 5) activities to prepare students to become good citizens, 6) a process to hel students face the daily life of the community.<sup>9</sup> Its mean that in teaching english the teacher not only provides learning guidance to students, but the teacher must also educate students moral and mental so that students are ready to face their reality or daily life

Based on the pre observation that the research did in the first, third, fifth and seventh semesters. some students think that learning English with non-native speakers is easier to understand in terms of speaking and pronunciation. if at IAIN curup there is a native speaker, some students are more likely to learn English with non-native speakers than native speakers, because according to them learning English with non-native speakers the language used by non-natives is easier to understand. and there are also some students who prefer to

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<sup>8</sup> Moh. Uzer Usman Cencen Pidriati "Learning Acivity In Teaching Enlish At Accerelation Classs" (Stain Curup 2012), P13.

<sup>9</sup> Umar Hamalik In Cencen Pidriati "Learning Acivity In Teaching Enlish At Accerelation Classs" (Stain Curup 2012), P14

study English with native speakers, because according to them, they want to know the style of language, culture and grammar that exists outside the country. there are also students who argue that non-natives have advantages and disadvantages. the lack of learning non-native English is the style of language and culture from non-native is not the same as native speakers. the pronunciation is slightly different from native speakers, and non-native has its own dialeg, usually non-native lecturers are still often carried with their dialegs, for example the Javanese dialeg, when the teaching and learning process is usually the language style of the lecturer is still carried by the dialeg Java.

The advantage of learning English with non-native speakers is that it can help students to more easily understand what non-native speakers are talking about, in addition to teaching non-native lecturers can also shape students' character compared to learning with native speakers. the advantages of non-native speakers are gaining knowledge about their culture, by communicating with Native speakers clearly will add and enrich our vocabulary and expressions about English because we will find new things from Native, we can also learn directly from Native Speaker how they say word by word and slang or accent speak them in English. the disadvantages of native speakers are that non-natives are a little difficult to shape the character of students, the style of language and pronunciation is a little difficult for students to understand. based on the above phenomenon researchers are interested in knowing students perceptions about

non-native teachers speaker in teaching english.”. Based on the above phenomenon the researchers raised the title “**Students Perception Toward Non-Native Speakers In Teaching English At Study Program Of IAIN Curup.**”

### **B. Research Questions**

Based on the background above, there are questions as the problem in this research, namely :

1. What are the most the dominant student perception toward non-native speakers in teaching English at study program of IAIN Curup ?
2. How do the Student Perceive Toward the most dominant perception of non-native Speakers In Teaching English at Study Program Of IAIN Curup ?

### **C. Objective Of The Research**

Based on the question of the research so the objective of this research are : What are the most the dominant student perception toward non-native speakers in teaching English at study program of IAIN Curup, and How the student perception toward non-native speakers in teaching English at study program of IAIN Curup.

### **D. Delimitation Of The Research**

Focus Researchers in analyzing and describing students' perceptions of non-native speakers in teaching English. In this study the researcher focuses on students who have learned to speak, write, hear and read. namely

semesters one, three, five and seven. Why do researchers choose semester one three, five and seven, because they have learned four skills. although semester one just learned about listening, but at least semester one had already felt learning with an English lecturer. why researchers do not choose the nine semester, because researchers only focus on semesters that are still actively studying, while the ninth semester is not active learning anymore.

#### **E. Significance of the research**

The advantages that the researcher tries to obtain from this research are :

##### 1. Students

For the students this research give some information about perception Non-native speaker that they can apply when they are learning.

##### 2. Teacher

For teachers this research can help them to teach Pronunciation for the students, so that can run smoothly and students easy to understand.

##### 3. Researcher

For the researcher this research aims to help the researcher complete her education.

#### **F. The Definition of key terms**

##### 1. Perception

Perceptions is man's primary form of cognitive contact with the world around him. As all conceptual knowledge is based upon or derived from this primary form of awareness, the study of perception has always

had a unique significance for philosophy and science.<sup>10</sup> Perception is called the core of communication, because if our perceptions are not likely to communicate effectively. Perception is what determines we choose a message and ignore the other message. The higher the degree of common perception among individuals, the easier and more often they communicate, and as a consequence, the more tends to form a culture group or identify group.

In this research, student's perception reveals about the student's perception of their teacher's ability toward the teaching of English. This includes teachers disposition towards English and teaching English and toward the students themselves. The perception can be favorable or unfavorable to somebody or something. It also can be defined as the process of determining of meaning of what is sensed, which implies the ability to give meaning to stimuli. Moreover, Manser defines perception as ability to perceive, or way seeing or understanding

## 2. Non-native speaker

The term non-native English speaker is frequently considered negative by language professionals, undoubtedly because of comparing it to native English speaker, which is usually thought of as positive. argues that, it cannot be the combination of the combination of the prefix non-

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<sup>10</sup> Robert S. Cohen and Marx, W. Wartofsky, *Boston Studies In The Philosophy Of Science*, D. Reidel (Publishing Company/Dordrecht-Holland), P137.

with a human referent that bothers them, especially if you consider examples such as nontraditional students, nonsmokers, noncriminals, and nonfascists. It is not really the non part that people find unfortunate. For nonnative to be a pejorative term, its counterpart would have to be positive. Nonnative is unfortunate because native is supposed to be fortunate. Nonnative is marked, whereas native is unmarked. Non-native is marginal, and native is dominant. Nonnative is negative, and native is positive.<sup>11</sup> Its mean that Non-native english speaking teachers is an acronym that refers to the growing body of english language teachers who speak english as a coined to highlight the dichotomy between native english speaking teachers and non-native english speaking teachers.

### 3. Teaching English

The term of teaching drivers from teach, teaching is an art, it means art of transferring pf knowledge and skill to the students.<sup>12</sup> And teaching is some action or the activity that have unique, characteristic but it is also simpleteaching is principle is to guide stusents in learning activities or imples that teaching in an attempt to organize the environment in conjuction with students and teaching materials that cause the learning process. The teaching is somple because the d in practice

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<sup>11</sup> Matsuda, P.K. (2001) My credo as an NNEs profesional. NNEST Newsletter, 3(1), 4. Retrieved 23 august 2010 from <http://matsuda.jslw.org/abstracts/pdf/tm2003.pdf>

<sup>12</sup> Pardiyono, In Cencen Pidriati "Learning Acivity In Teaching Enlish At Accerelation Classs"( Stain Curup 2012), P13

manner in daily human life and it is easy to whatever, button is usman book, confirmed the teaching is guidance of learning activities.

#### **4. Organisation Of The Research**

To make the organisation of this thesis more systematic, the research organizes it into the five chapters. Chapter I is introduction that consist of background of the research, question of the research, object of the research, delimitation of the research, significance of the research, definition of key terms, organization of the research. Chapter II is literature review that consist of the concepts of literature which has relation to this research. Literature review includes about student perception non-native in teaching English. Chapter III is research methodology that consist of kinds of the research, object of the research, technique for collecting data, instrument and research procedure. Chapter IV present finding and discussion and the last in Chapter V present the conclusion and suggestion.



## CHAPTER II

### LITERATURE REVIEW

#### A. Perception

##### 1. Definition Perception

Perceptions is man's primary form of cognitive contact with the world around him. As all conceptual knowledge is based upon or derived from this primary form of awareness, the study of perception has always had a unique significance for philosophy and science.<sup>13</sup>

Perception is a motivated activity of individuals using resources in their environment. Perception is active, not passive; it is an effortful search for meanings and values.<sup>14</sup> A perception is an active process that plays a role, not just the stimulus that about him but also the individual as a whole of his experiences, motivations and attitudes that are relevant in response to a stimulus. Individual linked with the outside world. In order to the observation can be occurred, it is necessary to provide object that was observed by the senses and attention is the first step as a preparation to conducting observation. Perception in general refers to one's perspective on something that will make the response of how and by what a person would act.<sup>15</sup>

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<sup>13</sup> Robert S. Cohen and Marx, W. Wartofsky, Boston Studies In The Philosophy Of Science, D. Reidel (Publishing Company/Dordrecht-Holland), P137.

<sup>14</sup> Bakhurst, David, and Stuart G. Shanker. (Eds). 2001. Jerome Bruner: Language Culture, Self. Thousand oaks, California: Sage Publications

<sup>15</sup> Walgito, Bimo. 2004. Pengantar Psikologi Umum. Yogyakarta. Andi Yogyakarta

The definition of perception in Gestalt's concept, perception is that human tends to arrange stimulus along the line of a certain natural urge that is probably related to arrangement and classify function in the brain. The natural urge is the result of a learned experience. Through the learning process, knowledge, and experience of human, these will give meaning and response to the accepted stimulus. It means that the ability of every human to give meaning and response to the accepted stimulus in every object whether it is an event situation, condition, person, and experience in psychology.<sup>16</sup>

## **2. The importance of Perception**

Perception can affect phase of teaching performance. When student learns and he understands, he will be motivated to continue teaching.<sup>17</sup> Perception process is cognitive process affected by experiences and learning process that will provide form and structure for the object captured by five sense. The individual's knowledge also takes a part in the perception process. It provides the meaning to the object captured by individual, and then component of individual will play a role in deciding answer in the form of attitude and behavior.<sup>18</sup>

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<sup>16</sup> D. Hoffman,. The perception of color from motion. *Perception & Psychophysics*, 1995, 57(6), 761–777

<sup>17</sup> Schunk, Dale. 2012. *Learning Theories: An Educational Perspective* (Sixth ed.). New York: Pearson Education. Inc.

<sup>18</sup> Foster, John. 2000. *The Nature of Perception*. New York: Oxford University Press, Inc.

Four stages of decision making in perception.

1. Primitive categorization. Object or events is observed, then it is indicated based on the specific characterization.
2. Cue search. observers quickly scanning the environment to look for additional info.
3. Confirmation. Observers only receive additional information that will strengthen (confirm) the decision, while the irrelevant input is avoided.
4. Completed confirmation. Observer ends the signs searching.

Process of perception happened when individuals become aware of the world around them. Perceiving is one of the brain's two primary functions. The other is determining how they act in response to what they perceive. Individuals' perception of their environment is influenced by their past experiences, beliefs and expectations. This is why each individual's perception of reality is different. By changing core beliefs, they can change the way they perceive the world around them.<sup>19</sup>

Perception process is cognitive process affected by experiences and learning process that will provide form and structure for the object capture by five sense. The individual's knowledge also takes a part in the perception

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<sup>19</sup> Sarwono, Prof. Dr. sarlito Wirawan. 2005. Teori-Teori Psikologi Sosial. Jakarta: Rajawali Pers

process. It provides the meaning to the object captured by individual, and then component of individual will play a role in deciding answer in the form of attitude and behavior.<sup>20</sup>

In addition, perception is receiving the information to a human mind through human senses. Perception was defined that perception is a process related to the receipt of a message of information to a human brain. Through perception human being make relation to their environment continuously. Their human senses, sight, hearing, touch, taste and smell make relation to their environment. It means that perception is a process human senses makes relation to their environment after receiving a message or information.<sup>21</sup>

In more details, the perception process of human mind is through sensory stimuli and sensory neuron toward the object then those are spread to the brain until the individual summarize the information and message. The perception process is explained as follows: in a person is the object creates, stimulus, and stimulus was accepted by the human sensory or receptor. This process is the physical process. Human sensory accept stimulus then deliver it to the brain through sensory neuron. This is the psychological process. The brain has another process where an individual able to realize what had already accepted by receptor as the result from the accepted stimulus. This process happen in the

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<sup>20</sup> Foster, John, 2000, *The Nature of Perception* Oxford: Oxford University Press

<sup>21</sup> Slameto. 1995. *Belajar dan Faktor Yang Mempengaruhi*. Jakarta : Bina Rupa Aksara.

brain as the center consciousness, the process is the psychologist process. Finally, the last phase of the perception process is the individual realizes what had already accepted by human sensory or receptor. This process is the true perception. Perception ended to respond which taken by individual in many kinds of form.

Perception is not only just about accepting sensory stimuli from the object, but also it has a connection with a different background of each individual. There are three factors influencing people perception. The first factor is functional factor. It is based on needs, experience in the past and other things that include what we refer to as personal factors. For instance, experiences in the past can influence the accuracy of perception through a series of events that we have faced. There are several parts of functional factor. The first one is motivation. It is constructive process coloring perception. Second one is attention. It is mental process when the stimuli or set of stimuli become prominent in the human consciousness of other weakness stimuli. The third one is emotion. It shows the unstable organism which is followed by consciousness, behaviors and psychology process. The last one is mood. It is called emotional milieu and it can affect our perception and interpretation of the stimuli and stimulating indigenous or characteristic of individual. The second factor is structural factor. It is based on the nature of stimulus and reflexes created by neuron system, for example,

intensity of the stimulus, the degree of the stimulus, and contradiction among stimulus. The third factor is cultural factor. It is based on the norms or value in social life and belief of every individual. Four aspects of perception can be distinguished as follows:

- a. Things from various stimulations that are observed depend on the type of stimulation.
- b. Perception varies from person to person, time to time.
- c. Perception is varied, depends on the focusing of five senses.
- d. Perception tends to develop in a certain direction and it will settle.

Someone can easily perceive something on something that can attract him or her, but the perception itself is influenced by the principles of perception. Five principles of perception. Those principles are:

- 1) Perception is relative, not absolute

Human being is not a science instrument, which can absorb something in a very detailed version. Here, teacher has gotten prescience about his or her students' perception for the next subject because he or she has known previously about it from the previous subject.

- 2) Perception is selective

Human being can only perceive to the stimulant which attracts their attention and has its own tendency. This also means that there is a limitation in someone's ability to receive stimulus. Based on this principle, in a teaching process, a teacher needs to select some important parts of lesson which is need more pressure that the other parts which less important in order to get the students' attention. Further, in giving the explanation in one meeting, it is important for a teacher gives the students only at sufficiently matter.

### 3) Perception has its own

Human being will only accept the stimulant in the form of system. If the system is not completed yet, they will complete by themselves, so it will more systematically and it can be perceived. If the lesson items are not arranged well, the student will arrange it by themselves in a context or group which they can be understood and which may have different with teachers' expectation. This condition may take misinterpretation or misunderstanding as the result.

### 4) Perception is affected by the hope readiness of the stimulant receiver

The hope and readiness of the stimulant receiver will decide whether some messages can be accepted or not and how then the message is arranged and interpreted.

### 5) Someone or groups' perception can be different from other

The differences of personality, attitude, and motivation can cause the differences in perceiving. It means that someone's perception can be different with others' perceptions; it depends on the stimulus which is received and internal factors such as personality, attitude, and motivation. From the definitions of perception above, the researcher concludes that perception can be categorized as one of man's psychological features. In teaching-learning process, perception will be as students' learning guide. It means that perception has roles in creating the students' expectation especially of the subject that they are going to learn. For instance, a Senior High School student perceives that English is very important to be learned because if he or she has good skill in English, he or she will be easier to get a job in tourism.

### **3. Types Of Perception**

The field of the study that deals with levels of perception is called psychophysics. Experimental psychologists investigate the relationship between the physical properties of stimulus pattern and the perceived effect of stimuli. For example, they may study the relationship between sound frequency and the perceived pitch of sound. On this source state that perception has three level complexities they are detection, recognition and discrimination.<sup>22</sup>

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<sup>22</sup> T.W Muchtar in Asrina "Student Perception Toward Teacher's Teaching Performance" 2013. P11.



a. Detection

Detection refers to whether people can sense that they are being stimulated by some forms of energy. For example, a light may be so dim they are barely detection its presence.

b. Recognition

Recognition means being able to indentify as well as detect a particular pattern of stimulation. For example, a person may here a song and indentifies the lyrics of this song.

c. Discrimination

Discrimination means being able to perceive one pattern of stimulation as different from another. For example, a person may hear slight difference between two similar musical tones. It can be concluded by the authors that perception has three level complexities there are detection, recognition, and discrimination.

#### **4. Forms Of Perception**

The general perception is a response based on an evaluation directed towards an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus effect. Thus it can be seen that there are two forms of perception that is both positive and negative

### 1. Positive Perceptions

The positive perception is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

### 2. Negative perceptions

Perception or view of an object and refers to circumstances in which the subject captured tend to reject because it does not correspond to his personal.<sup>23</sup>

## 5. Definition Students Perception

In this research, student's perception reveals about the student's perception of their teacher's ability toward the teaching of English. This includes teachers disposition towards English and teaching English and toward the students themselves. The perception can be favorable or unfavorable to somebody or something. It also can be defined as the process of determining of meaning of what is sensed, which implies the ability to give meaning to stimuli. Moreover, Manser defines perception as ability to perceive, or way seeing or understanding.<sup>24</sup>

The important of students perception, Student Perception Is considered important variable important variable in this research. It is as the process of determining the meaning of what re sensed. Perception occurs when students

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<sup>23</sup> Walgiono, in Oktari "The Student Perception On English Lecturer's Technique In Teaching Perbankan Syariah Study Program At First Semester Of (STAIN CURUP 2017), P11.

<sup>24</sup> Asril, Zainal, In Anggraeny Irawati Ekameirena "Students' Perception Toward English Teacher's Ability In Teaching English" (Stain Curup 2014), P8.

interpret given meaning to stimuli in their classroom or their behavior. Perception is important in a teaching and learning situation as it teacher's decision making on how to handle classroom situation.

It's generally considered that teaching is a complex system. In teaching, the teacher don't merely transfer knowledge that they have but they are supposed to get students to participate during teaching and learning process as well. However, to get student to involve activity in language class especially in English class seems to be properly apply their ability to the seven skills of teaching. Such as : questioning, explaining, making variation in teaching giving reinforcement, opening and closing the class. Soetomo states that the teacher is supposed to intergraded all teaching skills in the class in a good way.<sup>25</sup> Moreover, the students perception toward the teaching can help the teacher to the applies appropriate way of teaching English. Students perception can work in practice and become a part of expletory studies. They contribute as much to the teaching learning process by providing suggestions and directions for teachers future improvement, example seeing from the inseders who are already familiar with the whole process point of view. Their perception is colored by challenging and intresting experience that allow them observe learning and teaching behaviours

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<sup>25</sup> Soetomo , In Anggraeny Irawati Ekameirena "Students' Perception Toward English Teacher's Ability In Teaching English" (Stain Curup 2014), P8.

more intimately thereby raising their own awareness of the whole process of teaching as well as their own learning.

It means that Perception is the process of giving meaning to the environment by an individual, besides that perception is also understood as a process of receiving, selecting, organizing, interpreting, testing, and reacting to an object, event or problem. So, it can be concluded if various things can influence the process of forming a person's perception both consciously and unconsciously. There are times when it is difficult for someone to form perceptions because it is influenced by experience, self, and external factors such as the environment, society and the media.

## **B. Non-Native Speakers**

### **1. Definition Of Non-Native Speakers**

The term non-native English speaker is frequently considered negative by language professionals, undoubtedly because of comparing it to native English speaker, which is usually thought of as positive. It cannot be the combination of the combination of the prefix non-with a human referent that bothers them, especially if you consider examples such as nontraditional students, nonsmokers, noncriminals, and nonfascists. It is not really the non part that people find unfortunate. For nonnative to be a pejorative term, its counterpart would have to be positive. Nonnative is unfortunate because native is supposed to be fortunate.

Nonnative is marked, whereas native is unmarked. Non-native is marginal, and native is dominant. Nonnative is negative, and native is positive.<sup>26</sup>

Although the number of non-native teachers has reached more than 80 % of all English teachers in the world non-native teachers are still widely considered less qualified than native speakers in teaching English. The dichotomy of native and non-native speaker happens because of “native speaker fallacy”, that is, an assumption that the native speaker is the ideal teacher. Native speakers possess the language proficiencies, which include the capability of using idiomatic expression and speak fluent English because they are “the owners” and have “first-hand knowledge” of the language. Native speakers do not have difficulties in pronunciation because they have acquired the language since they were born with it, and they are able to judge which utterances are grammatically acceptable and which are not. Beside their linguistic proficiencies, native teachers also possess the knowledge of cultural connotations of English. For example, English has specific ways and expressions for greeting, or how to extend wishes, condolences, etc, which are different from learners’ own cultures.

Because of these advantages, native teachers outperform the non-natives and are able to occupy the central position in English learning and teaching all over the world. They are teachers in their own countries (inner circle), and also sent to the outer and expanding circle countries to teach or to train non-native

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<sup>26</sup> Matsuda, P.K. (2001) My credo as an NNES profesional. NNEST Newsletter, 3(1), 4. Retrieved 23 august 2010 from <http://matsuda.jslw.org/abstracts/pdf/tm2003.pdf>

teachers. In countries where English is learned as a foreign language, the native speaker teacher is a real gift and can be students' favorite. However, several studies have shown that there are also some circumstances where native teachers may fail to meet learners' expectations. For example, in an English class in China, the students think that their native teacher did not teach writing effectively. This is because the students' perceptions of writing discourse, process, and organization were different from the teacher's. In other words, the Chinese students had different ways of thinking which was influenced by their eastern tradition, while the teacher brought with her the western tradition she is more accustomed to.

Not only the native teacher employed in EFL context such as the example given above, but also the native teacher in their own country teaching ESL to students from other countries may face similar difficulties. A study conducted on Korean students studying in Australia revealed that they viewed their native teacher negatively because the teacher lacked of understanding of Korean culture. The students expected their teacher to be more concerned on their learning difficulties, and even should have knowledge in their language. The dichotomy of natives and non-natives mostly brings disadvantages to the latter. Compared to native teachers, non-native teachers usually feel that they have a lot of weaknesses, which in turn make them lose confidence when teaching. A correlational study conducted by Reeves and showed that there is a relationship

between the teachers' proficiency and their self-image. Non-native teachers not having a very good command of English, especially in oral proficiency, mostly possess low self-image and this influence the way they teach.

The lack of competence possessed by non-native teachers might be true. In the case of ELT in Indonesia, students may find that their English teachers are far from satisfactory. In terms of educational background, not all English teachers have appropriate qualification or have a chance to pursue English teacher training. The teaching methodology is still traditional and the resources are limited. As a result, learners do not get make much improvement. Besides struggling with their own self-perceptions, non-native teachers also have to face the learner's perceptions. Learners in general hold a belief that non-native teachers are less competent, and they prefer to be taught by native speakers because they can get the perfect model. However, Brown puts forward a positive acknowledgment that non-native teachers actually "possess distinct advantages over native teacher". According to Brown, non-native teachers may not always be able to achieve native-like oral proficiency, but they might have excellent skills in listening, reading or writing. In dealing with their weakness in speaking or pronunciation, Brown suggests non-native teachers to compensate it by using

media such as recording of native speakers' voices along with other models of English varieties.<sup>27</sup>

More convincingly, Medgyes states that language competence is actually only one variable in teaching skills. There are other variables like personality, behavior, experience, aptitude, charisma, sex, age, motivation, training, and so on, which need to be taken into account. If native and non-native teacher are compared within these aspects, it is very likely that both are equally competent in teaching practice. For example, a non-native teacher may be very charismatic according to the students because of his or her ability in telling stories, making jokes, playing games, etc, or ability to build good relationship with the students.<sup>28</sup>

Phillipson claims that non-native teachers can be better qualified than native teacher because they have been through the complex process of acquiring English, have insights on learners' linguistic and cultural needs, aware of the difficulties and the difference between L1 and L2, and have first-hand experience of using L2. Furthermore, Medgyes proposed the six assets of non-native teachers. Those assets are:

1). Non-native teachers are models of successful learners. Non-native speakers of English would not be able to become English teachers if they had not learned

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<sup>27</sup> Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). New York: Pearson Education Inc.

<sup>28</sup> Medgyes, P. (1992). Native or Non-Native: Who's Worth More? *ELT Journal*, 46(4), 340-349.



English successfully. All the process and success can motivate the learners to make the same achievement or even better.

2). Non-native teachers can teach learning strategies more effectively. They have experiences and know how to learn the language through a conscious process, unlike the natives who just acquire it. Therefore, they can apply and share their strategies to the students.

3). Non-native teachers can provide learners with more information about English language. It is because non-native teachers have learned English from scratch and during the process they understand how English works. Non-native teachers have bilingual or even multilingual competence, and according to Canagarajah this competence “develops a deep metalinguistic knowledge and complex language awareness”.

4). Non-native teachers are more able to anticipate learner’s difficulties. Through their own learning experience, non-native teachers know what is difficult and easy, so they can anticipate when their students encounter certain problem. puts it as having “sixth sense”, so non-native teachers can predict and prevent the students’ linguistic problems.

5). Non-native teacher tend to be more empathetic to the students’ problems and needs. The difficulties they previously encountered as learners might be similar to those of their students. This similar experience makes non-native teachers

more sensitive and understanding, and they can share their tips and strategies to the learners.

6). Non-native teachers can benefit from using the same mother tongue as the students. In the past, there was a notion that a successful lesson must be conducted entirely in English. However, now many experts agree that the use of L1 can make the teaching and learning process more successful. It can serve as “the most genuine vehicle of communication” between teacher and learners<sup>29</sup>

Harbord also approves of the use of L1 in a second language classroom and calls it as a “humanistic approach” because it can facilitate the communication as well as rapport between learners and teacher. Learners are given opportunity to switch to L1 when they have difficulties in finding the correct expression in English. So, they will be less fearful of making mistakes. Besides, L1 can also be used for time efficiency. Students may feel frustrated being taught by a native teacher because students may not always understand everything in English. But when non-native teachers use their mother tongue to explain difficult language items such as grammar patterns or certain expressions, the lesson is easier to grasp. Having the same first language can also mean having the same background in culture, habits, or perspectives. Non native teachers are able to understand learners’ behaviors in the class, for example, why learners seem passive or do not ask questions, which for native teachers this

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<sup>29</sup> Phillipson, R. (1992). ELT: The Native Speaker's Burden? *ELT Journal*, 46(1), 12-18.

might not be favorable. Also, non-native teachers will understand the way learners respond to particular topics such as women's roles, family values, religious issues, norms in their society, etc. Native teachers might not be all familiar with these or they have different perspectives. For some EFL learners, cultural identity might be an important issue. Non-native teachers could play important roles by helping learners acquire English successfully, while at the same time maintain their cultural identity. Being able to understand the students' backgrounds, a non-native teacher can conduct a lesson that is more culturally responsive, for example by including local topics in the lesson materials.<sup>30</sup>

It means that Non-native Speakers is an acronym that refers to the growing body of English language teachers who speak English as a second language to highlight the dichotomy between native English speaking teachers and non-native English speaking teachers.

## 2. Definition Of Native Speakers

From an etymological perspective, the word "native" suggests that an individual is a "native speaker of a language by virtue of place or country of birth."<sup>31</sup> Phillipson implies that the individual acquired the language from birth.<sup>32</sup>

Native speaker, according to Davies "The First Language a human being learns

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<sup>30</sup> Harbord, J. (1992). The use of the mother tongue in the classroom. *ELT Journal*, 46(4), 350-355.

<sup>31</sup> Davies. "Students Perception Toward Good Pronunciation" (Stain Curup 2014), P20.

<sup>32</sup> Phillipson "Students Perception Toward Good Pronunciation" (Stain Curup 2014), P20.

to speak is his native language, he is a native speaker of this language.<sup>33</sup>

According to Davies there are several features that a native speaker belongs to, they are :

1. The individual acquired the language in early childhood
2. The individual has intuitive knowledge of the language
3. The individual is able to produce fluent, spontaneous discourse
4. The individual is communicatively competent able to communicate within different social settings
5. The individual identifies with or is identified by a language community
6. The individual does not have a foreign accent

Based on findings and studies by scholars in the fields of linguistics, applied linguistics, second language acquisition, and English language teaching, the knowledge of a native speaker has been cataloged. Native speakers have internalized knowledge of.

1. Appropriate use of idiomatic expression
2. Correctness of language form
3. Natural pronunciation

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<sup>33</sup> Aseh Lestari “ Students Perception Toward Good Pronunciation” (Stain Curup 2014), P20.

4. Cultural context, including “response cries” swear words, and interjections.
5. Above average sized vocabulary, collocations and other phraseological items
6. Metaphors
7. Frozen syntax, such as binomials or bi-verbials
8. Nonverbal cultural features

With the automatized knowledge that native speakers have, native speakers possess the ability to manifest and perform.

- 1). Spontaneous, fluent discourse, 2). Circumlocutions, 3). Hesitation,
- 4). Predictions of what the interlocutor will say, 5). Clarification of message through repetition in other forms.

It means that, Native Speaker is a native speaker / user of a language. Because often spoken in English, the native speaker usually refers to the user of that language.

## **C. Teaching English**

### **1. Definition of Teaching English**

The word of teaching derived from “teach” teaching is an art. It is art of transferring of knowledge and skill to student. The term of teaching is “teach”. Teaching is an art. It means art of transferring of knowledge and skill to

students<sup>34</sup>.because of teaching has variation of a technique in teaching depending on the art talent with every teacher. Wiwin states that “ Teaching is showing or helping someone learn and how someone do something<sup>35</sup>. In line with wiwin, Chamber said that teaching is a complex of activities, strategies, mechanism, invitations, stimuli and rhetorical ploys designed to help students learn and to become better learners.<sup>36</sup> There are so many definition of teaching. Each person has his own opinion about teaching. However, based on the explanation above, teaching can be said as the work of teacher to give instruction or lesson to the students. This activity includes the planning to establish some goals, implementing the strategy which selected by teacher to transfer the knowledge and evaluating to measure that the teaching has been successful or not. It means that teaching is a job from the teacher for their student to learn and it makes students understand about the subject that the teacher give. In addition, teaching is a proces of giving knowladge and guidance to the student trough method,media and facility.

English is a langguage which has traditionally become an internasional language for one chief reason : the power of its people especially their

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<sup>34</sup>Pardiono,past bisa bahasa inggris communicative teaching 12 tense grammar material and paset (jogyakarta,2003).P 111

<sup>35</sup>Wiwin Winarti, teacher techiques in developing student writing skill ( Thesis STAIN Curup 2009) P.12

<sup>36</sup> Chambers, Ellie. Teaching and Learning English Literature. (London: Sage Publication 2006)

political and military power<sup>37</sup>. So, in this context, teaching English is proses of giving knowledge about a language which has traditionally become an internasional language for one chief reason to the students trough method,media and facility. Teaching English is really important for learner. We can see that now day almost of continents and countries place English as the second and foreign language to speak with foreigner. Brown stated good English teachers'' characteristic signifikanly in teachers'' technical knowledge, pedagogical skill, interpersonal skills and personal qualities.<sup>38</sup> Interpersonal skills are goal-directed behaviors used in face-to-face interactions, which are effective in bringing about a desired.It means that, to be a good teacher, people must have those characteristics mentioned by brown above, not only having a wide of knowledge,but also a quality skill in kinds of pedagogical, interpersonal, and personal. The most important in conveying the science teachers must have good interaction. Good interaction type has some characteristic one of them is student active in learning classroom activities.

Teaching English is It is art of transferring of knowledge and skill to student in English language area which covers four basic skills on it.

## **2. Teaching English as a Foreign Language**

Teaching English to non-native speakers is a challenging experience for teachers. TEFL refers to teaching English in formal contexts and English in

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<sup>37</sup> David Crystal. English as a global language published in the United States of America by Cambridge University Press, New York.2003.p9

<sup>38</sup>Brown, H Douglas. Teaching by Principals an Interactive approach to Language Pedagogy, San Francisco: Longman. 2000

that case represents a foreign language for learners. Stern defines language teaching as the activities which are intended to bring about language learning<sup>39</sup>. In other words, language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment. EFL teachers are interested in providing their learners with the knowledge needed to be competent to a certain extent in the target language. According to Canale and Swain to be competent is in terms of three dimensions.

In other words, they have defined communicative competence as having knowledge of grammatical rules and vocabulary and they named that component the linguistic or grammatical competence. The second competence which is the sociolinguistic one, is concerned with knowledge of socio-cultural rules of the language in order to know how to use the language being taught in an appropriate way. Whereas the third is the strategic competence which is the ability to use certain strategies to compensate for breakdowns in communication. Developing communicatively competent learners is the goal that most EFL teachers wish to accomplish, but of course communicative competence is not sufficient. Learners need other dimensions to succeed, to be accurate and fluent and to achieve that, teachers are supposed to set a number

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<sup>39</sup> Stern, H, H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press



of plans which should be designed with taking into consideration different goals and of course their learners levels and needs. Demonstrate that the last three decades witnessed the development of the field of TEFL, which aims at improving the quality of teaching, as well as of learning by focusing on learners' needs, their motivation, the strategies they use to learn and the processes they go through in learning, without neglecting the roles of teachers as course developers, the methods they use to transfer knowledge, and the materials they use to promote understanding. When teachers become aware of those dimensions, they can easily cope with the problems they face in their teaching career, and can find ways to help their learners cope with their learning problems in order to achieve their educational goals and tasks<sup>40</sup>.

Teachers of English as a foreign language are the knowledge providers for learners, they are the ones who are able to make diagnosis for the psychological elements which intervene in the process of learning; when they understand the factors affecting learners' performance they can easily make a change. Teachers are the feedback givers for their learners; when giving them feedback of satisfaction vis-à-vis their performance, learners feel that they are praised. This may encourage them to work and participate in a variety of educational activities. Good English teachers are those who engage their learners in different classroom contexts and different authentic experiences

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<sup>40</sup> Richards, J, C & Renandya, W, A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

which are related to real life situations. They are those who make their learners feel that they are decision makers instead of being just knowledge receivers. Listing the roles of teachers will never finish, that is why there are many researchers of the field who every day present case studies and provide new techniques and ways to improve teaching, because teaching is a profession which is flexible and teachers are supposed to vary in the methods used, the tool, etc. From the explanation above it is clear that in teaching learning there are some aspects to be considered in order to ensure the teaching learning process running properly.

### **3. Component in Teaching English as a Foreign Language**

Input should have familiarity, interest, and context clues. Most of what students read and listen to should be already familiar to them, and it must be interesting. Context should provide clues to unknown language. New words should be no more than five percent of the reading and listening. Similar characteristics apply to output. The topics for speaking and writing should be familiar and interesting. Students can learn to use various strategies for effective communication. Teachers should provide plenty opportunities for students to produce. Language focus requires deliberate attention, simplicity, repetition and occurrence in other components. Students should give deliberate attention to language features. The features should be simple and not depend on background or prior knowledge that students do not have. Most

importantly, there should be enough repetition, and the features should show up in the other three components.

Fluency development should have communication focus, fast performance, and meaningful repetition. The learners should focus on communicating, conveying and receiving meaning. There should be no unfamiliar language or new words. Teachers should encourage students to perform faster than usual. Meaningful repetition keeps the lessons interesting and helps the lesson stick in the students' memories. Teachers should make sure that they cover all components equally every week or month. However, it does not matter whether teachers implement all four components in one class or one component per class. Even though this approach emphasizes equal time for the four components, that decision is arbitrary. It is up to the teachers to decide. Beginning students, for example, may need more time for input because they are not ready for output yet. Academic students may require reading and writing ability more than any other skills.

A basic assumption behind this approach is that it is not wise for a teacher or a course designer to ally themselves with a particular method of language teaching. It is much more productive to become aware of the important principles of teaching and learning and to

apply these in ways that suit the learners, the teaching conditions and the skills of the teacher.<sup>41</sup>

#### **4. Difficulties in Learning English as a Foreign Language**

Learning is a journey which cannot be completed in a short period of time; it is a lifelong process i.e. the more people learn the better they achieve personal, intellectual and professional growth, and gain social respect. When learning a language, most people wonder to guess the period that they need to become proficient, but the answer is unknown because it depends on different factors which should be investigated in order to improve the quality of learning. As any other branch of study, learning languages requires efforts and concentration, especially foreign languages, because in that case the learner is exposed to other elements in addition to grammar and vocabulary, the exposure is also in terms of culture.

For that reason, learners face problems and difficulties, and it is the responsibility of instructors to help their learners find ways to solve learning problems or at least minimize them. Research findings indicate that learning a foreign language is not an easy task for learners who find themselves exposed to other components not only linguistic ones. Being exposed to a foreign language with its cultural aspects will certainly lead to learning difficulties which are considered as normal because they are part of the learning process.

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<sup>41</sup> Nation, Paul and Newton, Jonathan. 2008. Teaching ESL/EFL Listening and Speaking.

Learners differ in their potential and abilities that is why they differ when it comes to difficulties; some of them reach fluency as well as literacy and seem to learn with a certain ease within a few years, while others encounter problems; so the degree of difficulty differs from one learner to another depending on different variations. Research also shows that learning a foreign language entails a number of difficulties, all of which can be reduced through teachers' attempts.

For example grammar can be difficult for learners in the sense that it is different from that of the native language. In addition to difficulties in the spelling system, some may find difficulty in memorizing vocabulary words whereas others who may be influenced by their native accents experience problems in pronunciation; an example of that is the distinction between the English R and L for the Japanese learners. In the process of learning, errors are seen as a process of normal behaviour and they lead to progress. However, some learners feel embarrassed or negatively judged and their affective state can inhibit their ability to grasp knowledge and participate i.e. this represent an obstacle for them. Those are some examples; mentioning the difficulties that learners of English as a foreign language face will never come to an end, because learners are individuals with different personalities and they differ also in their level; so what can be difficult for one may not be for another. Therefore, it is the responsibility of teachers to discover those features which affect the learning process. Regardless of the degree of difficulty, any learner

can benefit from solutions which are created by teachers through developing their classroom practices. Being aware of those difficulties is the first step which drives the teacher to find solutions and ways to reduce them so that their learners achieve their educational tasks, reach their goals and improve their future learning performances. It can be very difficult for some learners to master the language they are learning. However, knowing how to cope with those difficulties provides many benefits, not only to fulfill their educational tasks but they also need the language to build a better professional career and have an opportunity to deal with people from other cultures with ease.

In sum, it shows that teaching English need high concern to be done. It is why we need a good interaction to fullfill all the commponent above.

#### **D. Review of the Related Finding**

There are some related researches that had done before, though they are not significance related to *Non-native english language teachers perspective on culture in english as a foreign language classroom*. This article examines the importance of raising non-native English language teachers awareness of different dimensions of culture in the teaching of English as an international language. The author believes that the more critical English language teachers become about the involvement of culture in their English language teaching, the more they equip their students with the necessary linguistic and cultural resources to be able to communicate with people from other cultural and linguistic backgrounds. The stud

y comprises the development and implementation of a semi-structured interview.

The participants are a small group of Turkish teachers of English working in public and private schools in Turkey. Drawing on the results of the interview study, the author shows that there is a general consensus among the participants of the study on the practice of referring to an 'international culture' with special emphasis on English-speaking Anglo-American cultures, as well as the learners' local culture in the English as a Foreign Language classroom. Moreover, the results also reveal the participant teachers' belief that being a non-native English-speaking teacher is an advantage as far as cultural and linguistic issues in the English language classroom are concerned.<sup>42</sup>

The others of review of the related finding is *Native and Non-native teachers in the classroom*. This study revisits the issue of the native versus the non-native speaker in the area of ELT. Its main goal is to examine the teaching behaviour of two groups of teachers, native and non-native, who have exhibited differences not only in terms of their language backgrounds, but also in terms of their qualifications and relevant teaching experience. Although the proportionate role these variables have played is not easy to determine, it may be suggested that the linguistic divergences between the two groups have considerably impinged on their teaching strategies. However, while earlier studies relied mainly upon data obtained from questionnaires, this study

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<sup>42</sup> Ian Walkinshaw and duongthi hoang oang "Native and Non-Native English Language Teachers" Japan 2014

supplements these secondary sources with primary ones, that is, it also examines the participants' behaviour at chalkface, through a series of video-recorded lessons. Thus, the focus of this study is two-fold: it analyses differences in teaching behaviour between native and non-native teachers on the one hand, and compares their stated behaviour with their actual behaviour on the other.

The others of review of related finding is *The Non-native english speaking EFL/ESL teachers self image an international survey*. The issue of native and non-native speakers of English, relevant to a large number of questions in Applied Linguistics, is mainly important if related to native and non-native English-speaking teachers of English as a second or foreign language. The aim of the study was to place this issue in an international setting, including English teachers from ten countries, in order to verify if the two kinds of teachers perceive differences between their teaching and how this perception influences the teaching behaviour and attitudes of the non-native speaking teachers. A questionnaire was administered to 216 subjects, ESL/EFL teachers in ten countries. The analysed data show that differences perceived by non-native speaking teachers bias their self-image and attitudes to teaching.

Based on the finding about, the researcher sate that, this research is different. The first research focus on This article examines the importance of raising non-native English language teachers awareness of different dimensions of cu



lture in the teaching of English as an international language. And the second research focus on researching about teachers. And the third research focus on researching teachers and the international environment. This research focus on Student perception toward non-native speakers in teaching English at study program of IAIN Curup.

## CHAPTER III

### RESEARCH METHOD

#### A. Kind of the Research

This research is a step of research with combining two forms of research that have existed before that is qualitative research and quantitative research with quantitative research. According Creswell mixed method research is a research approach combines qualitative research with qualitative research. In the opinion of Sugiyono states that the method mixed method are a method of research combine or combine qualitative method and quantitative method to be used together in an activity research. So, that more comprehensive, valid, reliable data is obtained and objective.<sup>43</sup>

In this research the researcher used sequential exploratory design, Creswell suggested that sequential exploratory strategy in mixed method research involves a first phase of qualitative data collection and analysis followed by a second phase of quantitative data collection and analysis that builds on the result of the first qualitative phase.<sup>44</sup>

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<sup>43</sup> Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*; ALFABETA; Bandung; 2014 . P.404

<sup>44</sup> John Creswell, *Research Design; Qualitative, Quantitative, and Mixed Methods Approaches*. Sage; Los Angeles. 2009

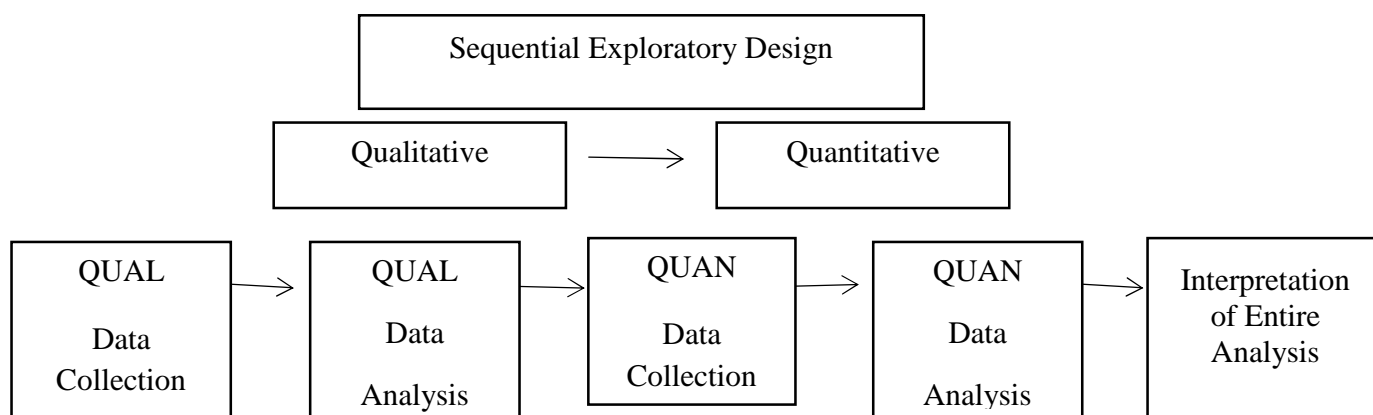


Figure 1: Design of Sequential Exploratory

## B. Subject of the Research

The subject of the research is something that would be examined both people objects and institutions. The subject of the research was all of students in Tadris study program First, Third, Fifth , and Seventh semester at IAIN CURUP the research will take First, Third, Fifth, and Seventh semester because the students have been many knowledge about teaching English, namely speaking, writing, listening, and reading.

If the populations are less that 100 persons, it is better for us to take all of the population as a sample, but if the populations are more than 100 persons we take from population 100%-15% or 25% or more used as sample.<sup>45</sup> Its means that research subjects or respondents are the parties who serve as a sample in a study.

<sup>45</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta : Rhineka Cipta, 2002), P112.

### **C. The Technique of Collecting Data**

Techniques is one of the way to collect the data. The data in this research is collected through an techniques that is questionnaire and interview. Questionnaire is a set of questions for obtaining stastically useful or personal information from individuals.<sup>46</sup> Its means that methods of data collection are techniques or ways that can be used by researchers for data collection. Interview is used as technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent information deeply.

### **D. Research Instrument**

Instrument is tool to be used for data collection or dupe, tool implement especially one designed for precision work.<sup>47</sup> The term “regional development instrument” is regarded as any instrument which is dedicated for intentional stimulation and steering regional development. Its means that instrument is a tool used to collect data or information useful to answer the problem research.

#### **1. Questionnaires**

Questionnaires is one of the techniques for collecting data. Questionnaires is a group of written question on paper or the others and given to

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<sup>46</sup> [www.merriam-webster.com/dictionary/..](http://www.merriam-webster.com/dictionary/)

<sup>47</sup> [www.merriam-webster.com/./instrument](http://www.merriam-webster.com/./instrument)

the respondents to be answered without any intervention from the researcher.<sup>48</sup> In this research, questionnaire was very important to get more detail data for those one research questions. Furthermore, the respondent could have more time to fulfill it. Questionnaire can be open-ended or close-ended.<sup>49</sup> Open-ended questionnaire is a list of questions that there is no standard answer to these questions, and the data analysis is more complex.<sup>50</sup> Close-ended questionnaire is used to generate statistic in quantitative research. As these questionnaires follow a set format and as most can be scanned straight into a computer for ease of analysis, greater numbers can be produced.<sup>51</sup> The respondents only given the checklist in the provided answer.

The researcher used one questionnaire to answer those one research question. The format of questionnaire in this research is close-ended. According Dawson, There are some advantages of used close-ended questionnaire:

1. Tend be quicker to administer.
2. Often easier and quicker for the researcher to record responses.
3. Tend to be easy code.
4. Respondent can only answer in a predefined way.

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<sup>48</sup> Danim, Sudarman In Ekki Fernando “Student perception toward English teachers techniques in maintaining students attention and involvement” 2017. Page 34.

<sup>49</sup> Sugiyono. In Ekki Fernando “Student perception toward English teachers techniques in maintaining students attention and involvement” 2017. Page 34.

<sup>50</sup> Dawson, Cathrine, 2002. Practical Research Method. United Kingdom: Deer Park Production.

P.31

<sup>51</sup> Ibid., P.54

5. Few issues cannot be raised
6. It is quick and easy for respondents to tick boxes, might be more likely to answer all questions.<sup>52</sup>

There are three types of questioner closed-ended, open-ended and combination questionnaire. In open questions respondents use their own words to answer a question. In closed questions prewritten response categories are provided.<sup>53</sup>

## **2. Likert Scale**

Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by the researcher, hereinafter referred to as the research variable. With a Likert scale, the variable to be measured is described as an indicator of variable. Then the indicator is used as a starting point for compiling instrument items that can be in the form of statements or questions. Answers to each instrument item using the Likert scale have gradations from very positive to very negative. In this study, researchers used Four-Point Scales namely Strongly Agree, Agree, Disagree, Strongly Disagree.

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<sup>52</sup> Ibid., P.36

<sup>53</sup> Dawson, Op.Cit.,p. 87.

### 3. Interview

The data could not be valid if the researcher use one technique for collecting data only. In order that, need of using other is accepted. So the researcher used an interview to respondent. According to sugiono an interview is used as technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent information deeply.<sup>54</sup> The interview pointing to the lecturers of teacher speaking class.

#### Interview guidance

In the interview techniques that used by the students as respondent, the interview questions is semi structured interview. The students give free answers that have relation with in interview guidance. A semi structured interview is a method of research used in the social sciences. A semi structured interview as a result of what the interviewr says. The interviewer in a semi structured interview generally has a frame work of themes to be explored. Catherine dawson says that “in semi structured interview the participant is free to talk about what he or she deems important, with little directional from the researcher, the researcher also want to remain flexible so that other important information can still arise”.<sup>55</sup>

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<sup>54</sup> Prof.DR.Sugiyono, metodepenelitiankombinasi(bandung:alfabeta, 2011) p. 196

<sup>55</sup> Catherine Dawson, what is qualitative interview, (Bloomsbury academic : 2013), p.3

Table 3.1

<b>Theoris</b>	<b>Indicators</b>	<b>Sub-Indicators</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Non-Native Speakers	Non-native Speakers become Successful model.	<ol style="list-style-type: none"> <li>1. Non-native speakers of English are able to become successful learning model.</li> <li>2. Non-native speakers of English motivate the learner in teaching English.</li> <li>3. Non-native speakers skills encourages me to have a good achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Non-Native Speakers are successful learning models</li> <li>2. Non-native Speakers motivate you in teaching English.</li> <li>3. The skills of Non-Native Speaker success inspire me to achieve the better competence</li> </ol>				
	Non-native speakers teach English effectively.	<ol style="list-style-type: none"> <li>4. Non-native speakers have experience and know how to learn the language.</li> </ol>	<ol style="list-style-type: none"> <li>4. Non-Native Speakers can teach learning strategies more effectively</li> </ol>				
	Non-native speakers provide a lot of information about English.	<ol style="list-style-type: none"> <li>5. Non-native teachers can provide learners with more information about English language.</li> </ol>	<ol style="list-style-type: none"> <li>5. Non-Native Speakers can give more information about English</li> </ol>				
	Non-native speakers anticipate student difficulties	<ol style="list-style-type: none"> <li>6. Non-Native speakers anticipate when their students encounter certain problem.</li> <li>7. Non-native speakers can solve students difficulties.</li> <li>8. Non-native speakers explanation is easy to understand.</li> </ol>	<ol style="list-style-type: none"> <li>6. Non-Native Speakers are able to recognize my difficulties in learning English</li> <li>7. Non-Native Speaker understand students' willingly and can solve students' problem in learning English</li> <li>8. Non-Native Speakers teaching strategies are easy to comprehend</li> </ol>				
	Non-native speakers	Non-Native speakers tend to be more empathetic to	<ol style="list-style-type: none"> <li>9. Non-Native Speakers show more empathy</li> </ol>				



	are empathetic in teaching English	the students' problems and needs.	toward my learning problems rather than native speaker teachers				
	Non-native speakers use students' Mother tongue in teaching English	10. Non-Native speakers can benefit from using the same mother tongue as the students. 11. Non-native speakers use student' mother tongue	10. Non-Native Speakers use L-1 in process of teaching and learning. 11. Non-native speakers use mother tongue in teaching English effectively to clarify teaching and instruction				

## E. Technique of Analysis Data

### 1. The Data from Questionnaire

The data collected by the students' response in tabulate, and find out the percentage of the students by using percentage technique. The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire was analysed based on 4 – value of Lickert scale which was the most common scale that were used in measuring attitude, opinion and perception of respondents toward subject. In order to get the mean score, the total choice of each degree of agreement (“*Strongly Agree*”, “*Agree*”, “*Disagree*”, and “*Strongly Disagree*”) for each statement was multiplied with the value of the degree of agreement (Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1) The maximum

score of the scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. The formula was described as follow:

$$x = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SA} \times 1))$$

Where :

$f$  : frequency                      D : Disagree  
 SA : Strongly Agree                A : Strongly Disagree  
 A : Agree

After the each students' score were calculated, then it categorized to the range score to get the description of interest in each students.

Highest score = 4	Lowest score = 1
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Score range = $\frac{\text{the highest score} - \text{the lowest score}}{\text{max score}}$
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Based on above description it acquired that the lowest score was  $(1 \times 18) = 18$ , and the highest score was  $(4 \times 18) = 72$ , thus the interval class was  $(\frac{72-18}{4}) = 13,5$ . Eventually, to see each students' perception toward non-native speakers in teaching english levels it consulted to the following criteria table.

**Table 3.2**  
**Table Criteria Range Score of Students' perception toward non-native speakers in teaching english**

No	Score Range	Criteria
1	60 – 72	Very high
2	46 – 59,5	High
3	32 – 45,5	Low
4	18 – 31,5	Very low

The next steps were accounting the percentage of each items of questionnaire based on the students answer in questionnaire. The formula was:

$$P = \frac{F}{Max\ score} \times 100\%$$

Where:

P = Percentage

F = Data Frequency

Max score = Maximum score

After counting the percentage, the researcher determined the interval (distance range) and interpretation of percentage in order to find out the assessment by the method of finding the percentage score interval.

Fistly it determined the highest percentage score,the formula was:

$$\frac{\text{the } x \text{ item score}}{\text{Maximum Score}} \times 100\%$$

$$\frac{4}{4} \times 100 = 100\%$$

Then it determined the lowest score percentage, the formula was:

$$\frac{\text{Minimum score}}{\text{Maximum score}} \times 100\%$$

$$\frac{1}{4} \times 100 = 25\%$$

To know the level of the criteria, the result of mean score that the researcher got was consulted to the criterion table.

**Table 3.3**

**Table Descriptive Percentage of Students' Perception Toward Non-Native Speakers In Teaching English**

Interval Presents	Category
76%-100%	very high
51%-75%	High
26%-50%	Low
0%-25%	Very low

*Source : Ridwan, 2004*

After the data from questionnaire was analyzed and described, then the researcher conducted the interview to confirm the second research question about how students perceive toward the most dominant perception of non-native speakers in teaching english.

## **2. Data From Interview**

In qualitative research, data analysis is the process of systematically searching and arranging the questionnaire.

The data analysis in this research are divided in several steps :

1. Data Managing, this step is will be used to organized the data from questionnaire. The purpose of managing data the first is to organize the data and check it for completeness, the second is to start the researcher on the processs of analyzing and interpreting the data.
2. Reading, reading involves reading the open questionnaire. The researcher reads the data to get all about the genaral description of data that have been got, so can know how aramngge those well.
3. Description, in this phase the researcher described all the data that would be classifield in the next step.
4. Classifying, after a long describing processes finished, the researcher classifield them based on the theory provided on the second chapter.
5. Interpreting, the researcher interpreted all the data based on all theoris related and the research question emerged early.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter explained about finding and discussing the result of questionnaire and interview. It consisted of the answer of research questions.

#### **A. Finding**

To get more information about students' perceptions of non-native speakers in teaching English at IAIN Curup, the researchers presented the findings of the questionnaire by two hundred twelve students from semester first, third, fifth, and seventh who were the subjects. This research was conducted in October 2018. The purpose of this study was to investigate the perceptions of toward non-native speakers in teaching English by students of English Language Program at first, third, fifth and seventh semesters.

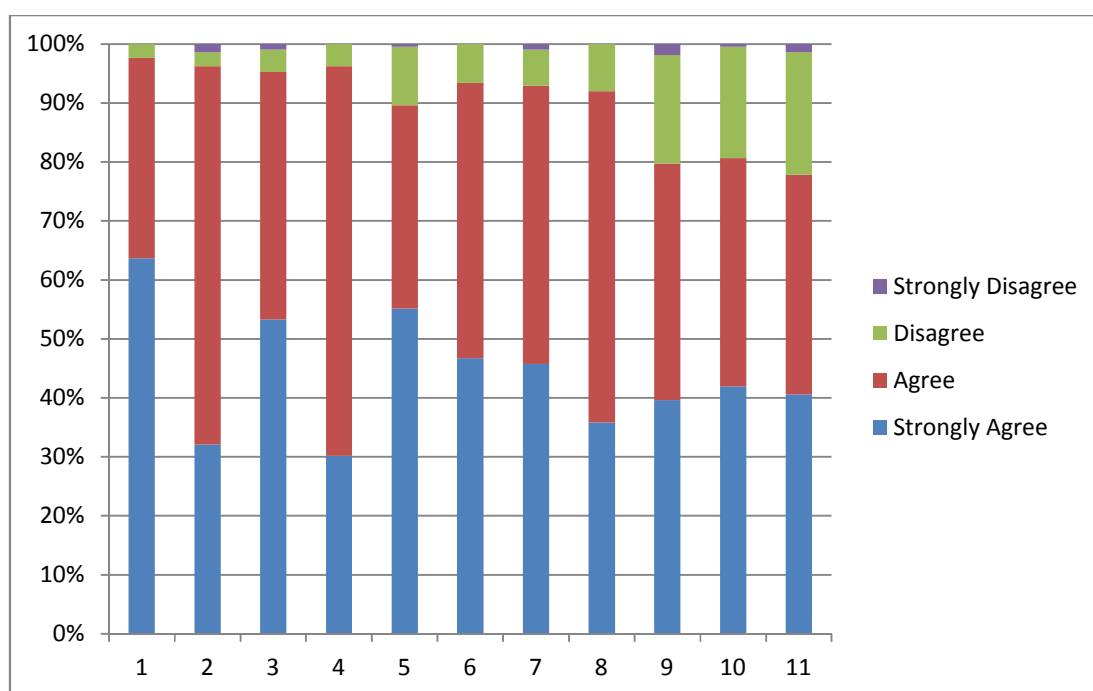
#### **1. The most the dominant students perception toward non-native speakers in teaching English at study program of IAIN Curup.**

To find out the perceptions of students from Non-Native Speakers in teaching English. The researcher distributed questionnaires to students of English Language Study in semesters first, third, fifth, and seventh to obtain data. In conducting the survey, a questionnaire consisting 11 statements about non-native speakers were distributed to 212 students. The responses of the questionnaire were calculated through statistical computation. Each response of the statements in the questionnaire was given scale value based on Likert-scale value that were

“*Strongly Agree*”, which value was 4, “*Agree*”, which value was 3, “*Disagree*”, which value was 2, and “*Strongly Disagree*”, which value was 1. And every negative statement was counted reverse.

Respondents should choose the one of four alternative options for each item, they are: strongly agree, agree, disagree, strongly disagree. On the table the researcher used frequency (F) as a number of students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula for positive statements is  $X = ((f SAx4) + (f Ax3) + (f Dx2) + (f SDx1))$ , and formula for negative statement is  $X = ((f SAx1) + (f Ax2) + (f Dx3) + (f SDx4))$ . Thus the maximum score of the questionnaire is  $64 \times 4 = 256$ . The percentage of each statement was calculated by using the formula  $P = \frac{F}{256} \times 100\%$ . Furthermore, the researcher divided the table to classification the result of the data based on each aspect of individual interest, that were feeling related valence, value related valence and intrinsic characteristic of valence beliefs. From these results the researchers found some data that will be explained below:

**Diagram 4.1 The Most Dominant Students Perception Toward Non-Native Speakers In Teaching English**



From the chart above, the questionnaire has been analyzed by the researcher. based on the table above, it is clear from the eleven statements that are the most dominant statements number one, three and five.

**Table 4.1 The Most Dominant Students Perception Toward Non-Native Speakers In Teaching English**

Indicators	Items	SA/4		A/3		D/2		SD/1		F Score	Total %
		F	%	F	%	F	%	F	%		
Non-Native Speakers become successful model.	1	135	64%	72	34%	5	2%	0	0	766	90%
	2	68	32%	136	64%	5	2%	3	2%	693	81%
	3	113	53%	89	42%	8	4%	2	1%	737	86%



Non-Native Speakers teach English effectively.	4	64	30%	140	66%	8	4%	0	0	692	81%
Non-Native Speakers provide a lot of information about English.	5	117	55%	73	34%	21	10%	1	1%	730	86%
Non-Native Speakers anticipate students difficulties	6	99	47%	99	47%	14	6%	2	1%	721	85%
	7	97	46%	100	47%	13	6%	0	0	716	84%
	8	76	36%	119	56%	17	8%	0	0	695	82%
Non-Native Speakers are empathetic in teaching English.	9	84	40%	85	40%	39	18%	4	2%	673	79%
Non-Native Speakers use students' mother tongue in teaching English.	10	89	42%	82	39%	40	18%	1	1%	683	80%
	11	86	41%	79	37%	44	21%	3	1%	672	79%

For the statement number 1, there were 135 respondents who answered strongly agree (64%), 72 respondents who answered agree (34%), there were 5 respondents who answered disagree (2%) and 0 respondents who answered strongly disagree. The formula for scoring was  $X = ((f135x4) + (f72x3) + (f5x2) + (f0x1)) = 766$ .

The percentage was  $P = \frac{766}{848} \times 100\% = 90\%$ . In this statements, the researcher found the highest score, that was on strongly agree option where 135 respondents chose it with the percentage was 64%. Based on the

explanation above, it can be concluded that non-native speakers of the English are successful learning models can be called **positive perceptions**.

For the statement number 2, there were 64 respondents who answered strongly agree (32%), 136 respondents who answered agree (64%), there were 5 respondents who answered disagree (2%) and 3 respondents who answered strongly disagree (2%). The formula for scoring was  $X = ((f68 \times 4) + (f136 \times 3) + (f5 \times 2) + (f3 \times 1)) = 693$ . The percentage was  $P = \frac{693}{848} \times 100\% = 81\%$ . In this statements, the researcher found the highest score, that was on agree option where 136 respondents chose it with the percentage is 64%. Based on the explanation above, it can be concluded that non-native speakers motivate you in teaching english can be called **positive perceptions**.

For the statement number 3, there were 113 respondents who answered strongly agree (53%), 89 respondents who answered agree (42%), there were 8 respondents who answered disagree (4%) and 2 respondents who answered strongly disagree (1%). The formula for scoring was  $X = ((f113 \times 4) + (f89 \times 3) + (f8 \times 2) + (f2 \times 1)) = 737$ . The percentage was  $P = \frac{737}{848} \times 100\% = 86\%$ . In this statements, the researcher found the highest score, that is on strongly agree option where 113 respondents chose it with the percentage is 53%. Based on the explanation above, it can be concluded

that the skills of non-native speakers success inspire me to achieve the better competence can be called **positive perceptions**.

For the statement number 4, there were 64 respondents who answered strongly agree (30%), 140 respondents who answered agree (66%), there are 8 respondents who answered disagree (4%) and 0 respondents who answered strongly disagree. The formula for scoring was  $X = ((f64 \times 4) + (f140 \times 3) + (f8 \times 2) + (f0 \times 1)) = 692$ . The percentage was  $P = \frac{692}{848} \times 100\% = 81\%$ . In this statements, the researcher found the highest score, that is on agree option were 140 respondents chose it with the percentage is 66%. Based on the explanation above, it can be concluded that non-native speakers can teach learning strategies more effectively can be called **positive perceptions**.

For the statement number 5, there were 117 respondents who answered strongly agree (55%), 73 respondents who answered agree (34%), there were 21 respondents who answered disagree (10%) and 1 respondents who answered strongly disagree (1%). The formula for scoring was  $X = ((f117 \times 4) + (f73 \times 3) + (f21 \times 2) + (f1 \times 1)) = 730$ .

The percentage was  $P = \frac{730}{848} \times 100\% = 86\%$ . In this statements, the researcher found the highest score, that was on strongly agree option where 117 respondents chose it with the percentage was 55%. Based on the

explanation above, it can be concluded that non-native speakers can give more information about English can be called **positive perceptions**.

For the statement number 6, there were 99 respondents who answered strongly agree (47%), 99 respondents who answered agree (47%), there were 14 respondents who answered disagree (6%) and 0 respondents who answered strongly disagree. The formula for scoring was  $X = ((f_{99} \times 4) + (f_{99} \times 3) + (f_{14} \times 2) + (f_0 \times 1)) = 721$ .

The percentage was  $P = \frac{721}{848} \times 100\% = 85\%$ . In this statements, the researcher found the highest score, that was on strongly agree and agree option where 99 respondents chose it with the percentage was 47%. Based on the explanation above, it can be concluded that non-native speakers are able to recognize my difficulties in learning English can be called **positive perceptions**.

For the statement number 7, there were 97 respondents who answered strongly agree (46%), 100 respondents who answered agree (47%), there were 13 respondents who answered disagree (6%) and 2 respondents who answered strongly disagree (1%). The formula for scoring was  $X = ((f_{97} \times 4) + (f_{100} \times 3) + (f_{13} \times 2) + (f_2 \times 1)) = 716$ .

The percentage was  $P = \frac{716}{848} \times 100\% = 84\%$ . In this statements, the researcher found the highest score, that was on agree option where 100 respondents chose it with the percentage was 47%. Based on the explanation

above, it can be concluded that non-native speakers understand students' willingly and can solve students' problem in learning English can be called **positive perceptions**.

For the statement number 8, there were 76 respondents who answered strongly agree (36%), 119 respondents who answered agree (56%), there were 17 respondents who answered disagree (8%) and 0 respondents who answered strongly disagree. The formula for scoring was  $X = ((f_{119} \times 4) + (f_{76} \times 3) + (f_{17} \times 2) + (f_0 \times 1)) = 695$ .

The percentage was  $P = \frac{695}{848} \times 100\% = 82\%$ . In this statements, the researcher found the highest score, that was on agree option where 119 respondents chose it with the percentage was 56%. Based on the explanation above, it can be concluded that non-native speakers teaching strategies are easy to comprehend can be called **positive perceptions**.

For the statement number 9, there were 84 respondents who answered strongly agree (40%), 85 respondents who answered agree (40%), there were 39 respondents who answered disagree (18%) and 4 respondents who answered strongly disagree (2%). The formula for scoring was  $X = ((f_{84} \times 4) + (f_{85} \times 3) + (f_{39} \times 2) + (f_4 \times 1)) = 673$ .

The percentage was  $P = \frac{673}{848} \times 100\% = 79\%$ . In this statements, the researcher found the highest score, that was on agree option where 85 respondents chose it with the percentage was 40%. Based on the explanation

above, it can be concluded that non-native speakers show more empathy toward my learning problems rather than native speakers teachers can be called **positive perceptions**.

For the statement number 10, there were 89 respondents who answered strongly agree (42%), 82 respondents who answered agree (39%), there were 40 respondents who answered disagree (18%) and 1 respondents who answered strongly disagree (1%). The formula for scoring was  $X = ((f89x4) + (f82x3) + (f40x2) + (f1x1)) = 683$ .

The percentage was  $P = \frac{683}{848} \times 100\% = 80\%$ . In this statements, the researcher found the highest score, that was on strongly agree option where 89 respondents chose it with the percentage was 42%. Based on the explanation above, it can be concluded that non-native speakers use L-1 in process of teaching and learning, can be called **positive perceptions**.

For the statement number 11, there were 86 respondents who answered strongly agree (41%), 79 respondents who answered agree (37%), there were 44 respondents who answered disagree (21%) and 3 respondents who answered strongly disagree (1%). The formula for scoring was  $X = ((f86x4) + (f79x3) + (f44x2) + (f3x1)) = 672$ .

The percentage was  $P = \frac{672}{848} \times 100\% = 79\%$ . In this statements, the researcher found the highest score, that was on strongly agree option where 86 respondents chose it with the percentage was 41%. Based on the

explanation above, it can be concluded that non-native speakers use mother tongue in teaching English effectively to clarify teaching and instruction can be called **positive perceptions**.

## **2. The Students Perceive Toward the most dominant perception of non-native Speakers In Teaching English at Study Program Of IAIN Curup**

### **A. Respondent A**

According to the first respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first question is how Non-Native Speakers succeed in motivating students in learning english, and the respondent answered non-native speakers already have or have experience in teaching students so in my opinion to be successful in teaching students, non-native speakers must share experiences, and help the difficulties of learning problems of students, so that students are motivated by non-native speakers. And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, non-native speakers can develop English knowledge to students, by sharing experiences with students, about the knowledge he has gained during the education process, and certainly non-native speakers are smarter than their students, he already knows the language English widely, and from the knowledge and knowledge that has been non-native, it can provide information to students. The third question is how non-native speakers can implement a good strategy in learning, and then the

respondent answered, non-native speakers can apply a good strategy in learning, based on my experience of learning English with non-native speakers, they have a lot of good strategies in teaching, for example if we don't know or there are difficulties in knowing language vocabulary English, certainly non-native speakers have a strategy to help us through that difficulty

### **B. Respondent B**

According to the second respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first question is how Non-Native Speakers succeed in motivating students in learning english, and the respondent answered, by providing motivation related to learning, in accordance with the context taught by non-native speakers, so students can be motivated by what non-native speakers provide. And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, in my opinion non-native speakers can apply a good strategy in learning. From non-native speakers' experience while learning English, a difficult or easy experience can be applied by non-native speakers to students. The third question is how non-native speakers can implement a good strategy in learning, and then the respondent answered, usually non-native speakers have learned English in depth so non-native spekaers know more about English, about English culture, about language styles in each country, so it's easier if non-native spekaers provide information about English, to students.



### **C. Respondent C**

According to the Third respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first question is how Non-Native Speakers succeed in motivating students in learning English, and the respondent answered, Speaking about non-native speakers, of course non-native speakers already have a lot of experience in various ways, especially in learning English, from good experience to the worst experience for non-native speakers, from that experience non-native speakers can tell students, and of course from that experience non-native speakers can motivate students. And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, to develop knowledge of English to students, which of course non-native speakers already know a lot about English, can be about culture or others, and non-native speakers can share knowledge with students, so they can develop students' knowledge. The third question is how non-native speakers can implement a good strategy in learning, and then the respondent answered, non-native speakers can apply a good strategy in learning English, of course, the same as my previous answer because non-native speakers have experience in English, certainly non-native speakers have many strategies in teaching English.

### **D. Respondent D**

According to the fourth respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first

question is how Non-Native Speakers succeed in motivating students in learning english, and the respondent answered, non-native speakers can be successful in motivating students in learning, usually non-native speakers always describe successful issues, such as non-native always share experiences about themselves or other people who have achieved success, And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, usually a non-native speaker is smarter or smarter than his students, non-native speakers always provide information related to English culture or English style information in different countries. The third question is how non-native speakers can implement a good strategy in learning, and then the respondent answered, usually non-native speakers can apply good strategies in learning by non-native speakers sharing experiences with students, by non-natively sharing experiences with students, non-native speakers can apply and share their strategies with students.

#### **E. Respondent E**

According to the fifth respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first question is how Non-Native Speakers succeed in motivating students in learning english, and the respondent answered, usually non-native speakers are successful in motivating students in learning, when in class during the teaching and learning process, non-native speakers always share experiences with students, can experience when they study, when they first learn English, thus indirectly

students will be motivated by non-native speakers. And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, before non-native speakers become English teachers they must have experience in teaching students, and of course before they teach they will definitely prepare the latest information from the world of education especially about English outside the country and in the country. The third question is how non-native speakers can implement a good strategy in learning, and then the respondent answered, Non-native speakers have many good strategies for teaching their students, because they must learn from their experiences when they are still in school.

#### **F. Respondent F**

According to the sixth respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first question is how Non-Native Speakers succeed in motivating students in learning english, and the respondent answered, non-native speakers always share stories about the process and success that have been obtained by non-native speakers, their purpose is to tell students, so that they can be motivated by non-native speakers, at least students can achieve such as non-native speakers, or it can even exceed non-native speakers. And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, non-native speakers have learned English from beginning to end and during the process non-native speakers get experiences about English, and non-

native share experiences about English to students, the goal is that students can get a lot of information about English. The third question is how non-native speakers can implement a good strategy in learning, and then the respondent answered, non-native speakers have experience and know how to learn English correctly and correctly, and certainly non-native speakers have the latest strategies so that students, not tired of learning English.

#### **G. Respondent G**

According to the seventh respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first question is how Non-Native Speakers succeed in motivating students in learning english, and the respondent answered, in the non-native speakers class gives motivation to students in learning by providing experiences on how to speak non-native speakers, in order to motivate students, so students can get information from either the knowledge or experience of non-native speakers. And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, in the non-native speakers class develops students' knowledge by giving a question with the aim of non-native speakers can find out the English language ability limits of students. The third question is how non-native speakers can implement a good strategy in learning, and then the respondent answered, in the non-native speakers class, applying a good strategy by giving a pre-test with the aim of non-native speakers can know the level of students in the class so that non-native speakers can apply

strategies that are in accordance with the level of ability of students, while the strategies used are appropriate with the needs of students.

#### **H. Respondent H**

According to the eight respondent, from the results of interviews that the researcher did, the researcher asked several questions to respondents, the first question is how Non-Native Speakers succeed in motivating students in learning english, and the respondent answered, in my opinion non-native speakers have succeeded in motivating students in their learning, namely by non-native speakers convincing students with their abilities and good conversations. And the second question is how Non-Native Speakers develop knowledge of English to students, and the respondent answered, in my opinion non-native speakers develop knowledge of English to students, by applying some learning with application games that indirectly include some learning that can make students happy, with this the students will remember it and the knowledge of participants students will develop indirectly. The third question is how non-native speakers can implement a good strategy in learning, and then the respondent answered, as I said earlier that the strategy of applying games to learning can make students more quickly grasp the learning of English from the easiest to the hardest thing.

#### **A. Discussion**

In this section the researcher tries to analyze students' perception toward non-native speakers in English teaching. Starting by analyzing the questionnaire, the analysis is to find students' perceptions of lecturers who are non-native speakers of the Tadris English Study Program. then proceed with the use of

interviews to find out the reasons why the respondent chose agree answers, strongly agree, disagree, strongly disagree.

**1. The most the dominant students perception toward non-native speakers in teaching English at study program of IAIN Curup**

Medgyes proposed the six assets of non-native teachers. Those assets are: the first is Non-native teachers are models of successful learners. The second is Non-native teachers can teach learning strategies more effectively. The third is Non-native teachers can provide learners with more information about English language. The fourth is Non-native teachers are more able to anticipate learner's difficulties. The fifth is Non-native teachers tend to be more empathetic to the students' problems and needs. The sixth is Non-native teachers can benefit from using the same mother tongue as the students. Based on the theory above it is divided into eleven statements. From the results of questionnaires that have been distributed in semesters one, three, five, and seven.

From statement number 1, Non-Native Speakers are successful learning models, there are 64% respondents chose strongly, and 34% respondents chose agree, and then 2% respondents chose disagree, and nothing respondent chose strongly disagree. Statement number 2 Non-native Speakers motivate you in teaching English. there are 32% respondents chose strongly agree, and 64% respondents chose agree, and 2% respondents chose disagree, and also 2% respondents chose strongly disagree. Statement number 3, The skills of Non-

Native Speaker success inspire me to achieve the better competence. There are 53% respondents chose strongly agree, and 42% respondents chose agree, and then 4% respondents chose disagree, and also 1% respondent chose strongly disagree. Statement number 4, Non-Native Speakers can teach learning strategies more effectively. There are 30% respondents chose strongly agree, and 66% respondents chose agree, and then 4% respondents chose disagree, and nothing respondent chose strongly disagree.

Statement number 5, Non-Native Speakers can give more information about English. There are 55% respondents chose strongly agree, and 34% respondents chose agree, and then 10% respondents chose disagree, and also 1% respondent chose strongly disagree. Statement number 6, Non-Native Speakers are able to recognize my difficulties in learning English. There are 47% respondents chose strongly agree, and also 47% respondents chose agree, and 6% respondents chose disagree, and then nothing respondent chose strongly disagree. Statement number 7, Non-Native Speaker understand students' willingly and can solve students' problem in learning English. There are 46% respondents chose strongly agree, and 47% respondents chose agree, and then 6% respondents chose disagree, and also 1% respondent chose strongly disagree. Statement number 8, Non-Native Speakers teaching strategies are easy to comprehend. There are 36% respondents chose strongly agree, and 56% respondents chose

agree, and 8% respondents chose disagree, and then nothing respondent chose strongly disagree.

Statement number 9, Non-Native Speakers show more empathy toward my learning problems rather than native speaker teachers. There are 40% respondents chose strongly agree, and also 40% respondents chose agree, and 18% respondents chose disagree, and then 2% respondents chose strongly disagree. Statement number 10, Non-Native Speakers use L-1 in process of teaching and learning. There are 42% respondents chose strongly agree, and 39% respondents chose agree, and then 19% respondents chose disagree, and also nothing respondent chose strongly disagree. The last statement is number 11, Non-native speakers use mother tongue in teaching English effectively to clarify teaching and instruction. There are 41% respondents chose strongly agree, and 37% respondents chose agree, and also 21% respondents chose disagree, and then 1% respondents chose strongly disagree.

And then based on the findings table above from statement number one to number eleven, the most dominant among these statements are number one, three and number five.



## **2. The Students Perceive Toward the most dominant perception of non-native Speakers In Teaching English at Study Program Of IAIN Curup**

Based on the results of finding, there are several points that the researcher described in this discussion, among others, are :

### **1. Non-Native Speakers usually share their experience.**

According to respondents from the interview results that non-native speakers can develop English knowledge to students, by sharing experiences with students, about the knowledge that has been non-native speakers acquired during the education process, and certainly non-native speakers are smarter or more experience than participants their students, non-native speakers already know English widely, and from non-native knowledge and knowledge can get information to their students. Based on the results of this interview in accordance with the theory Medgyes that Non-native teachers are models of successful learners. Non-native speakers of English would not be able to become English teachers if they had not learned English successfully. All the process and success can motivate the learners to make the same achievement or even better.

From the opinions of respondents, we can observe that non-native speakers before starting the learning usually tell stories to the students first, tell about personal experiences, whether they are non-native time experiences at school, or other experiences. with non-native sharing experiences with students, it can make students motivated and not bored with learning with non-native speakers.

## **2. Non-Native Speakers have their own strategies to meet students need**

According to the respondent from the interview, results in the non-native speakers class applying a good strategy by giving a pre-test with the aim of non-native speakers can know the level of students in the class so that non-native speakers can apply strategies that are in accordance with the level of students' abilities. As for the strategies used in accordance with the needs of students. Based on the results of this interview in accordance with the theory medgyes that Non-native teachers can provide learners with more information about English language. It is because non-native teachers have learned English from scratch and during the process they understand how English works. Non-native teachers have bilingual or even multilingual competence, and according to Canagarajah this competence “develops a deep metalinguistic knowledge and complex language awareness.

From the opinions of respondents, we can observe that non-native speakers in teaching have unique strategies to be able to make students not bored in learning, and usually non-native speakers in teaching often use game strategies to hone students' abilities, in games The non-native speakers include material that will be discussed after they have finished playing games, without students realizing that there are materials in the games that they will discuss later. and non-native speakers still have many other strategies to make students more happy to learn.

### **3. Non-Native Speakers providing motivation related to learning English**

According to respondents from the interview results, with non-native speakers providing motivation related to learning, according to the context taught by non-native speakers, students can be directly or indirectly motivated by what non-native speakers provide. Based on the results of this interview in accordance with the theory Medgyes that Non-native teachers are models of successful learners. Non-native speakers of English would not be able to become English teachers if they had not learned English successfully. All the process and success can motivate the learners to make the same achievement or even better.

From the opinions of respondents, can we observe that non-native speakers besides sharing experiences, having unique strategies, non-native speakers can also motivate students, usually non-native speakers always provide motivation to students, motivation in learning, or motivation beyond learning according to the context they are discussing. students are usually motivated by non-native speakers when looking at non-native speakers teaching, providing material or ways of delivering material, from which students are motivated to become teachers and can follow non-native speakers' teaching methods.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher concludes the results of this research by answering the research questions and giving some points of suggestion for the parties involved.

#### **A. Conclusion**

Based on finding and discussion in the previous chapter, the researcher finally concludes that:

There are three most dominant of eleven statements that have been distributed to respondents, namely the first statement, the third statement, and the fifth statement. from the first statement there are 64% respondents chose strongly agree, 34% respondents chose agree, and 2% respondents chose disagree, and 0% respondents chose strongly disagree. third statement, there are 53% respondents chose strongly agree, and 42% respondents chose agree, 4% respondents chose disagree and 1% respondents chose strongly disagree. the fifth statement, there are 55% respondents chose strongly agree, 34% respondents chose agree, 10% respondents chose disagree, and also 1% respondents chose strongly disagree.

From the results of interviews that researchers have analyzed from one to eight respondents there are three combinations of keywords, namely, the first is “Non-Native Speakers usually share their experience”. The second is “Non-Native Speakers have their own strategies to meet students need”. The third is “Non-Native Speakers providing motivation related to learning English”.

## **B. Suggestion**

Based on the results of this study entitled "Students' perception toward Non-Native speakers in teaching english at the study program of IAIN CURUP", the researcher suggested:

### **1. Students**

The results of this study can broaden the knowledge of non-native speakers in teaching english. Students understand their perceptions of non-native speakers in teaching english.

### **2. Teacher**

This research is expected to contribute not only to English teachers but also other teachers. after knowing the perceptions of students about non-native speakers, hopefully the teachers in Indonesia especially at IAIN Curup can further enhance their teaching strategies.

### **3. Researchers**

The results of this study can provide new knowledge for researchers as a guide in the future because researchers will become English teachers.

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KEPUTUSAN  
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP  
Nomor : 231 /Stl.02/L/PP.00.9/01/2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan Ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;  
Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;  
2. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
3. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;  
4. Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

- Menetapkan Pertama** : 1. Bayu Senjahari, M.Pd., M.Ed 19800306 200212 1 004  
2. Eka Apriani, M.Pd 19900403 201503 2 005

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Sentia Dewi  
N I M : 14551029

JUDUL SKRIPSI : Student's Perceptions Of Teaching Pronunciation As A Non-Native Speaker At English Study Program Of IAIN Curup.

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;  
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
pada tanggal, 24 Januari 2018



Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara STAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan STAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Jurusan Tarbiyah



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Nomor : 1674 /In 34/PP.00 9/10/2018  
Lampiran : Proposal Dan Instrumen  
Hal : Rekomendasi Izin Penelitian

17 Oktober 2018

Kepada Yth.  
Kepala Prodi PBI IAIN Curup  
Di -  
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)  
Curup:

Nama : Sentia Dewi  
NIM : 14551029  
Jurusan/Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)  
Judul Skripsi : Students Perception Toward Non-Native Speakers In Teaching  
English At Study Program Of IAIN Curup.  
Watu Penelitian : 17 Oktober s.d 17 Januari 2018  
Tempat Penelitian : Prodi PBI IAIN Curup Kab Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang  
bersangkutan.

Demikian alas kerjasama dan izinnya diucapkan terima kasih.





KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Sentia Dewi  
 NIM : 14551029  
 JURUSAN/PRODI : Tabris Bahasa Inggris <TBI>  
 PEMBIMBING I : Bayu Setiawan, M.Pd, M.Ed  
 PEMBIMBING II : Eka Apriani, M.Pd  
 JUDUL SKRIPSI : Students' Perception Toward Non-Native Speakers In Teaching English At Study Program of IAIN Curup.

- \* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- \* Diurungkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- \* Agar ada waktu cukup untuk parhalkan skripsi sebelum ditujukan di barukan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Sentia Dewi  
 NIM : 14551029  
 JURUSAN/PRODI : Tabris Bahasa Inggris <TBI>  
 PEMBIMBING I : Bayu Setiawan, M.Pd, M.Ed  
 PEMBIMBING II : Eka Apriani, M.Pd  
 JUDUL SKRIPSI : Students' Perception Toward Non-Native Speakers In Teaching English At Study Program of IAIN Curup.

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

*Rijoni*

Bayu Setiawan, M.Pd, M.Ed  
 NIP. 198003062002121004

Pembimbing II,

*Eka Apriani*

Eka Apriani, M.Pd  
 NIP. 199009032015032005



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	9/1/2018	Perbaiki Bab 2 - Tambah Teori	<i>[Signature]</i>	<i>[Signature]</i>
2.	10/1/2018	Revisi Chapter 2 - Instrument - Find of the research	<i>[Signature]</i>	<i>[Signature]</i>
3.	12/1/2018	Acc Chapter 1, 2 dan 3	<i>[Signature]</i>	<i>[Signature]</i>
4.	15/1/2018	Revisi Chapter 4	<i>[Signature]</i>	<i>[Signature]</i>
5.	19/1/2018	Revisi Chapter 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
6.	22/1/2018	Revisi Chapter 4 dan Abstrak	<i>[Signature]</i>	<i>[Signature]</i>
7.	27/1/2018	Perbaiki Abstrak	<i>[Signature]</i>	<i>[Signature]</i>
8.	27/1/2018	Acc Pengantar	<i>[Signature]</i>	<i>[Signature]</i>

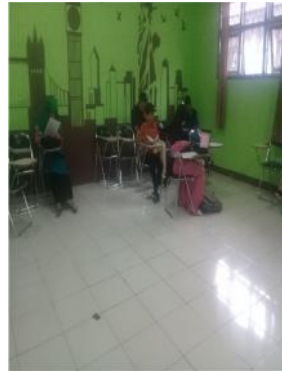


No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	15/3/2018	Perbaiki Bab 1 dan 2 - Background - Research Questions	<i>[Signature]</i>	<i>[Signature]</i>
2.	29/3/2018	Acc Bab 1 dan 2	<i>[Signature]</i>	<i>[Signature]</i>
3.	19/4/2018	Perbaiki Bab 3	<i>[Signature]</i>	<i>[Signature]</i>
4.	28/6/2018	Instrument	<i>[Signature]</i>	<i>[Signature]</i>
5.	23/8/2018	Acc Chapter 1, 2, dan 3	<i>[Signature]</i>	<i>[Signature]</i>
6.	27/9/2018	Chapter 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
7.	25/10/2018	Revisi Chapter 4 dan 5	<i>[Signature]</i>	<i>[Signature]</i>
8.	1/12/2018	Acc for Final Examination	<i>[Signature]</i>	<i>[Signature]</i>

## DOKUMENTASI











The researcher's name is Sentia Dewi. She was born in Bukit Menyan on 04 November 1996. She is a daughter from best couple Mr. Edi Suparno & Mrs. Tri Astuti, She has brother Setiawan Medi Saputra. She finished her elementary school at SDN 10 Bukit Menyan, continued to junior high school at MTSN 02 Kepahiang then continued to senior high school at