

**STUDENTS' PERCEPTIONS ON THE PERSONALITY  
COMPETENCE OF NATIVE AND NON-NATIVE LECTURER  
IN IAIN PALANGKA RAYA**



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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
1441H/2020 M**

**STUDENTS' PERCEPTIONS ON THE PERSONALITY  
COMPETENCE OF NATIVE AND NON-NATIVE LECTURER  
IN IAIN PALANGKA RAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
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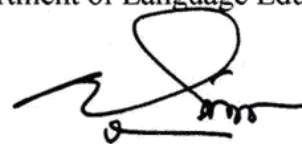
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## MOTTO AND DEDICATION

“Read in the name of your Lord Who created, Who created man from a clot of blood. Read it, and your Lord is the Most Gracious, Who teaches (man) with the delivery of kalam, who teaches man what does not know "(QS. Al 'Alaq: 1-5).

“Allah is good for those who want to try”

This thesis is dedicated to:

My beloved father Syah Runi and mother Rida Wati for their valuable endless prayer, sacrifice, and support. My beloved brother Ahmad Pajri Yanto and Safana Padillah Tarigan Wulandari.



## DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Palangka Raya, May 5<sup>th</sup> 2020

Yours Faith fully



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## ABSTRACT

Rusda Yanto, Ahmad. 2020. Students' Perceptions On The Personality Competence Of Native And Non-Native Lecturer In IAIN Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum (II) Zaitun Qamariah, M.Pd.

**Keywords:** *Perception, native lecturer, non-native lecturer, personality competences*

The purpose of this study was to determine students' perceptions of the personal competence of native and non-native lecturers at IAIN Palangka Raya, as well as students' perceptions in terms of improving English language abilities after studying with native non-native lecturers and their hopes for their teachers.

This research used quantitative and qualitative methods in data collection with a purposive sampling technique. Data were analyzed with SPSS 20 to get standard deviations, averages, and medians. The population of this research was the 2017 and 2018 English language students at IAIN Palangka Raya. 50 students as samples to answered questionnaire questions to complete the research objectives. Consisting of 2 classes, the first class for the 2017 class of 25 people and the second class of the 2018 class consisted of 25 people. 5 students as the main speakers in the interview to explain more deeply about the personal competence of native speakers and not native speakers. To collect data, researchers used questionnaires and interviews.

The main research findings have shown that: (1) most students have positive perceptions or "agree" with the presence of native and non-native lecturers who have provided good benefits in learning English. Student have benefited greatly from learning with native speakers (77%) or non-native speakers (81%). (2) Students agree that their English language skills develop after being taught by native and non-native lecturers (72%) with agreed upon categories. (3) While the students' expectation of native-speaking lecturers is also able to understand Indonesian language and culture, while Non-native speakers are expected to be able to further improve their achievements in the field of English (84%). Moreover, the students also found some problems during the learning process with both native and non-native teachers. As the interview results show support and positive effects when learning with native speakers and not native speakers.

## ABSTRAK

Rusda Yanto, Ahmad. 2020. Persepsi Mahasiswa terhadap Kompetensi Personal Dosen Penutur Asli dan Bukan Penutur Asli di IAIN Palangka Raya. Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M.Hum (II) Zaitun Qamariah, M.Pd.

**Keywords:** *Persepsi, dosen penutur asli, dosen non penutur asli, personal kompetensi*

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa terhadap kompetensi kepribadian dosen penutur asli dan bukan penutur asli di IAIN Palangka Raya, serta persepsi mahasiswa dalam hal peningkatan kemampuan bahasa Inggris setelah belajar dengan dosen penutur asli dan bukan penutur asli dan harapan mereka terhadap keduanya.

Penelitian ini menggunakan metode kuantitatif dan kualitatif dan termasuk kedalam penelitian survey. Populasi penelitian ini adalah mahasiswa bahasa Inggris angkatan 2017 dan 2018 di IAIN Palangka Raya. 50 mahasiswa sebagai sampel untuk menjawab soal angket guna menyelesaikan tujuan penelitian. Terdiri dari 2 kelas, 1 kelas untuk angkatan 2017 dengan jumlah 25 orang dan satu kelas angkatan 2018 terdiri dari 25 orang. 5 mahasiswa sebagai narasumber utama dalam wawancara untuk menjelaskan lebih dalam tentang kompetensi personal dari dosen penutur asli dan bukan penutur asli.

Temuan penelitian utama menunjukkan bahwa: (1) sebagian besar siswa memiliki persepsi positif atau "setuju" dengan kehadiran dosen penutur asli dan non penutur asli yang memberikan manfaat baik dalam belajar bahasa Inggris. Karena mereka mendapat banyak manfaat dari belajar dengan penutur asli (77%) atau non-penutur asli (81%). Keduanya dibutuhkan untuk meningkatkan prestasi belajar. (2) Mahasiswa sepakat bahwa kemampuan bahasa Inggris mereka berkembang setelah diajar oleh native dan non-native lecturer (72%) dengan kategori setuju. (3) Sedangkan harapan mahasiswa terhadap dosen penutur asli untuk bisa ikut memahami bahasa Indonesia dan budaya, sedangkan dosen bukan penutur asli diharapkan untuk dapat lebih meningkatkan prestasinya di bidang bahasa Inggris (84%). Bagaimanapun tetap ada permasalahan yang muncul selama belajar dengan penutur asli dan bukan penutur asli. Sebagaimana hasil wawancara menunjukkan dukungan serta positive efek saat belajar dengan penutur asli dan bukan penutur asli.

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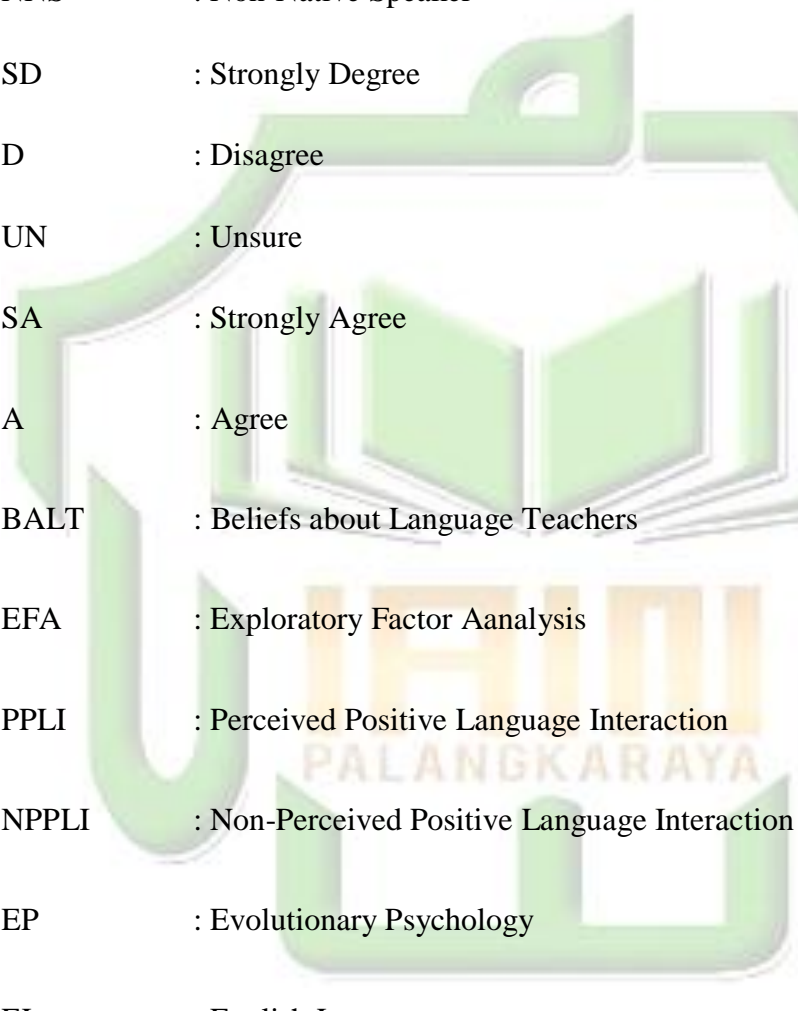
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## LIST OF ABBREVIATION



EFL	: English Foreign Language
NS	: Native Speaker
NNS	: Non-Native Speaker
SD	: Strongly Degree
D	: Disagree
UN	: Unsure
SA	: Strongly Agree
A	: Agree
BALT	: Beliefs about Language Teachers
EFA	: Exploratory Factor Aanalysis
PPLI	: Perceived Positive Language Interaction
NPPLI	: Non-Perceived Positive Language Interaction
EP	: Evolutionary Psychology
EL	: English Language
IAIN	: Institute Agama Islam Negeri
MTSN	: Madrasah Tsanawiyah Negeri

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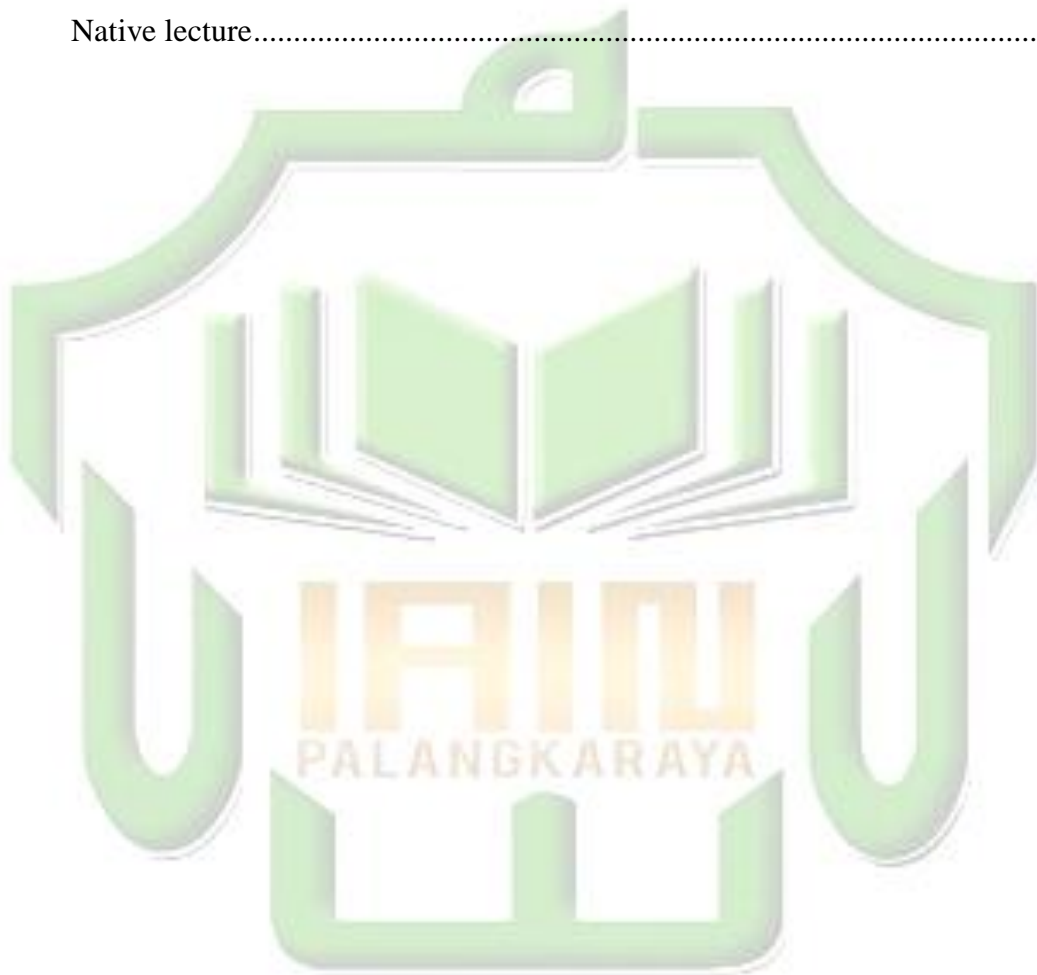
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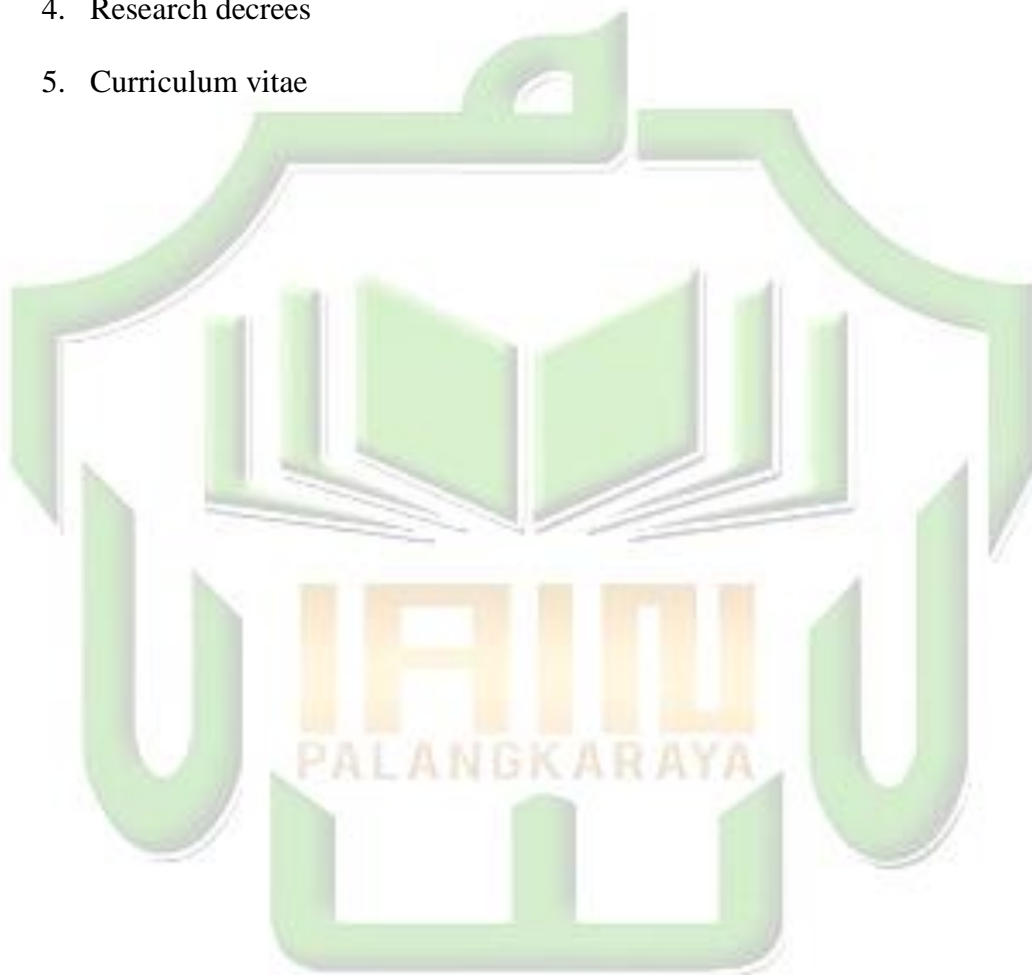
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# **CHAPTER 1**

## **INTRODUCTION**

This chapter consists of a background of the study, research problem, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

### **A. Background of the Study**

Deliberate, organized, and planned activities to develop and support what is desired as education. Knowledge, subject, and process are the notions of education Kumar (2016), In learning English four skills must be mastered, namely listening, speaking, reading, and writing. As well as several important factors to support these four skills, namely vocabulary or grammar or sequence of sentences. So all these things are important to learn and master in English.

This study explain many ways to show facts about students' perceptions of their teacher. Some issue that student feels when they taught by the lecture of native English teacher speaker and non-native English teacher speaker which it is all about four skill they learn about speaking, listening, writing and reading. Some effects it show in this research to prove the effectiveness of lectures from native or non-native toward student learning English. It has been assumed that is students“

experience being taught by a native speaker brings positive impacts not only to their ability in using English but also their motivation in learning.

Although much students experience problems when learning with native speakers, what students expect from native speakers, and whether native speakers can provide students with learning needs. To find out more about this the writer tried to investigate students' perceptions about native speakers. It is also important to compare students' perceptions between native and non-native speakers. Like most learning and teaching activities, students carry out interactions with them to improve their skills in English.

As Shahih's (2005, p. 2) states that native speakers of English are very natural from the native culture and language they use, while non-native speakers have some flaws in mastering foreign languages which are often confusing. Sometimes mistakes experience being taught by a native speaker brings positive impacts not only to their ability in using English but also their motivation in learning.

Someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult that is a native speaker. Native speakers are more likely to understand things that are more directed towards language culture and parts of grammar and lexicon that are very difficult to explain without entering syntax or etymology, this is because they better understand what "feels right". Whereas non-native speakers are more accustomed to understanding all of the grammatical structure of the language and also the



common roadblocks speakers of their native language and ones related to it face when learning the target language.

Among students quite sure and also English teachers. As Shahih's opinion (2005, p. 2) states that native speakers of English are very natural from the native culture and language they use, while non-native speakers have some flaws in mastering foreign languages which are often confusing. Sometimes mistakes occur in different pronunciations and meanings. So that it can be understood the importance of learning a foreign language with native speakers.

Harbord (2011) also agree of the use of L1 in a second language classroom and calls it as a "humanistic approach" because it can provide the communication as well as make rapport between learners and teacher. Learners have conferred a chance to change to L1 when they have trouble in discovering the true expression in English. So, they afraid of doing mistakes. On the other hand, L1 can be used for time. Students may be frustrated being taught by a native teacher because a student does not always understand all explanations by a native speaker.

An especially non-native speaker can explain and teaching English as grammar patterns or certain expressions easier than a native speaker, when student misunderstanding, the teacher may directly explain by their mother tongue. The teacher has the same mother language it directly has similarities in culture, opinion, and premise. Students who appear to be passive or don't ask questions, for these native teachers it might not be useful. But this is understood by non-native teachers as a problem that can be understood from the behavior of students in the class Tazzi & Jin (2005, p. 196). The role of women, family values,

religious issues, norms in society, etc., it can be understood by non-native teachers by understanding the topic of the problem. Non-native teachers may not all be ordinary and have the same perspective, sometimes also different. For some EFL learners, cultural identity might be an important issue. Non-native teachers have an important role in helping students to succeed in obtaining English well, while he also must maintain their cultural identity. Whereas native teachers can respond responsibly to cultural interaction

The study discuss the importance of this study to determine the impact that is influenced by the presence of a native speaker at state Islamic Institute of Palangka Raya. Which native speaker is presented as a lecturer for English students who still need a lot of guidance. This study reveal the impact of native speakers on whether there is an increase in student learning.

The number of native speaker lecturers is only in the 2019 – 2020 school year, therefore the researcher took the opportunity to measure the level of success and achievement obtained by students who directly interact with a native speaker. All influence measured directly through a questioner while measuring the increase in motivation or enthusiasm for learning caused by native speaker lecturers.

This research greatly help the campus in knowing the impact and the level of success of the implementation of education by native speakers. And can be the basis of development for subsequent research and can be used as the basis for the provision of education by native speakers for the future.

## **B. Research Problems**

This study addressed one research problem as follow:

1. How are the students' perceptions of native and non-native English Speaker lecturers in teaching English on the English study program in IAIN Palangka Raya?
2. How are the students' persceptions on their ability and knowledge in English after being taught by speaker lecturers on the English study program in IAIN Palangka Raya?
3. How are the students' expectations regarding the roles of native speaker and non-native speaker lecturers in helping improve their skills in English?

## **C. The objective of the Study**

The objective of the study to give information about student's perceptions of the personality competence of Native and Non-Native speaker lecturers in teaching English on the English study program in IAIN Palangka Raya.

1. To give information about students' perceptions of native and non-native English Speaker lecturers in teaching English on the English study program in IAIN Palangka Raya.
2. To give information about students' perception on their ability and knowledge in English after being taught by speaker lecturers on the English study program in IAIN Palangka Raya.

3. To give information about students' expectations regarding the roles of native speaker and non-native speaker lecturers in helping improve their skills in English.

#### **D. Assumption**

The assumption of this study is native speaker teachers give more advantages than non-native speaker lecturers to a student in teaching English on the English study program in state Islamic Institute of Palangka Raya.

#### **E. Scope and Limitation**

The limitation of the study belongs to quantitative by using survey design and focused on students' perception of the personality competence of native and non-native speaker lecturers in teaching English on English study programs in state Islamic Institute of Palangka Raya. The data be collected from student four and six semesters taught by a native and non-native teacher during 1 semester in a year.

#### **F. Significance of the Study**

This study has two significances as follow :

1. Theoretical

This research has a benefit for the next researchers, which one may help to give references are related to their research. And this research makes it possible to better understand for the campus of IAIN Palangka Raya.

## 2. Practically

The important research to show the data from student perception about native and non-native English lecturer. Which the effect of using native speaker and non-native speaker toward English student IAIN Palangka Raya. The result of this research can use to decide or consider the decision. Another hand this research more simple but it can develop again for the other researcher.

## G. Definition of Key Terms

Related to the title of this research, the writer wants to present the definition of key terms that can be used to make the readers easy to understand what the writer is trying to clarify about the problems that are discussed in this research. The key terms are arranged as follows :

### 1. Perception

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learned. (Hong, 2003, p. 15). It means that students have their own opinion toward something that gets from the teaching-learning process and how they reach toward it. Students' perceptions are students' point of view toward something that happened in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 200, p. 15)

### 2. Student Perception



Students' perception according to Akande, (2009, p. 32), can be understood as the students' ability to rationalize their own opinions and differ it from research being obtainable in the class. It may be decide that student's perception as a psychological process to answer, understand, or want to understand about the convinced object after accepting the stimulants from outside.

### **3. The Personality Competence**

The personality competence as a habit that was performed which shown a person's personality. In this case, it is the teacher's personality that was all the habits or actions taken during teaching. That always showed in teaching students and often has a repetition learning process with the student in the classroom.

### **4. Expectation**

Students' perceptions and expectations greatly affect the results, interests, and attitude of learning itself to create an impression in receiving lessons. This perception can also lead to a good attitude in interaction and learning so that expectations from students can be channeled based on their thoughts. Perception is one of the most important aspects of human cognition, which enables it to know and understand the world around it. Without the correct perception, humans can't capture and interpret various phenomena, information, or data that constantly surrounds it, (Desmita, 2011).

## **5. Native Speaker**

Someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult that is a native speaker. Native speakers can better understand contextual matters such as language culture, especially for the many vocabularies they know and use are taught and shared with students during the learning process. It made him more liked by students.

## **6. Non-Native Speaker**

Sahin (2005) English teachers also have several advantages. First of all, they are a bilingual model for students. They show students that they have succeeded in learning English so they can do it. Second, they come from the same language and culture as students allowing them to contribute to their success in learning foreign languages by incorporating a cultural component into their teaching. In conclusion, native English teachers are useful, but so are non-native English teachers with the strength of each group lying in different domains. On the other hand, a non-native teacher usually exhibits poorer competence, which is spontaneity gained from studies and attempts to ban it.

However, they also experience problems with pronunciation and difficulty in expression (especially slang), and certain types of word cities. And most of the linguistic competencies possessed are also outdated and heavily influenced by textbooks. Therefore they use the last model in teaching linguistics. Nevertheless, a good number of researchers in the field

argue that “it is not enough to speak a language to be qualified to teach it. According to Lado (1964, p.9) other teaching credentials should be required of all English language teachers, regardless of being a native or non-native English speaking teacher.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter review of related literature begins with related studies, student perception, native and non-native lecturer (definition of student perception, native and non-native lecturer), personality competence of teacher (definition and kind of personality competence).

#### **A. Previous study**

The First Study by Rahmila Murtiana with title Student's Perceptions Of Native Speaker And Non-Native Speaker Teachers: Implication. This paper is the result of a 2011 study that investigated students' perceptions of native speakers and non-native speakers (NNST). The participants in this study were students from the English faculty at IAIN Antasari Banjarmasin. Where data is collected based on a questionnaire that results are modified from research by Medgyes and Timmis (2002. p. 5). The findings research that the students had a positive attitude toward both native speaker and non-native speaker teachers. Moreover, the students also found some problems during the learning process with both native and non-native teachers. However, the writer experiment to put forward several ideas related to teacher education and professional development, expecting that non-native teacher would be able to make the most of their potentials. In general, students still believe non-native speaker teachers positively. The majority

of students respect their non-native teacher as much as they respect their native-speaker teacher (item 28), with 46.6 % agree and 37.9 % strongly agree. The statement that helps this finding could be because it is the nature of students. They bring with them Islamic value, which requests the students to respect their teacher, regardless of background or ability who study at an Islamic institution. Another good sign is students do not mind whether the teacher is native and non-native, because they only love to learn English. What is more significant for them is the teacher or lecture's professionalism.

The second study was investigated by Dr. İsmet Şahin. The title was study of the Effect of English Native teacher on the attitudes and achievements of students. Native English speakers are recruited as language teachers throughout the non-English speaking world only because of their competence in languages for a long time. And motivation is proven to be a determinant of success in EFL learning. Native teacher teachers can also affect the attitudes of students as representatives of their culture and society. This study examines the effects of native English speaking teachers on the attitudes and success of EFL learners in a Turkish environment. These results confirm that students who are exposed to native English speaking teachers have a more positive attitude towards the target language community and are more successful in English compared to those who are not exposed to native English speaking teachers. The results also verify that the attitudes of EFL learners towards the target community correlate significantly with their success in language learning.



A questionnaire, adopted from Gardner and Lambert (1972), was given to 1,075 preparatory class students, some of whom were exposed to native English teachers in private secondary schools. This is to measure students' attitudes towards language and language communities. The results of the two groups (one group taught by native speakers and the other group not taught native speakers) were compared to see whether there were significant differences between the two in their attitudes. As in English and the English-speaking community. The split-half advantage of the questionnaire was calculated to be 0.78. 48 items were included in the questionnaire given to each student. In gathering data to get a more complete understanding of how to obtain information, all items are explained in groups that are more relevant to the general title. In the form of personal information, 40 item attitudes toward language in the questionnaire are designed to measure attitudes toward the target language, and the target language community. This is to collect some personal information such as gender, graduate school. To ascertain whether they are exposed to native speakers or not.

The third study was done by Rafi Eka Meidita (2012, p. 1) with the title "Students' Perception on The Personality Competence of Native Speaker and Non-Native Speaker Teacher". Which one researcher used a quantitative descriptive survey design to gather the data. The population from this research is the third-grade students at Darul Ulum 1 Middle School, Peterongan Jombang. And a sample from this study was 60 students IX 3, IX 4, IX 6, IX 7 in Darul Ulum 1 Middle School, Peterongan Jombang. Research instruments used questionnaires and interviews. In this study, the researchers have been analyzing data used

Pearson product moments in SPSS Statistics 16. The results showed that between social perception and speech perception of native speakers and non-native speakers were social perceptions that influence students' perceptions more than the perceptions of native speakers and non-native speakers. The evidence by the results of the questionnaire that the teacher is dangerous, giving quizzes to students or other ways to give the material and be more friendly liked by students. On the other side, a student has positive perceptions about the personal competencies of native speakers and non-native speakers. This research has several impacts as follows: (1) Teachers could improve the quality of their personality competencies to make positive student perceptions (2) Positive student perceptions were one way to improve or improve learning processes to be optimal.

The fourth research was conducted by Farida Kusnawati (2012, p. 1) with the title Students' Perception Toward Native and Nonnative English Teacher in Teaching English at MTSN Kunir Wonodadi Blitar. Which one the research did in Madrasah Tsanawiyah (MTSN) or junior high school special for Islamic passion. The phenomenon from MTSN Kunir Wonodadi Blitar that has an English native teacher that taught in 1 year. The result of this research that showed students more enthusiasm with native speaker teacher than non-native speaker teacher. The research found students inclined to choose native speakers than non-native speakers teachers as their English teacher. Because the English native speaker uses fun learning methods and not bored. The data showed 1) 72% agree on student love to native English teacher method. 2) most students 76% agree on the

learning method by English native teachers that easier to learn English. 3) 80% student said technique from the population native teachers like to teach English, 4) data from the results of the questionnaire showed that 76% of native teachers are easier to understand, 5) all students say that in teaching English native teachers use instructional media in teaching English, 6) 88% say that teaching styles used by native teachers in teaching English did not bore them, 7) 56% of students say that native teachers in teaching English can influence them in learning.

The fifth study was investigated by aslan and tompson with the title native and non-native speaker teacher: contextualizing perceived differences in the turkish efl setting. This research present on learner perceptions of native and non-native english speaker teachers (NEST/NNEST), which one prior language learning experiences impact learner beliefs about these teachers has not been investigated. This study explores the beliefs of turkish efl students (n = 160) via the beliefs about language teachers (BALT) questionnaire, focusing on beliefs about nests/nnets refers to the ease of communication, teaching style, and classroom practices. An exploratory factor analysis (EFA) showed on the balt resulted in a four-factor solution. Beliefs about multilingualism and bilingual, expressed in two ways experience of more than one foreign language. Perceived positive language interaction (PPLI) were kontras using one-way anovas, which state-specific differences for some of the aspects. Which one that was not much of a difference in bilinguals and multilingual beliefs of NESTS and NNETS. The perceived effectiveness of the NESTS by the PPLI student can be explained by

those learners' high tolerance of ambiguity in the classroom, whereas the perceived effectiveness of the NNESTS by the NPPLI learners can be explained by the wanted to influence in the 11 for ambiguous situations. The conclusion of these findings is discussed about foreign language education policies and teacher education programs.

From some research above the writer want to show of argument that can be as data about how important to know and find the student perception, how much learner get the advantages or disadvantages during in learning process with a native or non-native speaker. This research could be a comparison to and evaluate data that can be as evaluation for the state institute of palangka raya, especially for the english education department. Although before this research the state islamic institute of palangka raya was accepted two native speakers during the learning process in 2018-2019 and now for the period 2019-2020 in the year.

From all the previous research that found. That was evidence to important for a writer to observe and investigate the effect of what happen to student ability when the lecture is a native speaker because of the important point to get the better achievement. The phenomenon today is the english student department learns with a native speaker. Furthermore, some people believe it given direct good effect. But the argument can not certainly answer all the questions, because that all arguments by the previous research should to evaluate and observe in different terms and conditional places and culture. To write interested to prove the previous research in the english department of state islamic institute of Palangka Raya.

This research helping the community and the administrator or institution departments to decide and evaluate what should they do in the future and planing well for the next chance to more improvement the student ability and teachers. The use of native speakers is a bigger opportunity but, when it is without evaluating and developing manner and strategy, sometimes it can not get the maximals to result in student achievement.

## **B. Perception**

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the method or about something that they learn (Hong, 2003). It means that students have their own opinion toward something that gets from the teaching-learning process and how they reach toward it. Students' perceptions are students' point of view toward something that happened in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003: 15)

Jacob et al (2004, p. 231) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimulus that affect the different senses. Hamachek (1995, p.199) defines perception is how individuals experience stimulus by the sensory receptors, from the world around them. That is experienced consciously is not always the same as what is experienced auditorily, visually, and tactically.



People's perception has been influenced by the way they see the world around them. This is because of individual interpretations of sensory stimuli that are influenced by their views. Perception is one of the most important elements in understanding differences between individuals, because how people understand a situation determines how people behave. The term 'perception' is understood as a view of the world that is built from information obtained through the senses (Shaver in Johnson 1994, p. 476).

Perception is part of the individual dimension that makes people see the situation differently to shape their attitudes in their environment. As stated by Kearney (1984: 41) individuals or groups have experienced stimulation from the outside world that they have found meaningful. Although in many cases these stimuli are experienced in the same way, they may interpret differently.

According to Munchinsky, Kriek, and Schreuder (2006), each person's views that have been formed before can influence the way information is processed. This view can help people process large amounts of data. If the information is not by the views of a predetermined person, the data usually be removed or ignored during information processing. Information would be actively processed as much as possible, and this is to reward the assessment to remain consistent.

Only when something extraordinary happens, people may reflect their predetermined views. As this matter Based on some of the definitions above, it can be concluded that perception is one's view of others and/or things around us through the means of sight, hearing and other senses about the information in the

process instinctively and that perception influenced by the way they look at the world around them.

Previous studies have shown the effect of language skills on teacher efficacy and teaching methodology. Language teachers with higher levels of language proficiency can use activities that are more interactive, interesting, and communication-oriented in the classroom. According to James J. Gibson (2012, p. 155), there are three theories about perception, namely perception as direct perception, perception in action, evolutionary psychology (EP), and perception. This study discusses perception as a direct perception.

### **C. Native Speaker**

Someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult that is a native speaker. Native speakers are more likely to understand things like the cultural context of the language, especially too much vocabulary that they know and use to share with their students in the learning process. That would make increasingly by the student.

According to Ismet ( 2005) when native speakers from English are spread all over the world, they become an example of good language teachers in non-English speaking countries. This is because of its fluency and accuracy in their mother tongue which they are skilled in teaching or not. Besides having native speakers, as an English teacher has become the main card for competing schools, this would be a school attraction for attracting more students. Braine (1999)

proposes that native English teachers are disadvantaged, with the most frequent reason for this discrimination being that ESL students prefer to be taught by native speakers.

#### **D. Non-Native Speaker**

English teachers (Ismet, 2005) also have several advantages. First of all, they are a bilingual model for students. They would show students that they have succeeded in learning English so they can do it. Second, they come from the same language and culture as students allowing them to contribute to their success in learning foreign languages by incorporating a cultural component into their teaching. In conclusion, native English teachers are useful, but so are non-native English teachers with the strength of each group lying in different domains.

The non-native teacher is a teacher who teaches originated and was not born from an area that uses English as the main language. According to Medgyes (2001) defines a non-native teacher is an English teacher who teaches English in an environment that uses the same primary language as him. But English as a second language to be taught or just lessons. Non-native English teachers as teachers who teach the second language they master.

According to Davis (2003) states that "native speakers and" nonnative speakers "are controversial and more circular". Philipson (1992) argues that non-native teachers are more ready to teach English to adults because they master the language as people already think.

Kramsch (1997) states that non-native teachers should refrain from being able to approach students more based on their personal experiences when learning the language itself. With the character of the language they have to use English, it becomes a characteristic and an example that the teacher has been able to do it even though they are not a native. This is to contribute to their language learning experience and the multicultural background they have.

Liu (1999) believes that it cannot be denied that an English learning experience from a non-native teacher would be very helpful for students to be able to master as well. O'Neill (1991) said that non-native has a direct advantage in terms of learning English. Because they are not native speakers, so they have an interpersonal experience that can be directly shared with their students ". On that side we must admit that a non-native teacher would experience difficulties in terms of teaching English, speaking, and speaking (Medges, 2002).

#### **E. Expectation**

Students' perceptions and expectations greatly affect the results, interests, and attitude of learning itself to create an impression in receiving lessons. This perception can also lead to a good attitude in interaction and learning so that expectations from students can be channeled based on their thoughts. Perception is one of the most important aspects of human cognition, which enables it to know and understand the world around it. Without the correct perception, humans can't capture and interpret various phenomena, information, or data that constantly surrounds it, (Desmita, 2011).

Hope is a term that is described by experts in psychology. Averill (2012) describe hope as an emotion that is directed by the misogynist and influenced by environmental conditions. Scotland and Gottschalk (2011) each describe hope as a desire to achieve the scottish goal emphasizing the importance and possibility of achieving goals, while gottschalk describes the positive force that drives a person to work through difficult circumstances (J. Lopez, 2009: 487)

It can be concluded that the expectation is an expectation or desired goal to be achieved in a process that would or is being carried out. This refers to the expectations of English students of IAIN Palangka Raya who study with lecturers from native speakers and non-native speakers. Generally, they hope to be able to improve their English skills to be better, especially with the presence of a native speaker. This study would provide a comparison as well as to help illustrate the expectations of English language education students at IAIN Palangka Raya

#### **F. Personality**

A personality is defined as some parts of behavior, cognition, and emotional patterns that continue to experience changes from biological factors or the environment. According to Hariss (1995), the harris's group socialization theory postulates that an individual's peer groups, rather than parental figures, are the primary influence of personality and behavior in adulthood.

The process personally or between groups, not the relationship between brother and sister or like parents who are responsible for their children for cultural

transmission and for modifying the environment of some personality characteristics in children

Thus it can be concluded about the groups affected by the environment on the child's personality, compared to parents. Moreover, children spend more time in their school productivity, so the school environment as an agent that would provide a lot of impact on children.

#### **G. Personality Competence**

Then, any difference between personality and personality Competence is dependent on one's ability to control, regulate, or process their personality. This is the personal competence of personal competence, which is related to personal ability to understand themselves, accept oneself, direct oneself, and self-realization (Surya, 2003; Hamidi and Indrastuti, 2012). Besides that Komara (2007) states that personal competencies include steady, noble, wise, and capable, dignified, stable, mature, honest, and as an example for students. And also the community, to evaluate their performance objectively, and to develop themselves independently and sustainably.

#### **H. Personal Competency Indicators**

Based on Law No. 14 of 2005 article 10 paragraph 1 concerning teachers and lecturers states that: Teacher competencies referred to in market 8 include: Pedagogic Competencies, Personality Competencies, Social Competencies, and Professional Competencies obtained through professional education. Based on



Law No. 14 of 2005 article 10 paragraph 1 concerning teachers and lecturers. Based on this law the writer takes a reference as an examiner or indicator to determine teacher competency standards. Indicators would be included in 24 questionnaires that would be given to students. Four standards must be owned by a teacher.

## **1. Pedagogical Competence**

Competence is the ability of understanding students, learning planning and implementation, evaluation of learning outcomes, and development of students to actualize the various potentials they have. Pedagogical competencies include:

### **a. Getting To Know Their Students**

The teacher better understands the level of student knowledge, in terms of weaknesses and strengths that students have. Often teachers do not pay attention to this, to the lack of mastery of the effectiveness in teaching.

### **b. Mastering Theories About Education**

That is, a teacher can explain in a way that is most easily understood by students based on existing theories as supporters.

### **c. Learning Materials**

The teacher provides material according to needs or lessons that are based on students' abilities.

#### **d. Various Techniques**

The teacher can provide a variety of teaching methods that are appropriate to the conditions of students in the class, using various techniques in explaining or providing understanding to students

#### **e. Learning Methods,**

Learning methods applied are methods that are appropriate to the ability of students and are interesting and can be easily applied

#### **f. Develop Lesson Plans (RPP)**

For each meeting, a lesson has begun and ended with a good plan according to the learning plan.

#### **g. Evaluate The Learning Process And Results.**

At the end of each lesson, the teacher gives an evaluation in the form of learning outcomes or also measures the level of student achievement in understanding the material.

### **2. Personality Competence**

Individual or personal abilities that reflect a stable, wise, mature, authoritative personality that can be a role model for students and have noble character. This personality competency can actualize themselves as educators who are disciplined, honest, broad-minded, responsible, and can be a source of positive inspiration for their students.

**a. Stable**

Stable in this sense is that a teacher has an organized nature in controlling emotions and is not unstable. To be able to control the situation themselves even under any conditions in class and outside the classroom.

**b. Wise**

Wise attitude is the right attitude in responding to every circumstance and event so that justice, justice, and silence emanate.

**c. Mature**

Adult nature is a trait that symbolizes a person's level of thought, a teacher must be able to take responsibility for decisions that have been taken in the learning process and respond to class situations.

**d. Authorities**

A then take decisions at the right time and according to his rights. However, the decision was considered to have both good and bad effects between the two teachers and students

**e. Noble**

A teacher has a noble nature that shows himself with dignity and high dignity and respect mean a teacher can be an example in terms of courtesy and behave by the rules and religion.

**f. Discipline**

The nature of discipline as an important foundation in giving examples to students, discipline is to do things on time and not in a hurry, meaning that everything is done sparingly and precisely. Such as coming to class on time, teaching according to the amount of time given, providing consistent provisions.

**g. Honest**

A teacher who has an honest nature is a teacher who gives truth and is transparent to his students, as in terms of grades and scores obtained by students.

**h. Broadminded**

A teacher must have an open-minded attitude meaning he can connect many things that exist to the material or lessons in the class. Able to be more open and ready to receive inspiration and to discover new things.

**i. Positive Inspiration**

The teacher not only teaches lessons but also provides good inspirational examples of attitudes, traits, achievements, and good habits. Besides, it is also able to continue to motivate students to keep trying better.

### **CHAPTER III**

#### **RESEARCH METHOD**

The research method that discussed, they cover Research Type, Research Design, Population and Sample, Research Instrument, Data collection Procedure, Data Analysis Procedure.

##### **A. Research Design**

The inquire about sort utilized blended strategy in which subjective and quantitative are combined or blended. A blended strategy is centered on gathering and analyzing both subjective and quantitative information in a single consider Creswell (2003, p. 240). Another definition, the blended strategy could be a inquire about in which the analyst collects, analyzes and blends both quantitative and qualitative information in a single think about or multiphase program of request (Burke, Anthony & Turner, 2007, p. 112).

This research uses a quantitative approach and survey as a research design. Survey design is procedure quantitative research in a small group to administer a survey use questionnaires. Which one is called the sample to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population) the main goal of the research survey design to help the situation in which evidence does not address the initial research question.

This research applied a quantitative approach with a survey design. A set of questionnaire was used as an instrument for this research to identify and

measure the attitudes of the participants toward the given topic. The items in the questionnaire were adopted by the researcher based on the ideas proposed by Medgyes (1992) and Timmis (2002) in research from Rahmila IAIN Antasari 2011. Who conducted research on a similar topic but different in teachers, students and location.

This questionnaire consists of 24 items for a native and non-native lecturers. It questions are the same for each item. The research questionnaire in closed form by using a Likert scale. 20 statement items were rated, 1 strongly disagreed, (SD), 2 disagreed (D), 3 uncertain (UN), 4 agreed (A), and 5 strongly agreed (SA). And for negative item statements with reverse scaling used.

Questionnaires were given manually (paper-based) during class sessions. Four classes where students have been taught by native speakers were selected as respondents, which one for student 4th semester consists of 111 students and student 5th semester 80 student. The questionnaire only is given in class that was taught by a native speaker. After being collected, the total respondents were students, with distribution for women and men. Because this study uses a survey design that describes general trends and trends for a single variable or question, descriptive statistics are used. Descriptive data analysis is performed on a variable-by-variable basis and involves an analysis of means, standard deviations, and frequency distributions. In addition to showing general trends in data, descriptive statistics have helped researchers to summarize overall trends in the data.



## B. Population and Sample

### 1. Population

Ary et.al stated that population is defined as all members of any well-defined class of people, events, or object meanwhile the sample is a part of the population. The population of this study was all the student's English Study Program on four-semester and five-semester in State Islamic Institute of Palangka Raya.

**Table 3.1 Number Of Population**

No	Name of Class	Total student
1.	Four semester	111
2.	Six semester	80
Total		191

### 2. Sample

The sample is a part of the population. According to Ary, “ Sample is a group selected from the population for observation in a study (Ary, 2010 p. 649). There are various probability sampling techniques, namely simple purposive sampling, proportionate which one the sampling use criteria that should the sampling have as sampling (Sugiyono, 2010 p. 120). Other supporting theories from Suharsimi Arikunto (2010 p.109) Sampling for research, if the subjects are less than 100 people should all be taken, if the

subject is large or more than 100 people can be taken 10-15% or 20-25% or more.

This is in line with the opinion of Riduwan (2012: 70) which says that if the subject is large, it can be taken between 10-15% or 20% -25% or more. Based on this theory, the authors took a class sample based on a population of 180 people. This research used purposive sampling, then only 45 people were taken as samples for this study. Which is divided into two batches, for class 4 semester 25 people are used and semester 6 is for 25 people.

Based on Arikunto (2010, p. 190) Formulation : Total Population multiplied 25% = Sample.  $191 \times 25\% = 47.45$  from 47.45 rounded to 48 student as sample this research. Data from 48 to be 50 people were divided to take data from 2 batches to 25 students per class to answer questionnaire questions from 50 people were divided to take data from 2 batches to 25 students per class to answer questionnaire questions.

**Table 3.2 Number Of Sample**

No	Name of Class	Total student
1.	Four semeseter	25
2.	Six semester	25
Total		50

### **C. Research instrument**

The inquiry about sort utilized blended strategy in which quantitative and qualitative are combined or blended. The blended strategy is centered on gathering and analyzing both quantitative and qualitative information in a single consider (Creswell, 2003, p. 240). Another definition, the blended strategy could be a inquiry about in which the analyst collects, analyzes and blends both quantitative and qualitative information in a single think about or multiphase program of request (Burke, Anthony & Turner, 2007, p. 112).

#### **1. Questionnaire**

The questionnaire was created by taking into account the validity and reliability issues to measure the student perception from the last study by Rahmila (2011, p. 3). In the questionnaire, each aspect had similar and adequate representation in questions. All of the items were written under the related factors and unrelated items were eliminated from the questionnaire to increase validity. The statements were made clear to understand and were put in a testable form. Furthermore, the questionnaire would be applied to all students.

For research, researchers use closed ended questions because Sandra Lee McKay states closed questions allow uniformity or responses and are easily answered, coded, and analyzed.

Likert scaling was a bipolar scaling method, which measures positive and negative responses to statements. Likert scale is a psychometric scale that

is usually concluded in research that uses questions. In terms of other data characteristics, the author uses a Likert scale, an intuitive scale is also used to encode the question.

**Table 3.3 Number Of Likert scale**

No	Scales	Scores
1	Strongly Disagree (SD)	1
2	Disagree (D)	2
3	Unsure (U)	3
4	Agree (A)	4
5	Strongly Agree (SA)	5

About 24 questionnaires the instrument in this research to collect the information about the perception of the student during they learned with Native and Non-Native Speaker teachers in 6 months or one semester.

The items in the questionnaire adopted were designed and developed by the researcher based on the ideas proposed by Medgyes (1992) and Timmis (2002) in research from Rahmila IAIN Antasari 2011.

## **2. Interviews**

According to Bogdan and Biklen (1998). Interviews are deliberate discussions, ordinarily between two individuals but in some cases include more, coordinated by one to induce data from the other. In common, there are

three sorts of interviews. There's; undirected interviews, coordinated interviews, and blended interviews.

The study has used guided interviews. The researcher has prepared several indicators that are directly related based on aspects of assessment based on Law No. 14 of 2005 article 10 paragraph 1 concerning teachers and lecturers states that: Teacher competencies referred to in market 8 include: Pedagogic Competencies, Personality Competencies, Social Competencies, and Professional Competencies obtained through professional education. To ask the subject in the interview guide.

The subject of the interview was the 6th-semester student of IAIN Palangka Raya from English Education. The subjects of this study were the top 2 students. Researchers create guidelines for making a list of interview questions. In the guidelines, there are 7 questions about pedagogical aspects, 9 questions about Personality competence, 5 questions about Social competence, and 7 about Professional Competence. The interview occurred when researchers and subjects talked about several things. It started with small talk. Then, continue to talk about the main topic of the interview.

Bogdan and Biklen (1998, p. 95) said how great meet it is, "Good interviews are those in which the subject is at ease and conversation unreservedly around their focuses of seeing. Great interviews create wealthy information filled with words that uncover the respondents' perspective. Transcripts are filled with detail and case. Great interviews communicate individuals intrigued and consideration to the subject by being mindful,

according to their heads, and utilizing suitable facial expressions to communicate.” From here it can be concluded that in a meet ought to not be in the right condition.

The data gathered from 3 students in 6th semester and 2 students from the 4th semester, the way to gather the sample using purposive sampling that includes the criteria :

- a. Student 6 semester and 4 semester
- b. 2 student with Grade Point Average (GPA/IPK) more than 3.00
- c. Taught by native or non-native teacher minimal 1 semester

So, the student perception based on interviews directly with a writer based on the analysis of criteria of personal competence in Law No. 14 of 2005 article 10 paragraph 1.

### **3. Instrument validity**

Ary (2010, p. 224-225) Legitimacy is characterized as the degree to which scores on a test empower one to form important and appropriate elucidations. Legitimacy is the foremost imperative thought in creating and assessing measuring disobedient.

Validity is the foremost imperative thought in creating and evaluating measuring disobedient (Ary, 2010, p. 224). In the questionnaire, to a degree, the legitimacy is whether respondent who totals the questionnaire do so precisely, truly and accurately and second whether those who fall flat to return their survey would have given the same conveyance of reply as did the



returns (Cohen, et al, 2000, p. 128). Spooky states that there are a few sorts of legitimacy

### **1) Face Validity**

Face Validity Face legitimacy may be a term in some cases utilized in association with a test's content. Confront legitimacy alludes to the degree to which examinees believe the instrument is measuring what it is gathered to measure (Ary, 2010, p. 228).

### **2) Content Validity**

It is particularly imperative for accomplishment tests; it is additionally a concern for other sorts of measuring disobedient, such as identity and aptitude measures. Substance legitimacy requests appropriateness between the capacity to be measured and the test is utilized to measure it. In this investigation, to degree validity and unwavering quality of an instrument, the author utilizes the SPSS Program.

### **3) Instrument Reliability**

The unwavering quality of a measuring instrument is the degree of consistency with which it measures anything it is measuring. On a hypothetical level, reliability is concerned with the impact or blunder on the consistency of scores (Ary, 2010, p. 237). In arrange to guarantee the unwavering quality of a survey, several measures can utilize:

- 1) The same study can be given on two events to the same individuals. At that point, the analyst can check to see how consistently the respondents gave the same reaction to the same item.
- 2) To guaranteeing unwavering quality is To have two shapes of an overview and have individuals take both shapes. The consistency of the reaction on these two shapes seems once more to be checked.
- 3) To realize unwavering quality is to check the inside consistency of responses in a study. In this case, in case an overview contains a few items that ask comparative questions but in numerous shapes, at that point, the researcher can check to see how reliably the respondents have answered these questions (Mckey, 2006, p. 41).

To find the reliability of data, the researcher use Alpha's formula

$$R11 = \left( \frac{K}{K-1} \right) \left( 1 - \frac{\sum S_i}{S_t} \right)$$

With description:

$R_{11}$  = Coefficient reliability

$K$  = Number of items

$\sum S_i$  = Total score variants each item

$S_t$  = Total score Variants

Sandra lee Mackey (2006:51) in this case, on the off chance that a study contains a few things that inquire comparative questions but in several shapes, at that point, the analyst can check

to see how reliably the respondents have replied these questions. It is utilizing Program SPSS form 20 in finding unwavering quality. The degree of alpha's Cronbach alpha is higher than the r table (0.254).

**Table 3.4 Result of Reliable**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.879	24

#### **D. Data Collection Procedure**

1. The writer has done observed such as the number of classes, students, and lectures on the four and six-semester Of State Islamic Institute of Palangka Raya.
2. The writer gave a Questionnaire at A class in Six semesters and A class in the Four-semester Of English Education Department in State Islamic Institute of Palangka Raya on March, 1st 2020. The writer gave 24 item Questions, students were given 60 minutes.
3. The writer analyzed the data obtain into the calculation, with manual and using SPSS 20.0.
4. The writer interviewed 5 students who were selected based on the criteria.
5. The data is processed by describing student opinion transcripts.
6. Analyze student opinions from the results of the interview

7. The writer interpreted the result of all data analysis from the questionnaire dan interview.
8. The writer conducted the result of data analysis.

## **E. Data Analysis Procedure**

In this part, there was an explanation about the manner to identify the finding. The questionnaire was used by applying the Likert Scale. Refer to Bowling (1997) which was cited on Mcleod (2008), Liker Scale was implemented in the research instrument that applying fixed choice response form, which one was designed to measure attitude and opinions. The writer calculated Standard Deviation and Standard Error with the formula:

### **1. Data Collecting**

All instruments that were given to the respondents were collected after the analyst did the investigation. The disobedient were collected in arrange to form it in one field so that the instrument from now on was measured by the analyst. The analyst collected the instrument which the survey has spread to the understudies.

### **2. Data Reduction**

In this inquire about, the interim scale was utilized and collecting the information by utilizing the survey both of the close-ended Likert sort questions and open-ended. This inquires about was around students' recognition which is known as attitudinal data.

This investigation was utilized factual information investigation strategy to know their discernment around the identity of the local speaker and non-native speaker in IAIN Palangka Raya. This method of information examination has a place for quantitative information examination and the information is analyzed factually. There are three steps to analyze the information; they are thing scores, the conveyance of recurrence, and the central inclination. To analyze the information, underneath were the steps connected:

- a. Collecting the main data (item score/responses);
- b. Arranging the collected score into the distribution of frequency of the score table.
- c. Calculating Mean using formula, Median, and Modus.

1) Mean

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$\bar{X}$  = Mean value

$\Sigma$  = Sum of

$X$  = raw score

$N$  = Number of case.

2) Median

The median is defined as that point in a distribution of measure which 50 percent of the cases lie.

3) The Modus / Mode

The mode is the value in a distribution that occurs most frequently.

- 4) Calculating the deviation score and standard deviation using the formula:

- 5) Deviation Score

$$x = X - \bar{X}$$

$x$  = Deviation Score

$X$  = raw score

$\bar{X}$  = Mean

- 6) Standard Deviation

$$s^2 = \frac{\sum x^2}{N-1}$$

$$s = \sqrt{\frac{\sum x^2}{N-1}}$$

$$s = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

$x^2$  = sum of the squares of each score (i.e., each score is first squared, and then these squares are summed)

$(X)^2$  = sum of the score squared (the scores are first summed, and then this total is squared)

$N$  = Number of cases

- 7) Interpreting the analysis result.  
8) Giving a conclusion.



## **F. Data Displaying**

Sandra (2006:42) Coding categories are the primary thing to do for the investigation when choose to compile an overview investigation. The analyst relegated a numerical code to the information, the information required to be recorded in some fashion. Perfect way">The most perfect way to do this was in a few sorts of the table in which the researcher identified the respondent within the left-hand column and utilized the columns within the table to list the participant's reaction to each thing.

Once the data is compiled in a table, it must be shown in a few ways. There are a few conceivable alternatives.

- a) One is to report the frequency of each reaction. Subsequently, within the illustration of having understudies rank the significance of each ability, one may essentially depict how numerous understudies positioned composing as one, and how numerous positioned tuning in as one, and so on.
- b) A moment elective is to depict the comes about in rates. On the off chance that analysts select to portray the comes about in terms of recurrence or rates, they could moreover show these come about in a figure employing a bar chart or pie chart. Outwardly showing comes about in this way frequently makes it less demanding to highlight the comes about of the survey.

**Table 3.5 Category of Measurement of Students Perceptions**

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor:2005)

- 9) Finally, with interim scales, one might portray the information in terms of central propensity. As said prior, demeanor scales are frequently treated as interim scales so that the central inclination of Likert-scale questions is in some cases calculated. The foremost common sorts of central propensity are the cruel, mode, and middle. The cruel or normal is calculated by including up the scores and isolating by the number of members. The middle is the number in a set of numbers that speaks to the point at which 50% of the things are over and 50% are underneath. The mode is essentially the foremost common number.
- 10) Although to support the close-ended questions, the open-ended question within the questionnaire was used. According to Creswell (2012), the open-ended questions gave the choice for the student to answer those questions using their own words. There were spaces in the open-ended question for the student to state their opinions about native speaker teacher and non-native speaker teacher and the contribution of both of them. The space in open-ended questions found the rich information to be explored from the student that did not occur in close-ended questions.

## 11) Data Conclusion

The analyst finds a conclusion replying to defining the issues. The analyst concludes all the information that gets in arrange to form clear get it for the peruser.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of the study. The data were data presentation, research findings, and discussion.

#### A. Data Presentation in Quantitative

The percentage calculation of the Questionnaire Result on the Students' Perceptions On The Personality Competence Of Native And Non-Native Lecturer In IAIN Palangka Raya.

**Table 4.1 Result of Questionnaire**

No	Statement	Number & Percent	Scale					Total
			SD=1	D=2	U=3	A=4	SA=5	
1	Having a native speaker is a must if we want to be successful in learning English	Number	1	1	10	21	17	50
		Percent	2%	2%	20%	42%	34%	100%
2	Learning English with native speakers is more effective.	Number	1	2	15	23	9	50

		Percent	2%	4%	30%	46%	18%	100%
3	The native speaker has better methods and techniques in teaching than the nonnative speaker	Number	0	6	17	22	5	50
		Percent	0%	12%	34%	44%	10%	100%
4	Native speaker teacher is more approachable than non-native teacher	Number	3	9	26	11	1	50
		Percent	6%	18%	52%	22%	2%	100%
5	It would be more helpful if native speakers also learn and understand my native language and culture.	Number	1	1	3	29	16	50
		Percent	2%	2%	6%	58%	32%	100%
6	The native speaker is the best teacher	Number	1	6	19	21	3	50
		Percent	2%	12%	38%	42%	6%	100%
7	My English would not be as good as new without the help of native speaker	Number	3	7	20	16	4	50
		Percent	6%	14%	40%	32%	8%	100%
8	I feel at ease when practicing my English with a native speaker	Number	0	4	12	31	3	50
		Percent	0%	8%	24%	62%	6%	100%

9	My interest in the English language has increased because of a native speaker	Number	0	3	12	29	6	50
		Percent	0%	6%	24%	58%	12%	100%
10	When I speak, I want to sound like a native speaker	Number	2	2	4	20	22	50
		Percent	4%	4%	8%	40%	44%	100%
11	My awareness and understanding of western culture have increased after learning from a native speaker	Number	1	5	9	24	11	50
		Percent	2%	10%	18%	48%	22%	100%
12	I feel nervous when practicing my English with native speakers because I am afraid they would not understand me	Number	4	7	10	18	11	50
		Percent	8%	14%	20%	36%	22%	100%
13	Although I have learned from a native speaker, I am still not confident with my ability	Number	3	13	12	18	4	50
		Percent	6%	26%	24%	36%	8%	100%
14	In my view, non-native teachers can teach learning strategies more effectively.	Number	0	5	17	19	9	50
		Percent	0%	10%	34%	38%	18%	100%



15	The way non-native teachers talk and teach is easier to understand	Number	0	3	10	27	10	50
		Percent	0%	6%	20%	54%	20%	100%
16	Non-native teachers are more able to anticipate my difficulties in learning	Number	0	4	12	20	14	50
		Percent	0%	8%	24%	40%	28%	100%
17	Non-native teachers show more empathy toward my learning problems rather than native speaker teachers	Number	0	4	10	27	9	50
		Percent	0%	8%	20%	54%	18%	100%
18	I believe that non-native speaker teachers can be a better model of the successful language learner.	Number	0	1	25	19	5	50
		Percent	0%	2%	50%	38%	10%	100%
19	Non-native teacher of English can also have competence and proficiency like a native speaker	Number	1	3	3	24	19	50
		Percent	2%	6%	6%	48%	38%	100%
20	Non-native teachers understand my habit and behavior more than native speakers do	Number	0	3	13	22	12	50
		Percent	0%	6%	26%	44%	24%	100%

21	To improve their skills, nonnative teachers should pursue their higher education in countries where English is the first language	Number	1	0	6	30	13	50
		Percent	2%	0%	12%	60%	26%	100%
22	The skills and the success of non-native teachers inspire me to achieve the same or even better competence than theirs	Number	1	0	6	30	13	50
		Percent	2%	0%	12%	60%	26%	100%
23	The ability of non-native teacher in using the same mother tongue as me is an advantage as it can help the process of teaching and learn more successful	Number	1	0	6	36	7	50
		Percent	2%	0%	12%	72%	14%	100%
24	The ideal non-native teachers are those who have achieved native-like proficiency in English.	Number	1	0	10	24	15	50
		Percent	2%	0%	20%	48%	30%	100%

## B. Research Findings

The Rate Calculation over of the Survey appeared to result in the Students' Recognition toward **Students' Perceptions On The Personality Competence Of Native And Non-Native Lecturer In IAIN Palangka Raya**. The survey given to 50 understudies as a test, that counting English understudies era 2019-2020. All the participants consist of 2 classes in student 4th semester and 6th semester. Each student year is 25 students from the 4th semester and 25 students from the 6th semester. The survey disseminated to the understudies in the classroom after their learning. The rate of the comes about on students' discernment as follows. Based on the table, the students' appeared positive discernment toward the native and non-native lecture in the English classroom at IAIN Palangka Raya. The displayed information comprised of reactions, central inclination (mean, median, modus), and standard deviation.

Then, the score of mean, median, Modus, and Standard Deviation are arranged within the table. The table is as follows:

**Table 4.2 Result of Questionnaire**

No	Item	Number & Percent	Scale					Total	MN	MDN	MOD	ST. DEV
			SD=1	D=2	U=3	A=4	SA=5					
1	1	Number	1	1	10	21	17	202	4.04	4.13	4	0.903
		Percent	2%	2%	20%	42%	34%					
2	2	Number	1	2	15	23	9	187	3.74	3.76	4	0.876
		Percent	2%	4%	30%	46%	18%					
3	3	Number	0	6	17	22	5	176	3.52	3.54	4	0.839

		Percent	0%	12%	34%	44%	10%					
4	4	Number	3	9	26	11	1	148	2.96	3.00	3	0.856
		Percent	6%	18%	52%	22%	2%					
5	5	Number	1	1	3	29	16	208	4.16	4.24	4	0.792
		Percent	2%	2%	6%	58%	32%					
6	6	Number	1	6	19	21	3	169	3.38	3.43	4	0,855
		Percent	2%	12%	38%	42%	6%					
7	7	Number	3	7	20	16	4	161	3.22	3.28	3	0.996
		Percent	6%	14%	40%	32%	8%					
8	8	Number	0	4	12	31	3	183	3.66	3.70	4	0.717
		Percent	0%	8%	24%	62%	6%					
9	9	Number	0	3	12	29	6	188	3.76	3.78	4	0.744
		Percent	0%	6%	24%	58%	12%					
10	10	Number	2	2	4	20	22	208	4.16	3.78	5	1.081
		Percent	4%	4%	8%	40%	44%					
11	11	Number	1	5	9	24	11	189	3.78	3.88	4	0.975
		Percent	2%	10%	18%	48%	22%					
12	12	Number	4	7	10	18	11	175	3.50	4	4	1.216
		Percent	8%	14%	20%	36%	22%					
13	13	Number	3	13	12	18	4	157	3.14	3.20	4	1.088
		Percent	6%	26%	24%	36%	8%					
14	14	Number	0	5	17	19	9	182	3.64	3.64	4	0.898
		Percent	0%	10%	34%	38%	18%					
15	15	Number	0	3	10	27	10	194	3.88	3.92	4	0.799
		Percent	0%	6%	20%	54%	20%					
16	16	Number	0	4	12	20	14	194	3.88	3.94	4	0.918
		Percent	0%	8%	24%	40%	28%					
17	17	Number	0	4	10	27	9	191	3.82	3.86	4	0.825

		Percent	0%	8%	20%	54%	18%					
18	18	Number	0	1	25	19	5	178	3.56	3.52	3	0.705
		Percent	0%	2%	50%	38%	10%					
19	19	Number	1	3	3	24	19	207	4.14	4.28	4	0.926
		Percent	2%	6%	6%	48%	38%					
20	20	Number	0	3	13	22	12	193	3.86	3.89	4	0.857
		Percent	0%	6%	26%	44%	24%					
21	21	Number	1	4	16	18	11	184	3.68	3.71	4	0.978
		Percent	2%	8%	32%	36%	22%					
22	22	Number	1	0	6	30	13	204	4.08	4.14	4	0.752
		Percent	2%	0%	12%	60%	26%					
23	23	Number	1	0	6	36	7	198	3.96	4.00	4	0.669
		Percent	2%	0%	12%	72%	14%					
24	24	Number	1	0	10	24	15	202	4.04	4.10	4	0.832
		Percent	2%	0%	20%	48%	30%					

The data above could be detailed as follows:

**Tabel 4.3. Final Result of Analysis Students' Perception**

NO	Score	Categorized	NO	Score	Categorized
1	84	STRONGLY AGREE	13	65	AGREE
2	78	AGREE	14	76	AGREE
3	73	AGREE	15	81	STRONGLY AGREE
4	62	AGREE	16	81	STRONGLY AGREE
5	87	STRONGLY AGREE	17	80	STRONGLY AGREE
6	70	AGREE	18	74	AGREE

<b>7</b>	67	AGREE	<b>19</b>	86	STRONGLY AGREE
<b>8</b>	76	AGREE	<b>20</b>	80	STRONGLY AGREE
<b>9</b>	84	STRONGLY AGREE	<b>21</b>	77	AGREE
<b>10</b>	84	STRONGLY AGREE	<b>22</b>	85	STRONGLY AGREE
<b>11</b>	79	AGREE	<b>23</b>	83	STRONGLY AGREE

$$\begin{aligned}
 \text{Final result} &= \frac{\text{Total score}}{\text{Total Item}} \\
 &= \frac{1.869}{24} \\
 &= 78\% \text{ (Agree)}
 \end{aligned}$$

Based on the results of the questionnaire, students felt that native speaker lecturers and nonnative speakers both gave positive and good impacts on students in learning English. This is indicated by the positive perception of native and non-native lecturers in the English class that is needed to help to learn English. The total questionnaire items consisted of 24 questions with the final result being 78% and categorized Agree.

In the following discussion, an analysis of students' perceptions of the presence of native speakers and non-native lecturers in English classes at IAIN Palangka Raya would be discussed. The results of the questionnaire are shown the following data with the students' perception of the statement asked in the sheet of each questionnaire item about native and non-native lecturers as instructors in the language class of English language education students.

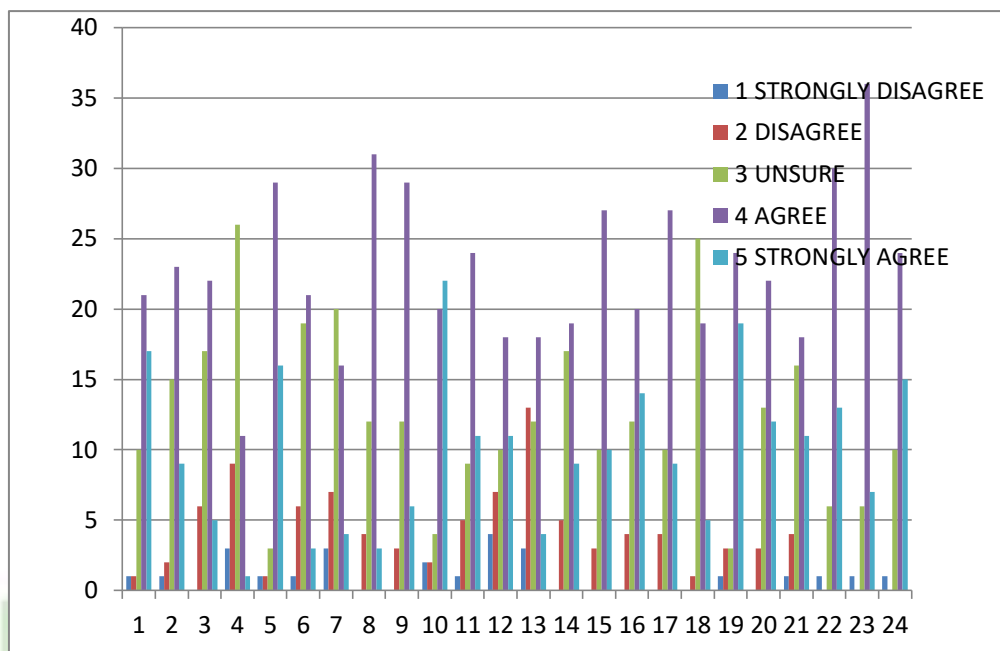


From the results of research conducted on two batches of students namely semesters 4 and 6. Obtained data from 50 people who answered the questionnaire attached to the results of the study above, these results can be made in a chart to make the students' perception of the presence of native and non-native lecturers notice English at IAIN Palangka Raya.

### **C. Discussion**

In the following discussion, the analysis of students who are perceived to be native and non-native lecturers at the English study program in IAIN Palangka Raya would be discussed. The results of the questionnaire showed the following data related to students' perceptions of the statements asked in the questionnaire sheet related to native and non-native English lecturers.

From the results of the research in the questionnaire attached to the results of the study above, the findings can be made in a chart to easily see students' perceptions of the use of Indonesian by lecturers in English classes at IAIN Palangka Raya. Chart as follows:



**Figure 4.1. Chart of Students' Perceptions On The Personality Competence of Native And Non-Native Lecturer In IAIN Palangka Raya**

Based on the chart, it could be concluded above score item by item. To discuss the chart about the result of the questionnaire as follows. Here the data has been divided according to categories that would answer the problem formulation in chapter 2. All data is presented in the form of a percentage and also a description as follows:

### **1. Student Perception About Native Speaker**

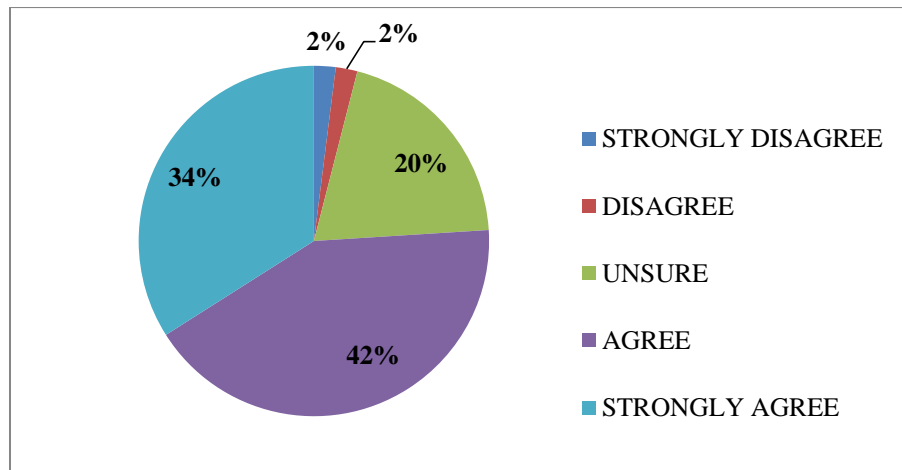
**Tabel 4.27. Student Perception About Native Speaker**

NO	Score	Categorized
1	84	STRONGLY AGREE

<b>2</b>	78	AGREE
<b>3</b>	73	AGREE
<b>4</b>	62	AGREE
<b>6</b>	70	AGREE
<b>9</b>	84	STRONGLY AGREE
<b>10</b>	84	STRONGLY AGREE

Based on questionnaire results, data collected from students. Shows that all categories of questionnaires about native speakers have been dominated by positive opinions with a total of 77% the categorized is Agreed. Students having an agreement together to agree on the benefits and positive impacts received while learning with native speakers. This matter has been clarified again with several points which show that students strongly support the presence of a native speaker in the process of learning English. Based on questionnaire results, data collected from students. Shows that all categories of questionnaires about native speakers have been dominated by positive opinions with a total of 77% the categorized is Agreed. Students having an agreement together to agree on the benefits and positive impacts received while learning with native speakers. This matter has been clarified again with several points which show that students strongly support the presence of a native speaker in the process of learning English.

**a. Item 1**



**Figure 4.2. Chart of students' perceptions of wherein having a native speaker is a must if students want to be successful in learning English.**

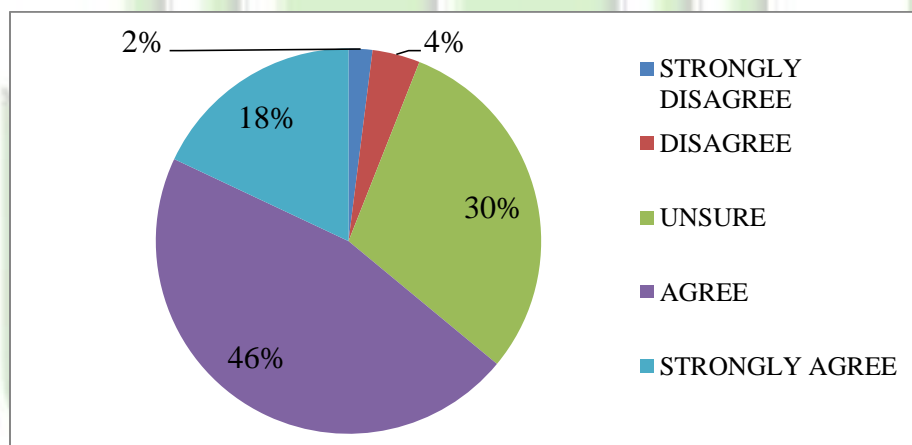
Item 1, this data was given wherein having a native speaker is a must if students want to be successful in learning English. From the data result, it was relevant that most of the students (84%) strongly agreed. If it pays attention to the level of liking and whether or not students to the presence of a native speaker lecturer, detailed as follows. Strongly agree with the number of 34% of students strongly agree. The agreed category is 42% and 20% of the 50 students. While some opinions disagree with 2% and strongly disagree with 2% on the presence of native speaker lecturers as instructors. The students believed that the lecturers a native speaker were an obligation as primer necessary. That included more favorable convictions almost homes, such as more interaction and center on talking

exercises, productive learning, and simpler communication is in line with Lasagabaster and Sierra (2002) and Benke and Medgyes (2005).

**Tabel 4.3 Item 1**

		<b>Item 1</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	1	2.0	2.0	4.0
	Undecided	10	20.0	20.0	24.0
	Agree	21	42.0	42.0	66.0
	Strongly Agree	17	34.0	34.0	100.0
	Total	50	100.0	100.0	

**b. Item 2**



**Figure 4.3. Chart of students' perceptions about Learning English with a native speaker is more effective.**

Item 2 data was shown about Learning English with a native speaker is more effective. It based on that statement with the data result (78%) students agreed. It means students believe and feel the process of learning with a native speaker that effective and benefits. Based on the

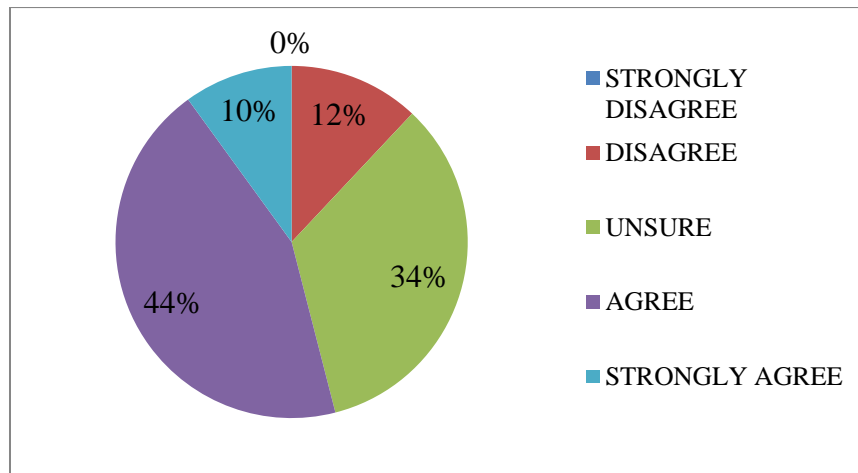
percentage of student opinion level data on the statement of opinion and opinion that learning with native speakers is more effective, detailed as follows. Strongly agree with 18% of students strongly agree. The agreed category is 46% and not sure 30% of the 50 students. While some opinions disagree with 4% and strongly disagree with 2% that learning with native is not very effective with native speaker lecturers as instructors. Based on data sets. The number of students who agrees is more supportive than the presence of native speakers is very helpful in learning English students. Which one is in line with a statement from Chun (2014, p. 12) that stated within the regions of learning inspiration and more successful learning was also previously famous. He said students more anthesis when learning with native and they tried to always focus on what the lecture said to get the meaning from explanation.

**Tabel 4.4 Item 2**

<b>Item 2</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	2	4.0	4.0	6.0
	Undecided	15	30.0	30.0	36.0
	Agree	23	46.0	46.0	82.0
	Strongly Agree	9	18.0	18.0	100.0
	Total	50	100.0	100.0	



**c. Item 3**



**Figure 4.4. Chart of students' perceptions about Native speaker has better methods and techniques in teaching than a nonnative speaker.**

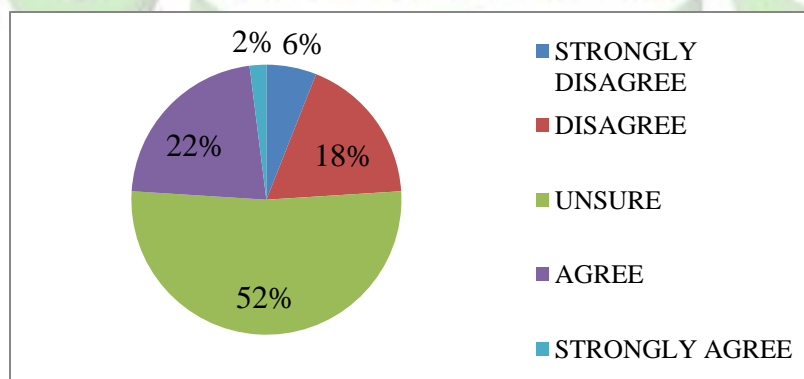
The students agreed if Native speaker has better methods and techniques in teaching than a nonnative speaker. The students' perceived that the native speaker always uses different techniques and that is so interesting and makes student attention to him. The native speaker gave new techniques that students knew and more initiative than non-native lectures. Because of some of the role models in learning, it so seldom uses by non-native lectures and it so helpful because they already understood what the lecturers explained. It was relevant to the data (73%) agree with that statement. Strongly agree with 6% of students strongly agree. The agreed category is 44% and not sure 34% of the 50 students about Native lecturer have better methods and techniques in teaching than a nonnative speaker. Also, some students disagreed that learning with native lecturers

was better than non-native lecturers, as the results of the questionnaire showed 12% of people disagreed with that. And strongly disagree with 0%. This statement related within the display ponders “nests as learner models” was found the discernment that nests give more learning procedure and techniques in teaching and learning, it was said both in Üstünlüoğlu (2007) and Gürkan and Yüksel (2012). Since nests have learned English as an L2, learners might expect that nests can give superior learning procedures than nests.

**Tabel 4.5 Item 3**

Item 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	6	12.0	12.0	12.0
	Undecided	17	34.0	34.0	46.0
	Agree	22	44.0	44.0	90.0
	Strongly Agree	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

**d. Item 4**



**Figure 4.5. Chart of students' perceptions about native speaker lecturer is more approachable than the non-native teacher**

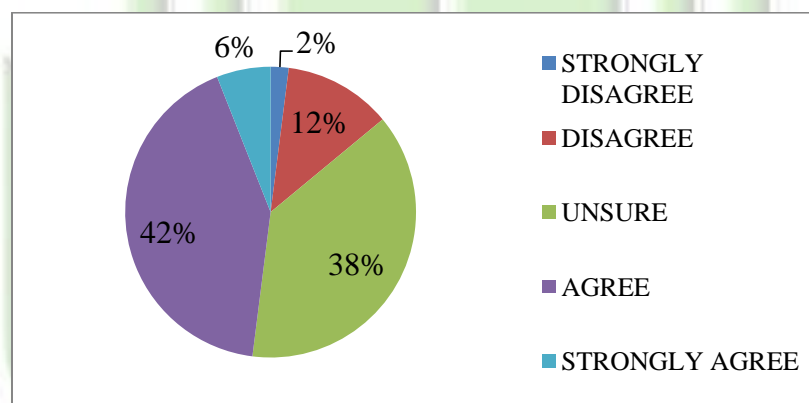
The data from the question that state native speaker teacher is more approachable than the non-native teacher. It was answered by the result 62% of students agree the native speaker teacher has approached a student in learning. Strongly agree with 2% of students strongly agreed. The agreed category is 22% and not sure 52% of the 50 students about native lecturer has better methods and techniques in teaching than a nonnative speaker. Also, some students disagree with the opinion that non-native lecturers have a better approach than non-native lecturers because the questionnaire results show 18% of people disagree with it and strongly disagree with 6%. If you see almost the same results between those who agree and disagree. As well as the number of students who answered not sure enough. It can be concluded both of them have a pretty good role in terms of the approach to students. And it was shown by the data student felt always try to make communication for each meeting that makes students always happy and fun in the class. It based on a statement from The usual reason for NNS teacher discrimination is more students choose to be taught by NS English teachers (Braine, 2010). Arva and Medgyes (2005) outline that NS teachers have a difference significant to NNS teachers namely; NS teachers have a level of language competence the UK is different from NNS teachers, and NS teachers also have attitudes

different teaching. Therefore many students feel more enthusiastic when they are taught by NS teachers who have linguistic competence which is different from NNS teachers.

**Tabel 4.6 Item 4**

		<b>Item 4</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.0	6.0	6.0
	Disagree	9	18.0	18.0	24.0
	Undecided	26	52.0	52.0	76.0
	Agree	11	22.0	22.0	98.0
	Strongly Agree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

**e. Item 6**



**Figure 4.6. Chart of students' perceptions about Native speaker is the best teacher**

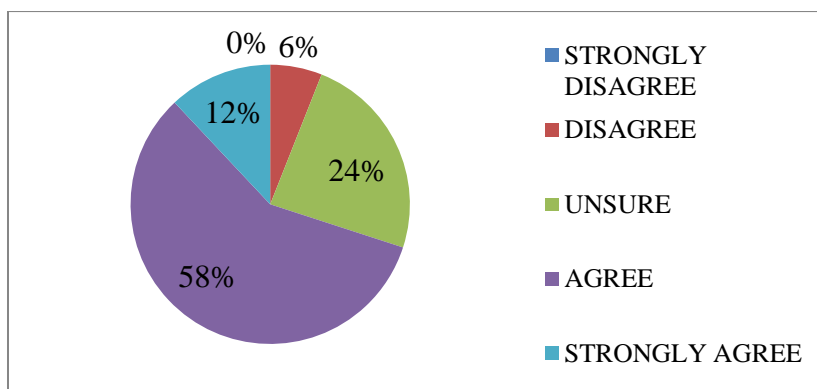
Item 6 it stated about student perception about Native speaker is the best teacher. The result shown about students 70% agreed about the native speaker as the best lecture in learning and teaching English. Strongly agree with 6% of students strongly agree. The agreed category is

42% and not sure 38% of the 50 students perceived about Native Lecturer is the best teacher. Also, some students disagreed that Native Lecturer is the best teacher than a non-native lecturer, as the results of the questionnaire showed 12% of people disagreed with that. And strongly disagree with 2%. Some reason that found it the final data. Almost all students like and enthusiasm learn with a native speaker. It was similar to the statement from Medgyes (2012, p.5). Native speakers can better understand contextual matters such as language culture, especially for the many vocabularies they know and use are taught and shared with students during the learning process. It made him more liked by students.

**Tabel 4.7 Item 6**

Item 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	6	12.0	12.0	14.0
	Undecided	19	38.0	38.0	52.0
	Agree	21	42.0	42.0	94.0
	Strongly Agree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

**f. Item 9**



**Figure 4.7. Chart of students' perceptions of students interested in the English language has increased because of a native speaker**

This part would explain item 9 that stated about students interested in the English language has increased because of a native speaker. The data result shown about 84% of student stories agree based on the scale Likert that told about the student has a higher positive statement. The data shown 12% of students strongly agree. The agreed category is 58% and not sure 24% of the 50 students perceived about students interested in the English language has increased because of a native speaker. Besides, some students also disagreed that, as the results of the questionnaire showed 6% of people disagreed with that. And strongly disagree with 0%. It all about students' belief in native speaker competencies would improve because the attendance of native speaker as a lecture in their class to teach them. On the other way, students believe in progress from learning from native. It similar with a statement from Ismet Sahin (2005, p. 7) The nearness of a

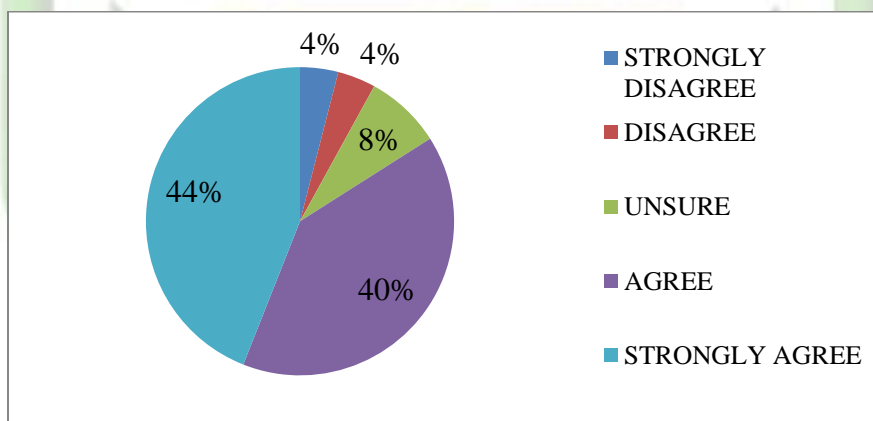


local speaker as a teacher is demonstrated to assist learners to form positive states of mind towards the target dialect community indeed in case, not for dialect itself and the centrality in victory may be credited to it if the abilities in instructing and competence in language are accepted to be steady variables for both local and nonnative English instructors.

**Tabel 4.10 Item 9**

<b>Item 9</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	6.0	6.0	6.0
	Undecided	12	24.0	24.0	30.0
	Agree	29	58.0	58.0	88.0
	Strongly Agree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

g. **Item 10**



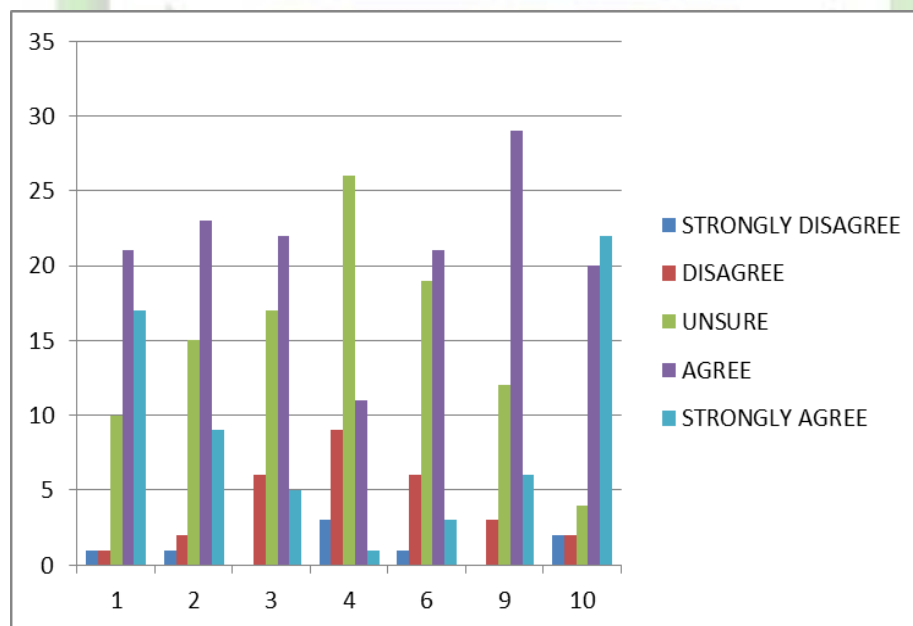
**Figure 4.8. Chart of students' perceptions of students interested in the English language has increased because of a native speaker**

Item 10 told about students' perceptions about When they speak, they want to sound like a native speaker. The data from this questionnaire statement 84% student story agreed. The data shown 44% of students strongly agree. The agreed category is 40% and not sure 8% of the 50 students perceived about when students speak, they want to sound like a native speaker. Also, some students disagreed that, as the results of the questionnaire showed 4% of people disagreed with that. And strongly disagree with 4%. It means the student has a high motivation to be able to like their native speaker lecturer. Which it was shown from the data result many students state their agreement and want it. On the other hand, it similar to Rahmila Murtiana stated This opinion might relate to the students" see that local speaker or native speaker is the perfect shown in terms of speaking skill. Sounds are like a native speaker as models for the student to learn and as their modals for teaching students in other chance and opportunity, which one many student like and want to be a native speaker when pronouncing a word or do some conversation.

**Tabel 4.11 Item 10**

Item 10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.0	4.0	4.0
	Disagree	2	4.0	4.0	8.0
	Undecided	4	8.0	8.0	16.0
	Agree	20	40.0	40.0	56.0
	Strongly Agree	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

Based on data from students' responses about their opinions on native-speaking teachers, it is evident that most of them like native-speakers as their and their teachers. And they also get a lot of benefits while studying with native speakers. It was also quoted that the presence of a native speaker is a necessity for English students. They also believe that a native presence would help them learn more about English. However, there are still some people who do not approve of dependence on native lecturers. And this is in line with research conducted by Rahmila (2011, p. 9) of her research on native speakers at this point, many students are very happy about their native presence because it provides many benefits to students. Other than that as a real example for students in learning until they believe they want to learn to be like a native speaker in speech.



**Figure 4.9. Chart of Student Perception About Native Speaker**

From the same research Şahin (2005, p. 2) native speaker lecturers greatly impacted the success of the EFL, while also influencing students' attitudes as well as their cultural influences. Until the results of his research show that institutions that have native speakers have a significant correlation with their influence.

## **2. Students' Perceptions of their ability and knowledge after being taught by a native speaker teacher**

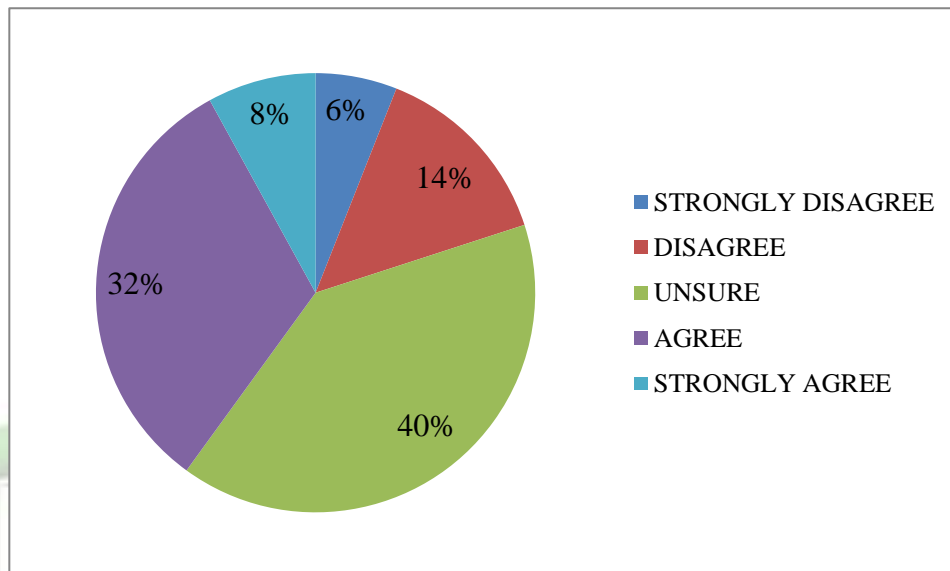
**Tabel 4.28. Students' Perceptions of their ability and knowledge after being taught by a native speaker teacher**

<b>NO</b>	<b>Score</b>	<b>Categorized</b>
<b>7</b>	67	AGREE
<b>8</b>	76	AGREE
<b>11</b>	79	AGREE
<b>12</b>	73	AGREE
<b>13</b>	65	AGREE

Based on the questionnaire results, data are collected from students. Shows that all questionnaire categories about students' perceptions of their abilities and knowledge after being taught by native and non-native speaker teachers. The results have been dominated by positive opinions with a total of 72% who qualify is Agree. Students have agreed together for the benefits and positive impacts received while studying with native lecturers and non-native lecturers. This has been clarified again by some who show that students

strongly support the presence of native and non-native English in the learning process.

**a. Item 7**



**Figure 4.10. Chart of Student Perception About their ability, which stated student English would not be as good as new without the help of native speakers**

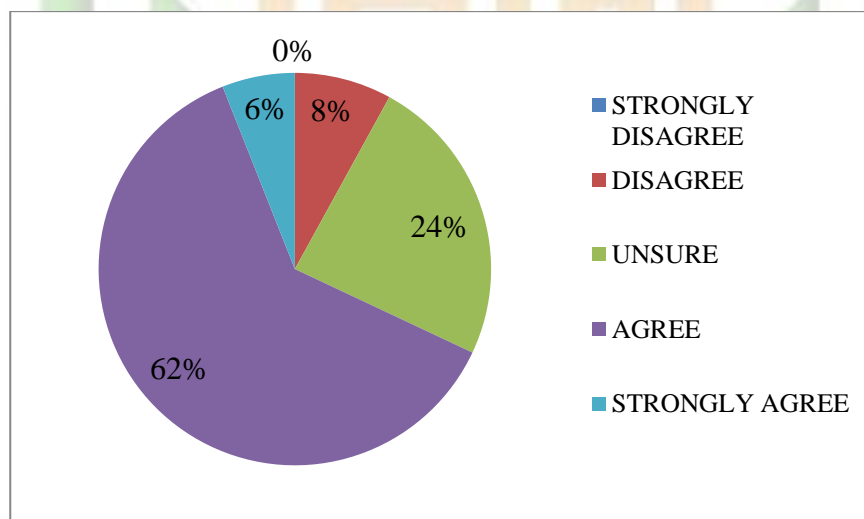
Item 7 about student perception around their ability, which stated student English would not be as good as new without the help of native speakers. The data result showed 67% of students agreed with that statement. Item 7, showing that there are 4 students (8%) state strongly agree, 16 students (32%) agree, 20 students (40%) undecided, 7 students (14%) disagree, and 3 students (6%) strongly disagree. It means almost all student's hope and belief with their ability would improve in the learning process with a native speaker. When they learn with native speakers automatically it has been increasing for each meeting with the native lecturer. It came with a

statement from Bedford (1970, p. 7) clarifies “the reason for utilizing the local speakers as teachers of English all over the world is the move in accentuation from the once-dominant translation strategy to the aural-oral approach. And this move has made unused, very different, and in numerous ways more prominent requests on English teachers.”

**Tabel 4.8. Item 7**

<b>Item 7</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.0	6.0	6.0
	Disagree	7	14.0	14.0	20.0
	Undecided	20	40.0	40.0	60.0
	Agree	16	32.0	32.0	92.0
	Strongly Agree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

**b. Item 8**



**Figure 4.11. Chart of student perception about students felt at ease when practicing their English with a native speaker.**

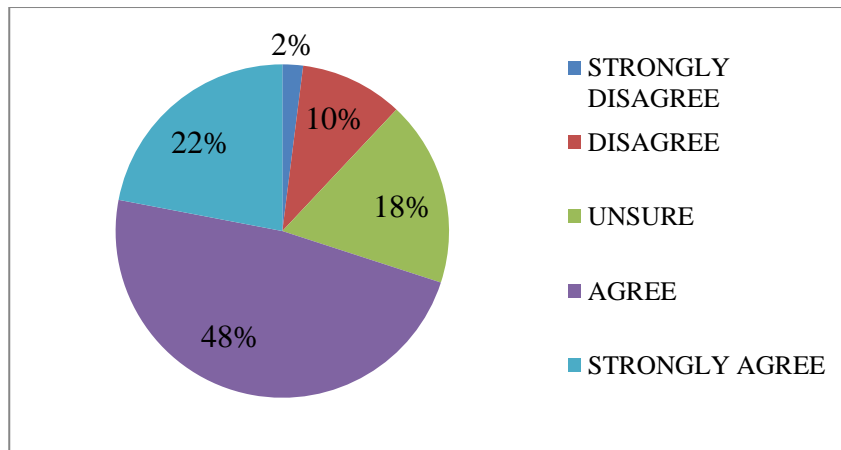


Item 8 told students felt at ease when practicing their English with a native speaker. Also, the data from this form question is performed in 76% of students agree with the statement in the questionnaire. Item 8, shown that there are 3 students (6%) state strongly agree, 31 students (62%) agree, 12 students (24%) undecided, 4 students (8%) disagree, and 0 student (0%) strongly disagree. So the student felt not hardly in English practice in the learning process or communication with a native speaker. They were enjoyed by native taught, so they believe and trust their ability which one it would develop every class meeting. It same with the result statement from As Thompson and Aslan (2014) demonstrate, learners, exhibiting positive intelligence between dialects considered have the next tolerance of ambiguity than those who don't see these positive intuitive.

**Tabel 4.9 Item 8**

Item 8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	4	8.0	8.0	8.0
	Undecided	12	24.0	24.0	32.0
	Agree	31	62.0	62.0	94.0
	Strongly Agree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

**c. Item 11**



**Figure 4.12. Chart of student perception about students' awareness and understanding of western culture have increased after learning from a native speaker**

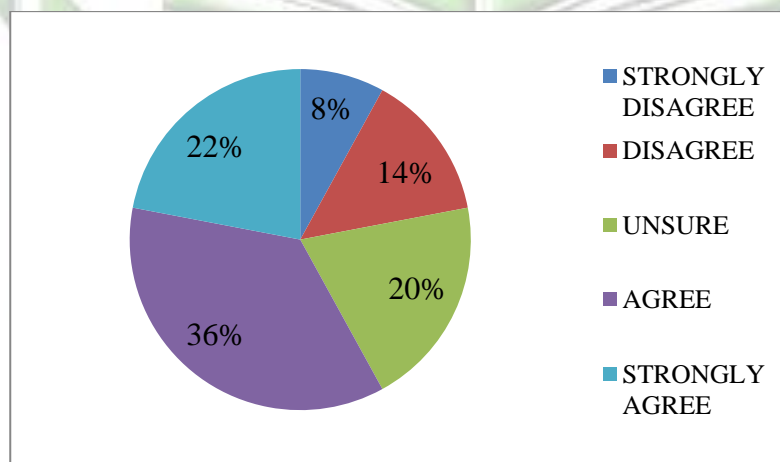
Item 11 talked about students' awareness and understanding of western culture have increased after learning from a native speaker. It means the researcher tries to take up the student's opinions about what are they getting during learning from native. The data showed 79% of students agree to the statement. Item 11, shown that there are 11 students (22%) state strongly agree, 24 students (48%) agree, 9 students (18 %) undecided, 5 students (10%) disagree, and 1 student (2%) strongly disagree. They got a lot of comprehension about new things special about west culture from their native lecturer. And they are commonly awarding about western culture. Its statement in line, Students also survey or consider when instructors teach in class this shows the culture of learning that exists in the West, besides the western culture brought by native lectures gives an overview of the education

system there. When educators give assignments, give the discipline, and give compensation to them. These results confirm the research conducted by Munchinsky, Kriek, and Schreuder (2006) which had been concluded previously also improved the way data was handled.

**Tabel 4.12 Item 11**

Item 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	5	10.0	10.0	12.0
	Undecided	9	18.0	18.0	30.0
	Agree	24	48.0	48.0	78.0
	Strongly Agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

**d. Item 12**



**Figure 4.13. Chart of student perception about students was feeling nervous wh en practicing English with native speakers**

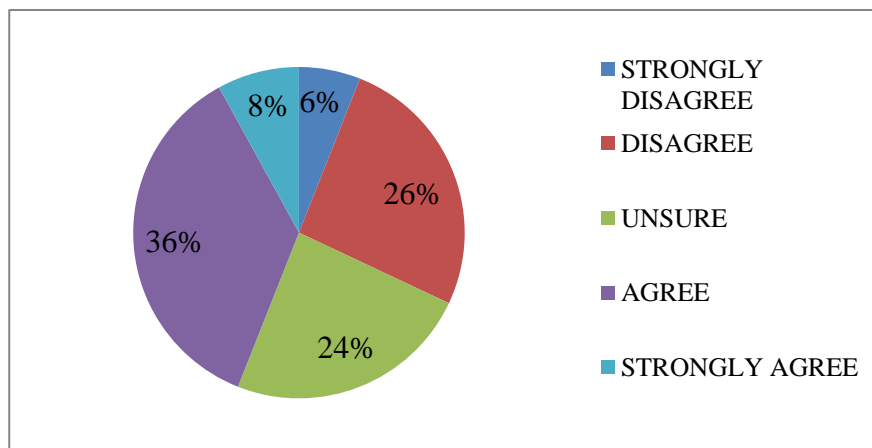
Item 12 focused on student perception around students who were feeling nervous when practicing English with native speakers because afraid

they would not understand the native lecture talked. The data would provide about student conditions during the learning process in the class. This situation commonly happens because students confused or less comprehension toward teacher explanation. The data showed 73% of students agreed to this statement, actually this situation happen in repeat time. Item 12, shown that there are 11 students (22%) state strongly agree, 18 students (36%) agree, 10 students (20%) undecided, 7 students (14%) disagree, and 4 students (8%) strongly disagree. The student felt nervous and lost confidently so it makes the communication between teacher and student less than before the class start from beginning to the end. This statement same with Farida Kusnawati (2017, p. 41) Analyst found that why understudies said that clarification of local English instructor vague. Here, the understudies expressed the clarification of local English instructors utilizing English in educating and learning exercises. So, it makes understudies troublesome to get its materials.

**Tabel 4.13 Item 12**

<b>Item 12</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	8.0	8.0	8.0
	Disagree	7	14.0	14.0	22.0
	Undecided	10	20.0	20.0	42.0
	Agree	18	36.0	36.0	78.0
	Strongly Agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

**e. Item 13**



**Figure 4.14. Chart of student perception about students' felt during they have learned from a native speaker, they are still not confident with their ability**

Item 13 student perceived this statement about student felt during they have learned from a native speaker, they are still not confident with their ability. The data provide 65% of students agree, this agreement does not get any support. Item 13, shown that there are 4 students (8%) state strongly agree, 18 students (36%) agree, 12 students (24%) undecided, 13 students (26%) disagree, and 3 students (6%) strongly disagree. It may get much support that native speakers still available given many positive effects for the student. Based on the data, it can conclude not all student has the same situation in learning with a native speaker. Its statement in line with Farida Kusnawati (2017, p. 41) Analyst found that why understudies said that clarification of local English instructor vague. Here, the understudies expressed the clarification of local English instructors utilizing English in

educating and learning exercises. So, it makes understudies troublesome to get its materials. Some instructions hardly understand by the student. So that problem makes a student less confident to come forward or show their ability because of some aspect of misunderstanding in communication.

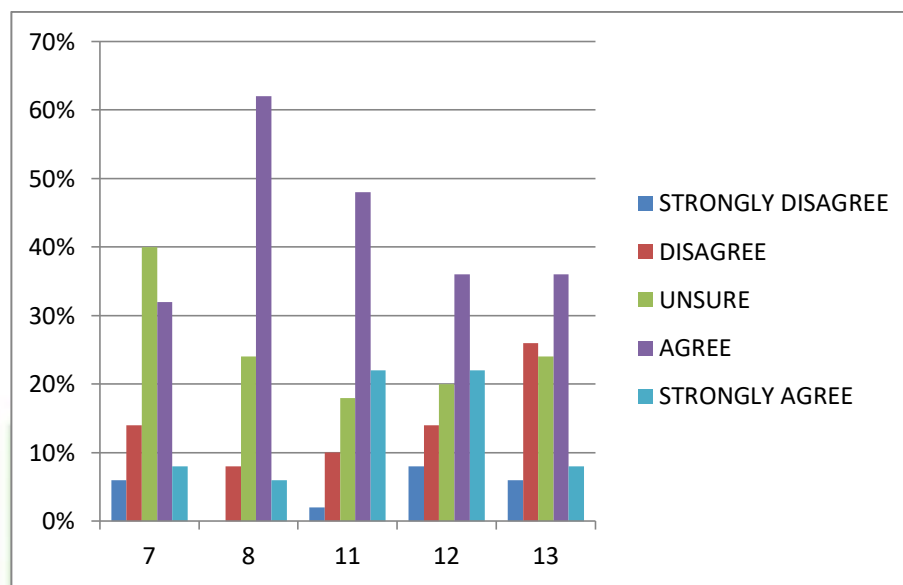
**Tabel 4.14 Item 13**

Item 13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.0	6.0	6.0
	Disagree	13	26.0	26.0	32.0
	Undecided	12	24.0	24.0	56.0
	Agree	18	36.0	36.0	92.0
	Strongly Agree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Based on data which stated English students would not be as good as new without the help of native speakers with 67% of students feeling that. Students felt at ease when practicing their English with a native speaker, as the data from 76% of students experienced it. The data showed 79% of students agreed that they began to understand the developing western culture through learning with native lecturers. Based on student responses, it was found that students were still not confident and ashamed of their abilities as much as 73% of students experienced this. Some students feel unsure and about 43% do not feel confident in their abilities. Students feel as long as they have learned from a native speaker, they are still not confident with their abilities which The data provide 65% of students agree. This is in line with several points in Rahmila's research



(2011, p. 12) as students often bring their culture into learning, often embarrassed and also unsure. Besides they are afraid of being wrong in interacting with native lecturers.



**Figure 4.15. Chart of Student Perception About Native Speaker**

It same as Aslan, E. And Thompson, A. S. (2016, p. 3) both native and non-native lecturers, students like both. Native lecturers have the main advantage in teaching students, because of the similarity of language, culture, and race. Make it easier for students to understand. Non-native lecturers' achievements and achievements motivate students to study harder and try harder. Besides, students hope that non-native lecturers can be more consistent in terms of time and decisions. Students are very enthusiastic about learning because they continue to encourage and provide problem-solving.

### 3. The students' perception non-native speaker lecturers

**Tabel 4.29. Students' Perceptions of non-native speaker lecturers**

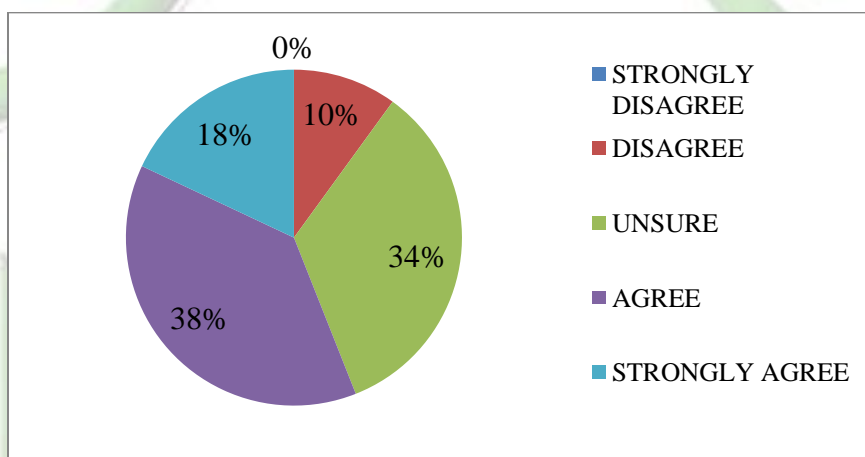
NO	Score	Categorized
14	76	AGREE
15	81	STRONGLY AGREE
16	81	STRONGLY AGREE
17	80	AGREE
18	74	AGREE
19	86	STRONGLY AGREE
20	80	STRONGLY AGREE
22	85	STRONGLY AGREE
23	83	STRONGLY AGREE

Based on the results of the questionnaire, data were collected from students. Show that all questionnaire categories are about students' perceptions of non-native abilities and knowledge. The results have been dominated by positive opinions with a total of 81% which qualify strongly agree. Students have agreed for the benefits and positive impacts received while studying with non-native lecturers. This has been clarified again by some who show that students strongly support the language presence of non-native lecturers in the learning process.

As stated in research by Sahin (2005, 1) explains the many benefits that come from non-native teacher. This is because they were examples of successful learning English. Besides that because of many similarities in terms

of culture and also the region, making it easy to teach English. Besides that also research from Rahmila (2011, p. 20) although non-native lecturers have limitations, students feel that non-native teachers always provide positive energy and they believe that non-native teachers have the potential or abilities that native speakers do not have. Such as their ability to anticipate student difficulties, understand students' habits and culture, and the ability to switch from English to mother tongue which is easy to understand English.

**a. Item 14**



**Figure 4.16. Chart of Student perception about non-native teachers can teach learning strategy more effectively**

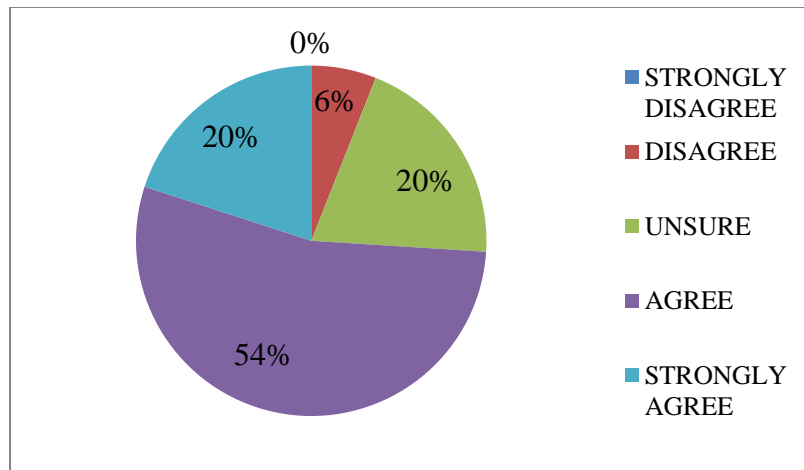
Here the writer tries to full out the data based on a questionnaire about In student view, non-native teachers can teach learning strategy more effectively 76% of students agreed with this statement. Item 14, shown that there are 9 students (18%) state strongly agree, 19 students (38%) agree, 17 students (34%) undecided, 5 students (10%) disagree, and 0 student (0%) strongly disagree. Many reasons could students express

when they was learned with the non-native lecture. The role models for them was their non-native speakers as a sample that success in learning English. It statement similar to research finding from Farida Kusnawati (2017, p. 53) Is that as it may, the analyst can conclude to understudies who select the method of nonnative English instructor than native English educator in educating and learning exercises. Here, concludes that the reason for the understudies is a clarification of nonnative more clearly than native English educators in learning strategy.

**Tabel 4.15 Item 14**

<b>Item 14</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	5	10.0	10.0	10.0
	Undecided	17	34.0	34.0	44.0
	Agree	19	38.0	38.0	82.0
	Strongly Agree	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

**b. Item 15**



**Figure 4.17. Chart of student perception about the way non-native teachers talk and teach is easier to understand for students.**

This part provide student agreement about The way non-native teachers talk and teach is easier to understand for students. It means student given their perception about non-native speakers focused on the learning process that ever they did with their non-native lecture. The result data showed 81% Strongly Agreed with this statement of the questionnaire. Item 15, shown that there are 10 students (20%) state strongly agree, 27 students (54%) agree, 10 students (20%) undecided, 3 students (6%) disagree, and 0 student (0%) strongly disagree. Although they have learned with a non-native speaker, they always support and enthusiasm in the learning process. The student felt easier in learning with their non-native lecture because they have the same first language and the same ethnicity also cultures. On the other hand, the non-native lecture

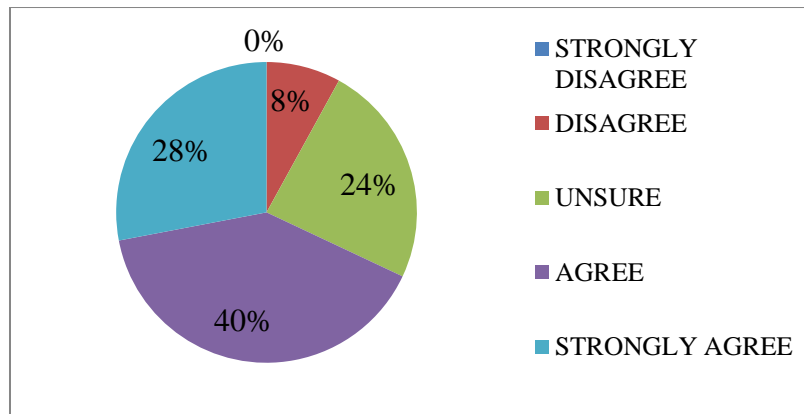
could give more explanation about material use his/her language for some words or materials that hard to understand. This statement similar to Farida Kusnawati (2017, p. 43) Here understudies too expressed that nonnative English instructors diverse with a native English educator. The understudies said that clarification of native English instructor vague. It makes the understudies confounded and troublesome to replied address from the books. Diverse when nonnative English educators in instructing English. She makes her clarification. So, it makes the understudies simple to reply to the address.

**Tabel 4.16 Item 15**

<b>Item 15</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	6.0	6.0	6.0
	Undecided	10	20.0	20.0	26.0
	Agree	27	54.0	54.0	80.0
	Strongly Agree	10	20.0	20.0	100.0
	Total	50	100.0	100.0	



**c. Item 16**



**Figure 4.18. Chart of student perception about non-native teachers is more able to anticipate students' difficulties in learning.**

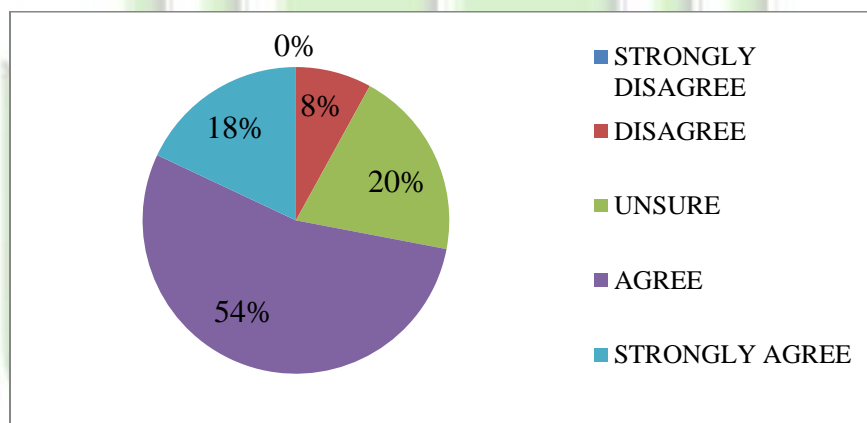
Item 16 would be made clear to explain the questionnaire about student perceived Non-native teachers is more able to anticipate students difficulties in learning. The Data shown 81% of students Strongly Agree about that statement. Item 16, shown that there are 14 students (28%) state strongly agree, 20 students (40%) agree, 12 students (24%) undecided, 4 students (8%) disagree, and 0 student (0%) strongly disagree. It means many students support non-native speakers as the best teacher for them. The student felt non-native lectures always give more explanation when the students have trouble doing homework or task from the teacher. And teachers give more tips and tricks to handle their problems in learning. Based on the statement from Rahmila (2011, p. 6) Non-native educators tend to be more sympathetic to the student's issues and needs. The difficulties they already experienced as learners may well be comparable to those of their understudies. This similar encounter makes non-native

instructors more touched and understood, and they can share their tips and procedures to the learners.

**Tabel 4.17 Item 16**

Item 16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	4	8.0	8.0	8.0
	Undecided	12	24.0	24.0	32.0
	Agree	20	40.0	40.0	72.0
	Strongly Agree	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

**d. Item 17**



**Figure 4.19. Chart of student perception about non-native teachers shows more empathy toward my learning problems rather than native-speaker teachers**

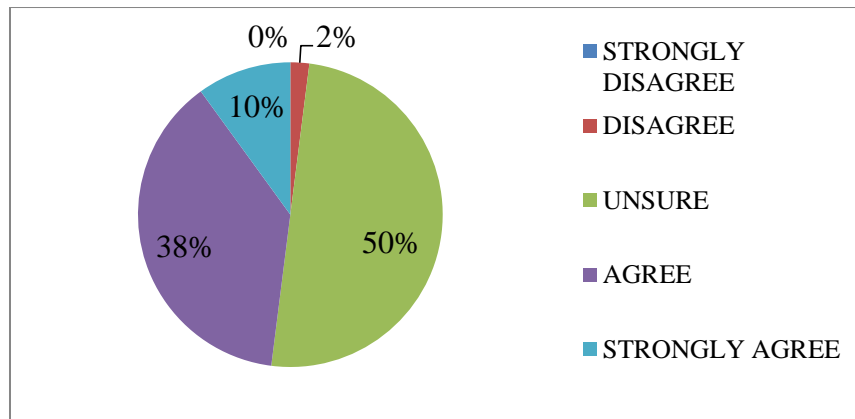
Item 17 focuses on student perception about Non-native teachers shows more empathy toward students learning problems rather than native-speaker teachers. The student stated their agreement 80% strongly

agree to that statement in the questionnaire. Item 17, shown that there are 9 students (18%) state strongly agree, 27 students (54%) agree, 10 students (20%) undecided, 4 students (8%) disagree, and 0 student (0%) strongly disagree. How students felt in the class with their lecturer non-native lecturers, which one the teacher has an intensive course with student and student may ask questions and tips from the teacher. When students get problem or difficulties teacher directly explain and could be outclassed still doing some conversation about the material. It based on the statement from researcher Rahmila (2011, p. 6) Non-native instructors tend to be more sympathetic to the student's" issues and needs. The difficulties they already experienced as learners can be comparable to those of their understudies. This similar involvement makes non-native instructors more delicate and understanding, and they can share their tips and methodologies to the learners.

**Tabel 4.18 Item 17**

<b>Item 17</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	4	8.0	8.0	8.0
	Undecided	10	20.0	20.0	28.0
	Agree	27	54.0	54.0	82.0
	Strongly Agree	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

**e. Item 18**



**Figure 4.20. Chart of student perception about non-native speaker lectures can be the better model of successful language learners**

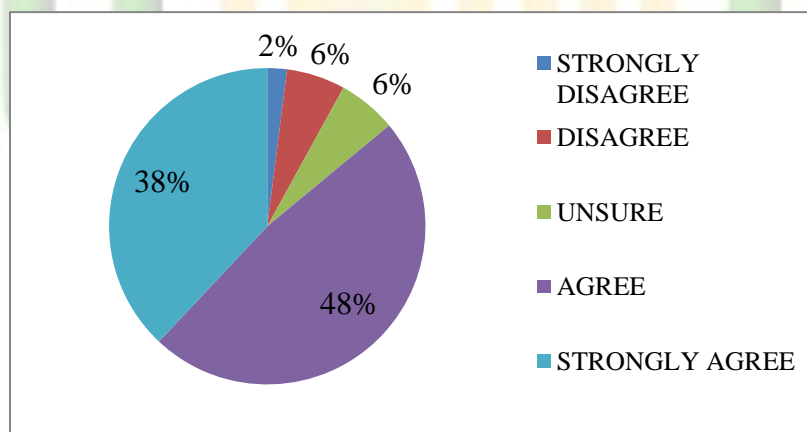
Item 18 focused on a statement by students about their beliefs that non-native speaker lectures can be the better model of successful language learners. The data showed 74% agree with this statement about a non-native speaker. Item 18, shown that there are 5 students (10%) state strongly agree, 19 students (38%) agree, 25 students (50%) undecided, 1 students (2%) disagree, and 0 student (0%) strongly disagree. They believe to the teacher could give substance that would help student ability and as the sample for students. Their teacher as success model as a non-native speaker that can learn and practice English well. It is the same with research by Rahima (2011, p. 6) Having the same, to begin with, the dialect can too cruel having the same foundation in culture, habits, or points of view. The non-native lecturer can get it learners' behaviors in the class, for illustration, why learners appear detached or don't inquire

questions, which for native teachers this might not be favorable (Cortazzi & Jin, 1996, p. 196). Too, non-native teachers get it the way learners react to specific subjects such as women's roles, family values, devout issues, standards in their society, etc. Local instructors might not be all commonplace with these or they have diverse viewpoints.

**Tabel 4.19 Item 18**

<b>Item 18</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	2.0	2.0	2.0
	Undecided	25	50.0	50.0	52.0
	Agree	19	38.0	38.0	90.0
	Strongly Agree	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

**f. Item 19**



**Figure 4.21. Chart of student perception about is Non-native teachers of English can also have competence and proficiency like a native speaker**

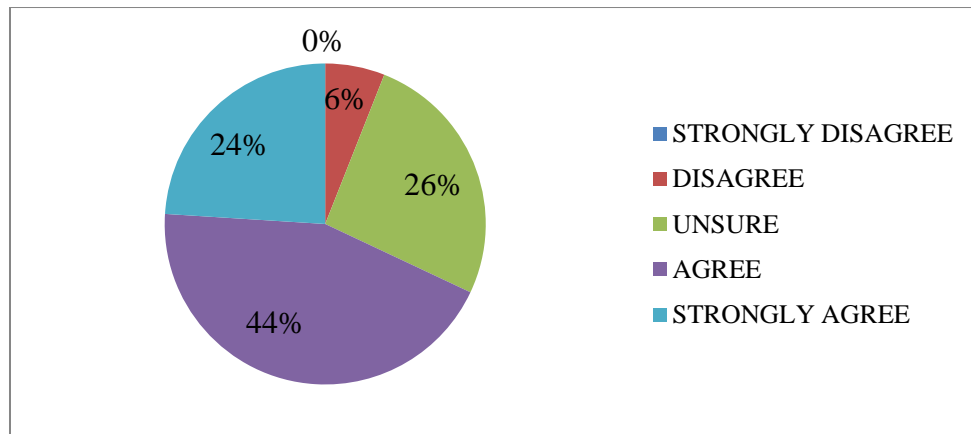
The statement in the questionnaire is Non-native teachers of English can also have competence and proficiency like a native speaker. The data about student agreements are 86% strongly agreed to this statement. Item 19, shown that there are 19 students (38%) state strongly agree, 24 students (48%) agree, 3 students (6%) undecided, 3 students (6%) disagree, and 1 student (2%) strongly disagree. This statement showed believe to teacher non-native speaker could be alike native speaker in ability and competence. It based on what they saw from every mate with their teacher of non-native speakers. It was similar to in research from Rahmila (2011, p. 5) In expansion, Phillipson (1992) claims that non-native instructors can be better qualified than local instructor since they have been through the complex prepare of acquiring English, have bits of knowledge on learners" phonetic and social needs, mindful of the difficulties and the contrast between L1 and L2, and have the first-hand encounter of using L2.

**Tabel 4.20 Item 19**

Item 19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	3	6.0	6.0	8.0
	Undecided	3	6.0	6.0	14.0
	Agree	24	48.0	48.0	62.0
	Strongly Agree	19	38.0	38.0	100.0
	Total	50	100.0	100.0	



**g. Item 20**



**Figure 4.21. Chart of student perception about non-native teachers understand their habit and behavior more than native speakers do**

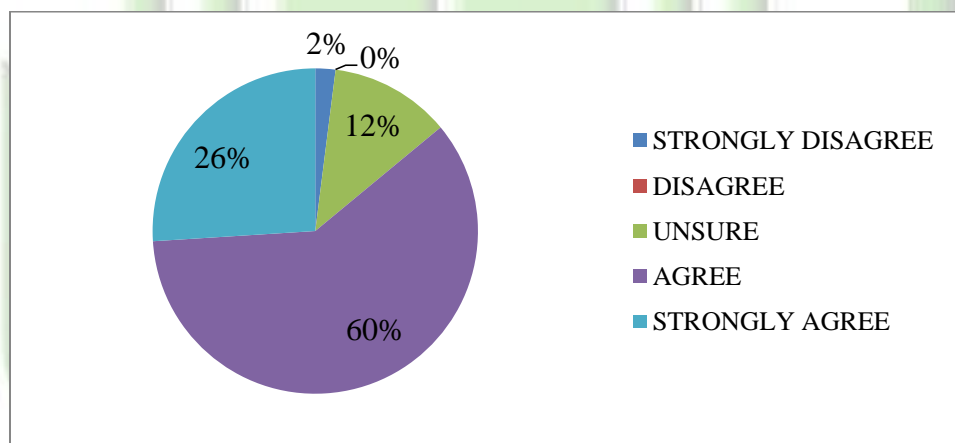
Also, item 20 discuss student perceived about Non-native teachers understand their habit and behavior more than native speakers do. The data shown 80% strongly agreed. Item 20, shown that there are 12 students (24%) state strongly agree, 22 students (44%) agree, 13 students (26%) undecided, 3 students (6%) disagree, and 0 student (0%) strongly disagree. It means student believe to the teacher that always active to attention all student problem in learning based on her/his experience, which one it help the student to thought resolve problem even during learning English. It based on the statement in line with Rahmila (2011, p. 4) Non-native instructors tend to be more sympathetic to the student's" issues and needs. The difficulties they already experienced as learners can be compared to those of their understudies. This similar encounter makes non-native

instructors more delicate and understanding, and they can share their tips and procedures to the learners.

**Tabel 4.21 Item 20**

Item 20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	6.0	6.0	6.0
	Undecided	13	26.0	26.0	32.0
	Agree	22	44.0	44.0	76.0
	Strongly Agree	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

**h. Item 22**



**Figure 4.22. Chart of student perception about a non-native lecture that states the skills and the success of non-native lecturers that inspire a student to achieve the same or even better competence than theirs**

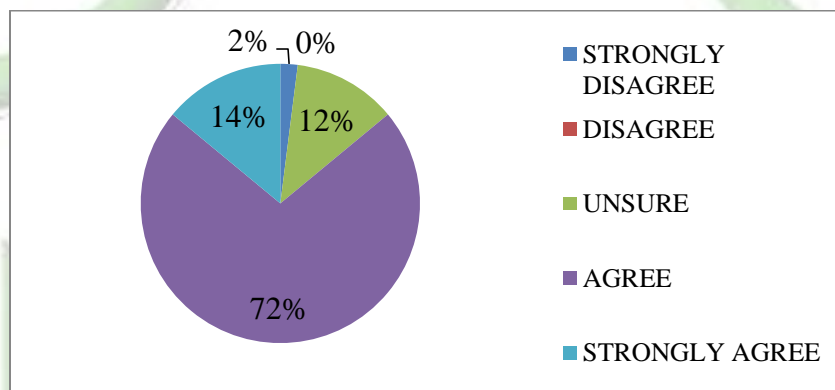
Item 23 focuses on student perception about a non-native lecture that states The skills and the success of non-native lecturers that inspire a student to achieve the same or even better competence than theirs. Student agreement shown 85% with the categorize Strongly Agreed. Item 22, shown that there are 13 students (26%) state strongly agree, 30 students (60%) agree, 6 students (12%) undecided, 1 students (2%) disagree, and 0 student (0%) strongly disagree. It means many students felt inspire because of non-native lecturers, as we know the teacher as a sample success learner studied English. It explanation comparative to Sahin (2005) Nonnative English instructors have a few focal points as well. To begin with, they are the genuine models of bilinguals for understudies. They would appear the understudies that they did learn English effectively and so they can, as well. Furthermore, their coming from the same dialect and culture as the understudies allow them the chance to contribute to their victory in outside dialect learning by joining social components to their instruction.

It based on the statement in line with Rahmila (2011, p. 4) Non-native instructors tend to be more sympathetic to the student's" issues and needs. The difficulties they already experienced as learners can be compared to those of their understudies. This similar encounter makes non-native instructors more delicate and understanding, and they can share their tips and procedures to the learners.

**Tabel 4.23 Item 22**

		Item 22			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	2.0	2.0	2.0
	Undecided	6	12.0	12.0	14.0
	Agree	30	60.0	60.0	74.0
	Strongly Agree	13	26.0	26.0	100.0
	Total	50	100.0	100.0	

**i. Item 23**



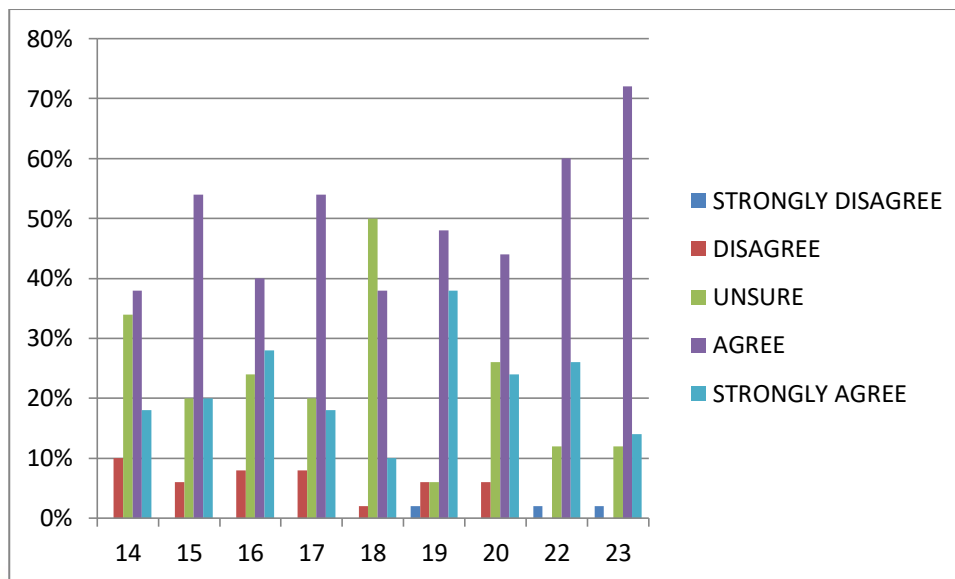
**Figure 4.23. Chart of student perception about the ability of non-native teachers in using the same mother tongue as the student was an advantage as it can help the process of teaching and learning more successful**

Item 23 was focused on student perception in The ability of non-native teachers in using the same mother tongue as the student was an advantage as it can help the process of teaching and learning more successful. Data are shown by student agreement 83% strongly agreed with this argument. Item 23, shown that there are 7 students (14%) state

strongly agree, 36 students (72%) agree, 6 students (12%) undecided, 1 students (2%) disagree, and 0 student (0%) strongly disagree. The result data shown student support their teacher non-native speaker which one, they can learn directly to their teacher as commonly learn with another teacher. Non-native teacher as a success model that present them, and inspire them to be like their teacher one day. It articulation the same with Sahin (2005,p. 4) Nonnative English instructors have a few points of interest as well. To begin with, they are the genuine models of bilinguals for understudies. They would appear the understudies that they did learn English effectively and so they can, as well. Besides, their coming from the same dialect and culture as the understudies grant them the chance to contribute to their victory in remote dialect learning by consolidating social component to their instruction as specified by Lee (2000).

**Tabel 4.24 Item 23**

<b>Item 23</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	2.0	2.0	2.0
	Undecided	6	12.0	12.0	14.0
	Agree	36	72.0	72.0	86.0
	Strongly Agree	7	14.0	14.0	100.0
	Total	50	100.0	100.0	



**Figure 4.24. Chart of students' perceptions of non-native speaker lecturers**

It articulation the same with Sahin (2005,p. 4) Nonnative English instructors have a few points of interest as well. To begin with, they are the genuine models of bilinguals for understudies. They would appear the understudies that they did learn English effectively and so they can, as well. Besides, their coming from the same dialect and culture as the understudies grant them the chance to contribute to their victory in remote dialect learning by consolidating social component to their instruction as specified by Lee (2000).

It was similar to in research from Rahmila (2011, p. 5) In expansion, Phillipson (1992) claims that non-native instructors can be better qualified than local instructor since they have been through the complex prepare of

acquiring English, have bits of knowledge on learners’ phonetic and social needs, mindful of the difficulties and the contrast between L1 and L2, and have the first-hand encounter of using L2.

It is the same with research by Rahmila (2011, p. 6) non-native lecturer having the same, to begin with, the dialect can too cruel having the same foundation in culture, habits, or points of view. Farida Kusnawati (2017, p. 43) Here understudies too expressed that nonnative English instructors diverse with a local English educator. The understudies said that clarification of local English instructor vague. It makes the understudies confounded and troublesome to replied address from the books. Diverse when nonnative English educators in instructing English. She makes her clarification. So, it makes the understudies simple to reply to the address.

#### 4. Students’ expectations toward Native Lecturer and Non-Native lecture

**Tabel 4.30. Students’ expectations toward Native Lecturer and Non-Native lecture**

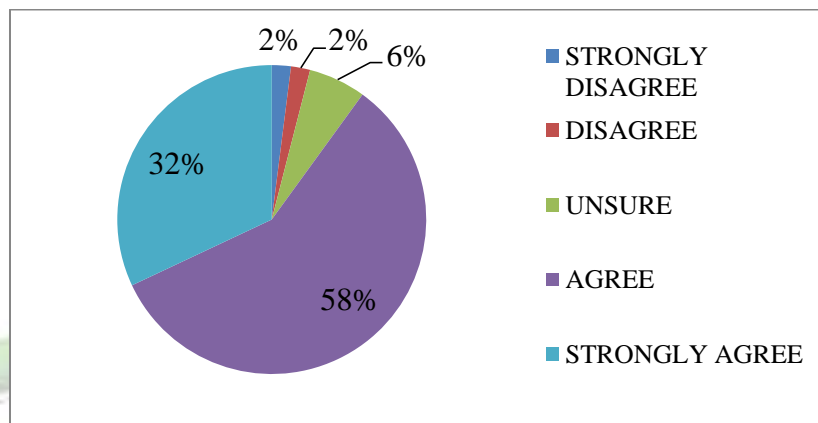
NO	Score	Categorized
5	87	STRONGLY AGREE
21	77	AGREE
24	84	STRONGLY AGREE

The following is a discussion of data about expectations and views of student expectations of native and non-native lecturers. As the data shows



varied results. 83% strongly agreed with the average category of data shows that students expect the development of each teacher because their hope of learning with native and non-native is the presence of relevant new knowledge.

**a. Item 5**



**Figure 4.25. Chart of students' perceptions about It would be more helpful if native speakers also learn and understand my native language and culture.**

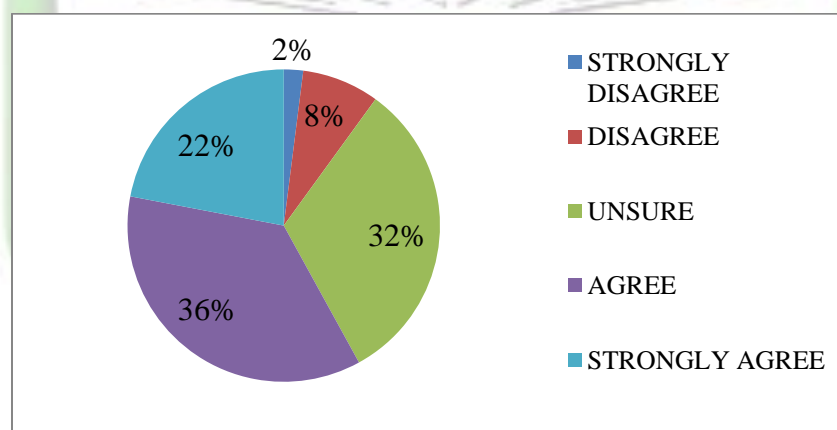
Also, item 5 states students' perceptions about It would be more helpful if native speakers also learn and understand their native language and culture. Based on that questionnaire the data result shown student perception 87% strongly agree with this statement. Item 5, shown that there are 16 students (32%) state strongly agree, 29 students (58%) agree, 3 students (6%) undecided, 1 students (2%) disagree, and 1 student (2%) strongly disagree. Based on student perception data shows that they hope that native speaker lecturers also understand the culture that exists in student areas. This is to help and facilitate communication and mutual

understanding with each other, this was also conveyed in Rahmila's research (2011, p. 24) the importance of an instructor understanding the cultural conditions that exist in his students to facilitate communication and attitudes.

**Tabel 4.6 Item 5**

		<b>Item 5</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	1	2.0	2.0	4.0
	Undecided	3	6.0	6.0	10.0
	Agree	29	58.0	58.0	68.0
	Strongly Agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

**b. Item 21**



**Figure 4.26. Chart of students' perceptions about to improve their skills, nonnative teachers should pursue their higher education in countries where English is the first language**

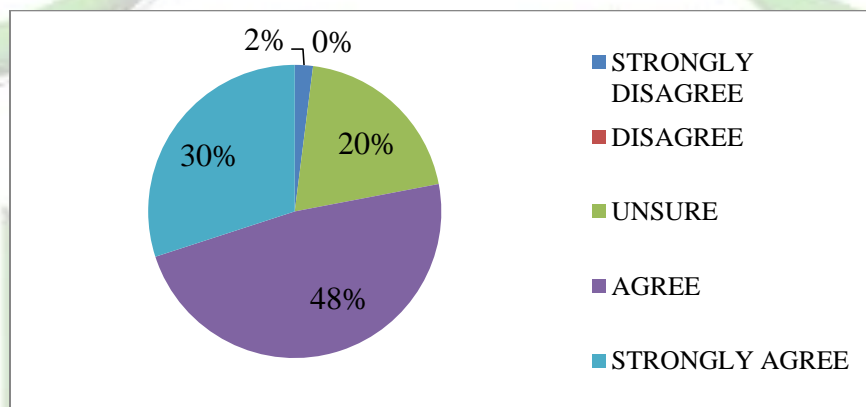
In this part students given information about their perception about non-native speaker ability To improve their skills, nonnative teachers should pursue their higher education in countries where English is the first language. Which one of the data shown in 77% of students agreed to the statement. Item 21, shown that there are 11 students (22%) state strongly agree, 18 students (36%) agree, 16 students (32%) undecided, 4 students (8%) disagree, and 1 student (2%) strongly disagree.

This perception is the same as Rahmila (2011, p. 4) 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 an appropriate qualification or have a chance to pursue English teacher training. It means the student needs a teacher with high quality which impact their ability in learning and teaching. Lecture with an experience that learned in abroad is the best teacher for sampling or models. This result in line with Ismet (2005) from English are spread all over the world, they become an example of good language teachers in non-English speaking countries. This is because of its fluency and accuracy in their mother tongue which they are skilled in teaching or not.

**Tabel 4.22 Item 21**

		<b>Item 21</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	4	8.0	8.0	10.0
	Undecided	16	32.0	32.0	42.0
	Agree	18	36.0	36.0	78.0
	Strongly Agree	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

**c. Item 24**



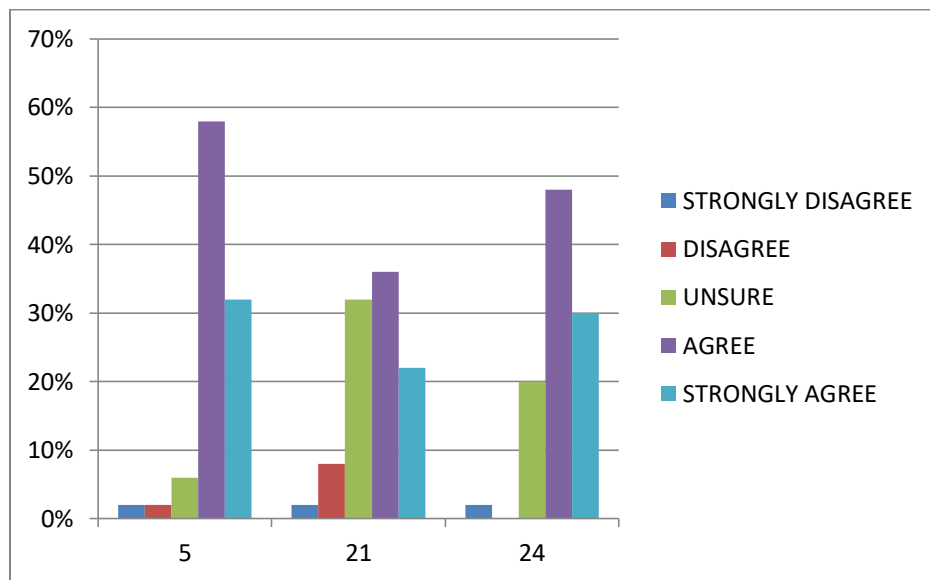
**Figure 4.27. Chart of students' perceptions about the statement in the ideal non-native lecturer is those who have achieved native-like proficiency in English.**

Item 24 focused on student perception of the statement in the ideal non-native teachers are those who have achieved native-like proficiency in English. The data showed 84% of students Strongly Agreed to the statement. Item 23, shown that there are 15 students (30%) state strongly agree, 24 students (48%) agree, 10 students (20%) undecided, 1 students

(2%) disagree, and 0 student (0%) strongly disagree. It means many students hope their teacher would more improvement in their English ability. It can help and motivated students to be active and get another achievement in English. Teacher as a sample that would make a student get inspiring and have quality in learning is based on the statement from Rahmila (2011, p. 4) non-native instructor may be exceptionally charismatic agreeing to the understudies sense of his or her capacity in telling stories, making jokes, playing diversions, etc, or capacity to construct a great relationship with the understudies.

**Tabel 4.25 Item 24**

<b>Item 24</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	2.0	2.0	2.0
	Undecided	10	20.0	20.0	22.0
	Agree	24	48.0	48.0	70.0
	Strongly Agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	



**Figure 4.28. Chart of expectations toward Native Lecturer and Non-Native lecture**

In Conclusion, the finding of the research was that most of the students agreed with the advantage from existing of *native and non-native* lecturers in English classroom at IAIN Palangka Raya it could be seen in the chart of the Students' Perceptions On The Personality Competence Of Native And Non-Native Lecturer In Iain Palangka. Based on the results of the questionnaire, students felt that native speaker lecturers and nonnative speakers both gave positive and good impacts on students in learning English. This is indicated by the positive perception of native and non-native lecturers in the English class that is needed to help to learn English. The total questionnaire items consisted of 24 questions with the final result being 78% and categorized Agree.

Besides that some other students also have neutral or hesitant decisions, this is because they understand the presence of a native or non-native can influence whether it depends on students who want to learn or be active. On the other hand, several opinions are very unhappy with the opinion that only with native speakers, English language skills can develop, this is refuted by the fact that all student achievements are based on their efforts.

In another statement by Rahmila (2011, p. 4) Harbord (1992) moreover favors the utilize of L1 in a moment dialect classroom and calls it a "humanistic approach" since it can encourage communication as well as rapport between learners and instructor. Learners are allowed to switch to L1 when they have challenges in finding the proper expression in English. So, they would be less frightened about making botches.

Other than, L1 can too be utilized for time effectiveness. Understudies may feel frustrated being instructed by a local educator since understudies may not continuously understand everything in English. But when non-native instructors utilize their mother tongue to explain difficult dialect things such as linguistic use designs or certain expressions, the lesson is easier to get a handle on

Having the same, to begin with, the dialect can moreover cruel having the same foundation in culture, habits, or viewpoints. Nonlocal instructors can get it learners' behaviors in the class, for illustration, why learners appear detached or don't inquire questions, which for native teachers this might not be favorable (Cortazzi & Jin, 1996, p. 196). Too, non-native teachers get it



the way learners react to specific subjects such as women's roles, family values, devout issues, standards in their society, etc. Local instructors might not be all recognizable with these or they have distinctive points of view.

For a few EFL learners, the social character could be an imperative issue. Non-native teachers could play imperative parts by making difference learners secure English effectively, whereas at the same time keep up their social character. Being able to get it the students' backgrounds, a non-native instructor can conduct a lesson that's more socially responsive, for case by counting nearby subjects within the lesson materials.

#### **D. Native and Non-Native Speaker Personality Competence**

In this chapter, the analyst depicts the finding of the inquires. There are a few issues to be talked about in this chapter; there's students' positive and negative recognition toward the local instructor and students' positive and negative recognition toward a non-native instructor. The descriptions are composed within the taking after

In this portion, the researcher presents the result of the meet of the students' discernment on the identity competence of native and non-native Speakers at IAIN Palangka Raya. The result of each thing that's examined the students' discernment of the teachers' state of mind, teachers' execution, and students' feeling summarized underneath on the table. The data analysis based on Law No. 14 of 2005 article 10 paragraph 1 concerning teachers and lecturers.

## **1. Native Speaker**

Based on the result of doing an meet with the subject of the research, the researcher presents the finding of the research that are natives' state of mind, natives' execution, and understudies feeling.

### **a. Pedagogical Competence**

Competence is the ability of understanding students, learning planning and implementation, evaluation of learning outcomes, and development of students to actualize the various potentials they have. Pedagogical competencies include:

#### **1) Getting to know their students,**

The teacher better understands the level of student knowledge, in terms of weaknesses and strengths that students have. Often teachers do not pay attention to this, to the lack of mastery of the effectiveness in teaching. The question "Do teachers get to know their students during one semester ?"

AS said "native lecturers are lecturers who are concerned with students, it's just that to become a lecturer who is more and knows his students is still not. He only focused on teaching and actively communicating with certain students.

BL said "Native lecturers tend to associate more with certain students, so they tend to recognize us less.

AT said "we learned like a lot of things with him, but he is indeed the type of lecturer who doesn't want to pay more attention to student problems.

LA said "many students are not yet known to him, because the interaction is carried out only a few active students.

LS said "communication barriers between students make them less interacting, because of different languages and fear of being wrong in conversation"

## **2) Mastering theories about education,**

That is a teacher can explain in a way that is most easily understood by students based on existing theories as supporters. The question "Is your teacher a Mastering theories about education being taught?"

AS said "certainly Mr. Chriss is a lecturer who is very competent in his teaching field. Many theories can teach new things, of course.

BL said "he taught some things that were new to us and that was very interesting and easy to understand"

Based on the interview from all students as samples, that LS, AT, and LA have the same answers or perceptions about native

speakers. Students commonly believe their native speakers as masters of English.

### **3) Learning materials,**

The teacher provides material according to needs or lessons that are based on students' abilities. The question "Is the material taught that students need according to students' abilities?"

AS said "native lecturers provide material according to our needs. Before that, he tested our ability to find out how far we had."

BL said "for some students, the material taught sometimes cannot be easily done, because of our inadequate ability. He indeed expects us to further improve our abilities, it's just that we are not yet accustomed to his learning. "

Other students LA, AT, and LS have a similar perception to respond to the form of the question. It means all students commonly conceive the materials that the teacher provides in learning. And they agreed to the materials that are appropriate for students necessary in learning English. But it still needs a process for students to follow the way from native speakers to teach their way or manner that is suitable for learning the material was given.

### **4) Various techniques and Learning methods,**

The teacher can provide a variety of teaching methods that are appropriate to the conditions of students in the class, using various techniques in explaining or providing understanding to students.

Learning methods applied are methods that are appropriate to the ability of students and are interesting and can be easily applied. The question “Are the learning techniques and methods used very easy and precisely understood by students?”

AS said "native teaches with a variety of techniques, such as using interesting media, not only lecture methods, he also uses learning by doing, games and web usage methods that make us better aware of learning media.

BL said, "teaching techniques are actually very cool and make us have to focus, our obstacle is often our lack of understanding sometimes some of the instructions he gives".

Other students LA, LS, and AT have similar answers for student arguments based on learning with native speakers. It means the students believe the technique in learning with a native so appropriate that interested ways in the learning process, but some techniques are still difficult for students to understand the manner to use. Because the instructions from the lecture are still confusing.

##### **5) Develop lesson plans (RPP)**

For each meeting, a lesson has begun and ended with a good plan according to the learning plan. The question “Is there any development of material on rpp that is taught to attract students more interest in learning?”

AS said "a native lecturer always uses lesson plans when learning, and to my knowledge, he gives sequence lessons based on the material presented that day.

BL said "material provided with RPP sometimes does not work optimally because sometimes it is time-constrained"

AT said "learning with lesson plans that he taught made it to us that the importance of planning before teaching".

LA and LS equal to above perceptions from students perceived about the native speakers. It means students like the way of native teaching that as an example for them. Which one every teaching a teacher should have a lesson plan, but it still has some trouble in limited time and accuracy. So it needs to evaluate every meeting to know how far the time should suitable for the learning process.

#### **6) Evaluate the learning process and results.**

At the end of each lesson, the teacher gives an evaluation in the form of learning outcomes or also measures the level of student achievement in understanding the material. The question "Is there an evaluation of learning outcomes and assessments after each class is finished?"

AS said "Mr. Chriss always gives us evaluations of quizzes and questions. For taking his grades more often through assignments".



BL said "Native lecturers often evaluate directly and conclude, rather than giving posttest examinations for the meeting. Besides maybe because of time constraints. Until no more time to assess the achievement of learning that day".

LA, LS, and AT mentioned as the same answer for the native teacher because commonly every teacher does this. It means students felt the effect of learning with native but, the evaluation still really important that should do by the teacher. The weakness here is the teacher yet giving the evaluation that measures student achievement during the learning process in the class.

#### **b. Personality competence**

Individual or personal abilities that reflect a stable, wise, mature, authoritative personality that can be a role model for students and have noble character. This personality competency can actualize themselves as educators who are disciplined, honest, broad-minded, responsible, and can be a source of positive inspiration for their students.

##### **1) Stable**

Stable in this sense is that a teacher has an organized nature in controlling emotions and is not unstable. To be able to control the situation themselves even under any conditions in class and outside the classroom. The question "Is your lecturer calm enough when dealing



with class situations, and can control him/herself both in and in a non-conditional classroom?"

AS said "Native lecturers who are generally sent to teach us are those who have experience. There is not a single time in our class that is not well controlled. All students learn seriously to pay attention ".

BL said "native lecturers are already very proficient in self-control, with a variety of problems we experienced. He remains patient to answer our problems "

AT said "Mr. Teach calmly, although sometimes students who come late when entering class. Because you have to focus on listening to what he says. So we have to pay attention because sometimes we are blank. After all, we are not familiar and when he asks we can't answer. He still smiled and understood our condition."

Students BL and LA also have this opinion. Based on the perception of these students. Can be caused that native lecturer as lecturers who have enough experience in responding to problems in class and also understand the state of students who are sometimes unable to capture lessons well.

## **2) Wise**

Wise attitude is the right attitude in responding to every circumstance and event so that justice, justice, and silence emanate. The question "would your teacher be wise in certain situations and be fair?"

AS said "Mr. Always paying attention to us, it's just that it depends on the students. Because they are afraid and shy in asking, so they are not too brave to interact. So the conditions in the class as if he was only active with a few students".

LS said, "The native speaker is very fair in terms of grades, he gives values based on the ability of students".

LA said, "Native speaker as an example for us, although foreigners, he really appreciates us and also always try to be good friends."

AT and BL have the same opinion on the question above. From the above opinion, it can be concluded that students are treated very wisely and also fairly. The general problem is students who are less brave or afraid to interact for fear of being wrong. So that the atmosphere of the class looks only focused on a few active people.

### **3) Adult and Authorities**

Adult nature is a trait that symbolizes a person's level of thought, a teacher must be able to take responsibility for decisions that have been taken in the learning process and respond to class situations. the question "Does your lecturer become an adult by being able to take responsibility for every decision taken in the classroom during the learning process?"

AS said "Mr is very mature, he always considers every decision and action on some class conditions, for example when there is a

misunderstanding of students in understanding the instructions to do the assignment from him. After he notifies again, he gives time to correct his assignments".

AT said, "he looked very wise and mature when he paid attention to the results of student work and also very considerate in giving grades to students".

BL said "Mr. Is too focused on student ability, so my assessment, he is rather rigid in this matter. Until we feel he just wants to win himself in giving us assignments, regardless of whether we can understand the instructions well".

The three students' opinions above, opinions LA, and LS are the same opinions. It can be concluded that many students agree that he is a lecturer who has an adult nature that is capable of handling and deciding conditions that suit the needs of students, although sometimes the situation of students who complain about some of their instructions is not considering the state of their students.

Native lecturers can make decisions at the right time and according to their rights. However, the decision was considered to have both good and bad effects between the two teachers and students

#### **4) Noble**

A teacher has a noble nature that shows himself with dignity and high dignity and respect mean a teacher can be an example in terms of

courtesy and behave by the rules and religion. The question “Would your teacher be an example of behavior and courtesy for students?”

AS said “Mr can be an example of people who appreciate a difference, both in culture and religion. In this case, he showed from how he could become a lecturer and when the students shook hands, then also when he chose to be quiet when he heard the call to prayer while studying in class.

AT said, "if you pay attention Mr understands that there are many cultural differences that we have”.

BL said "he is the type of person who likes to ask questions and not infrequently we are asked questions about culture and religion. He has a high curiosity.

Other students LA and LS have similar perceptions. This matter, it can be concluded the opinion of the students above. They agreed that native lecturers are lecturers who can be an example of this. His behavior that respects both culture and religion.

## **5) Discipline**

The nature of discipline as an important foundation in giving examples to students, discipline is to do things promptly and not in a hurry, meaning that everything is done sparingly and precisely. Such as coming to class on time, teaching according to the amount of time given, providing consistent provisions. The question “Does your

lecturer apply discipline during learning, speed and also keep time in completing his duties as a lecturer?"

AS said "about discipline they are two examples of Western culture who were very discipline when teaching and that was a very good example for us. He often entered earlier than us, so he usually standby first before school hours start."

AT said "since we understood his habits that were always on time, made us come early to class. It would be a shame if he first went to class".

LA said, "the accuracy of the time is always right, if the clock is over then he prepared for closing and reviewing important points and reminding us".

BL said "learning with native speakers taught us about how to value time and also the importance of choosing and sorting out a priority and maximum learning"

LS said "when studying with him we always focus and automatically discipline attitude starts to possess us because we get a direct example from him"

All the opinions above, almost all students answered the same and agreed that native speaker lecturers were very disciplined in terms of study time and also accuracy. They are very happy because they can see directly the western cultural forms from their lecturers about a maximum discipline.

## 6) Honestly

A teacher who has an honest nature is a teacher who gives truth and is transparent to his students, as in terms of grades and scores obtained by students. The question “Would your lecturer be honest and open in the grades given to students?”

AS said "when it comes to honesty and transparency, he is very open to us. He always expresses what aspects would be judged for him in the learning process. So we can condition ourselves to achieve these targets".

LA said "about the value of his also open to us, this is often he explained what the aspects of the assessment. It's just that his assessment was quite high in criteria. So we had difficulty getting his target"

BL said "in terms of learning he would give us direct affirmation, what are our obstacles in learning to be because our grades are less than optimal"

AT said "the process of learning with him was very cool, he was quite open and honest in acknowledging our abilities. Not infrequently we get the opportunity to correct mistakes in the work we do"

Ls has the same answer as her friends above. Can be concluded from the interview. That native speaker lecturers are very interactive, this is agreed by students, he is an open and honest person about grades



and assessments. It's just that obstacles often occur, the assessment criteria given are quite high for students.

#### **7) Broadminded**

A teacher must have an open-minded attitude meaning he can connect many things that exist to the material or lessons in the class. Able to be more open and ready to receive inspiration and to discover new things. The question "Is your lecturer able to invite students to think openly "out of the box" during the learning process?"

AS said "about the ability to be clear indeed he is an expert, so we are often made aware of him. That we need to think ahead, think out of the box"

AT said, "the way he taught was indeed different in terms of media and style made us think more, that many ways to teach English this made us more open-minded".

BL said, "he was very enthusiastic about every response and also the proposal from students, every question and also a refutation he responded well to everything that was said by students".

LS and LA also have the same opinion related above. From the above opinion, it can be concluded that all students have positive perceptions about learning styles and ways of thinking that have been open-minded which he teaches to students. It was greatly supported by English students.

#### **8) Positive Inspiration**



The teacher does not only teaches lessons but also provides good inspirational examples of attitudes, traits, achievements, and good habits. Besides, it is also able to continue to motivate students to keep trying better. The question “Is your lecturer able to be a person who always motivates students to be better at learning ?”

AS said "he was very inspiring for us, especially in terms of habit or culture of discipline which he showed in terms of timeliness and cleanliness, another thing that we are very happy to hear is the story of when he taught in various countries and experiences that made us excited to learn more languages

AT said, "he taught us that it is important to develop a teaching method, the attitude of a teacher like him is very inspiring, about how to find media that can make students interested in learning".

BL said "when it comes to his behavior and clear pretensions this is very exemplary for us. In terms of disciplinary behavior, we remember very much".

LS and LA have the same opinion as to the friends above. In this case it can be concluded that the students agreed that native speakers as lecturers who inspire in various ways. Be it attitude, achievement, and also many other things. It motivates students to imitate and follow the achievements of the native lecturer.

## **2. Students' Perception Of Non-Native Teacher**

Based on the result of interviewing with the subject of the research, the researcher presents the finding of the research that are non-natives' personality Competence during the learning process performance in front of the student.

### **a. Pedagogical Competence**

Competence is the ability of understanding students, learning planning and implementation, evaluation of learning outcomes, and development of students to actualize the various potentials they have.

Pedagogical competencies include:

#### **1) Getting to know their students,**

The teacher better understands the level of student knowledge, in terms of weaknesses and strengths that students have. Often teachers do not pay attention to this, to the lack of mastery of the effectiveness in teaching. The question "Do teachers get to know their students during one semester?"

Based on the transcript of the interview results, it can be concluded that several different answers are as follows. The question "Have your lecturers tried to find out more about the students being taught?"

AS said "Non-native lecturers have strong attention towards us, this can be shown from our familiarity with them. Many lecturers are indeed more familiar and understand our weaknesses."

AT said, "non-native lecturers are close to us, so we often can complain and tell our difficulties in learning".

BL said, "Non-native lecturers have experience and also a lot of time we have spent together so that we interact more and understand each other's shortcomings".

LA said "in learning, they care more about us, so we don't hesitate to ask. Apart from being a group of people, it is easy and not awkward to talk to them".

LS said, "when with non-native lecturers, we are more engrossed and have no tension in them, other than because they are accustomed to and understand the conditions of our abilities".

Based on the transcripts above, it can be concluded. That native lecturer has advantages in terms of understanding students, they are more familiar with the students being taught. In addition to their long teaching period, they are also very easy to interact with students. Without the presence of awkwardness or others. Students stated clearly that non-native lecturers knew more about students.

## **2) Mastering theories about education,**

That is a teacher can explain in a way that is most easily understood by students based on existing theories as supporters. The question “ Is your teacher a Mastering theories about education being taught?”

AS said "a matter of explanation and theory we are very easy to understand the explanations of lecturers in general, because for some things that are difficult to understand, without even being asked we have already been explained by them"

AT said "the matter of our explanation is indeed easier to understand than non-native lecturers, apart from our being one language. He not only explains using English but not infrequently he interferes to facilitate us".

BL said "if we have trouble understanding something, it is not clear yet and others. He explain it again using language that is easy for us to understand".

LS said "if we understand the theory of hardness, then he immediately teaches us just how. Sometimes a theory without practice is very difficult for us".

LA said "if we don't understand, he seems to have understood some difficult things, and we don't hesitate to ask deeper to understand more.

From the interview above, it was concluded that non-native speaker lecturers as instructors who are insightful and have a high concern for the understanding of students when studying with them. In terms of communication, it is clear that non-native speaker lecturers are superior because of their language similarity. So often they use the main language to explain more easily to students.

### **3) Learning materials,**

The teacher provides material according to needs or lessons that are based on students' abilities. The question "Is the material taught that students need according to students' abilities?"

AS said "based on our learning experience with non-native lecturers, we are always given material that suits our needs. Which is also enough material we can understand and do ".

AT said, "during lessons with non-native we would be given some material review, such as an overview first before entering into learning".

LA said "the material taught is very relevant for us and also easy for us to carry out. Also, because every instruction is given we can do well ".

BL said "for teaching materials, we are not too difficult to get it. Because the materials provided are many and easy to obtain such as from the internet and others.

LS said "lecturers often provide us with references and also how to find the material itself on the internet. So we can explore more by ourselves to deepen the material.

Students have a similar perception to respond to the form of the question. It means all students commonly conceive the materials that the teacher provides in learning. And they agreed to the materials that are appropriate for students necessary in learning English. But it still needs a process for students to follow the way from native speakers to teach them the way or manner that is suitable for learning the material was given. Also, the material is very relevant and easily obtained material from the internet.

#### **4) Various techniques and Learning methods,**

The teacher can provide a variety of teaching methods that are appropriate to the conditions of students in the class, using various techniques in explaining or providing understanding to students. Learning methods applied are methods that are

appropriate to the ability of students and are interesting and can be easily applied. The question “Are the learning techniques and methods used very easy and precisely understood by students?”

AS said "teacher teaches with a variety of techniques, such as using interesting media, not only lecture methods, he also uses learning by doing, games and web usage methods that make us better aware of learning media.

AT said "teaching techniques are very cool and make us have to focus, besides that they teach with interesting media too"

BL said "for learning techniques, and the material is cool and interesting. It's just too often the same and monotonous in the end so that we sometimes don't have enough enthusiasm anymore".

LA said "for the variety of teaching it is indeed quite rigid for non-native lecturers, this is because we are used to being with them. So we don't often get new things.

LS said "if the material provided is interesting, it's just that the way to bring the material is less cool and not giving a new thing to us. Maybe warming needs to be new and also a cool opening because we are prospective teachers. So we also need knowledge and ways new in teaching ".

Arguments based on learning with non-native speakers. It means the students believe the techniques in learning with a native so appropriate that interested ways in the learning process, but



some techniques are often used and students often experience boredom and feel monotonous with the same way of learning. Although the material presented is new, the less varied way of teaching makes the class look normal.

#### **5) Develop lesson plans (RPP)**

For each meeting, a lesson has begun and ended with a good plan according to the learning plan. The question "Is there any development of material on rpp that is taught to attract students more interest in learning?"

AS said "a native lecturer always uses lesson plans when learning, he gives sequence lessons based on the material presented that day."

AT said "before entering usually the lecturer informs what material would be learned, so we have the preparation and do not forget the lesson"

BL said "about the material following the RPP, they taught from the beginning with the opening sequence first and also ended with the conclusion"

LA said, "for limitations, there is usually improvisation in terms of material, this depends on student questions that need re-explanation, sometimes it can be discussed backward and forwards, according to the needs of students in the class at that time".

LS said "during the learning process that I know, the lecturers always have the same pattern from the beginning to the end, which sometimes starts with games first and then ends with a conclusion from one of the students"

From the interview data above, it can be concluded that non-native lecturers conduct learning according to the lesson plan, as agreed by the informants. Students also stated that there was indeed improvisation based on the needs of students when they were in class. Although sometimes the material can be outside the discussion that day. The order of teaching also often begins with warming and also the conclusion of students to review.

#### **6) Evaluate the learning process and results.**

On the end of each lesson, the teacher gives an evaluation in the form of learning outcomes or also measures the level of student achievement in understanding the material. The question “Is there an evaluation of learning outcomes and assessments after each class is finished?”

AS said "when lessons are finished we usually do a review, there is also a quiz for some lecturers"

AT said "for the final assessment, we are usually in the form of reassembled assignments, while in class. We focus on

understanding the material, evaluation and assessment usually follows"

BL said "for learning with a final assessment, after learning directly it is indeed rare. But usually only in the form of assignments"

LS said "the lessons that were given did not require us to give the results of our understanding right away, so we did not have an evaluation right then, we just reconciled what was said before"

LA said "for assessment we usually use midterm and final exam scores, because that's where all the results of the material are finished. Because it doesn't have to be one meeting if it's just a simple quiz. We often get the opportunity to verbally conclude what we understand.

Based on the opinion of the students above, it can be concluded that the students agree with the behavior carried out by non-native speaker lecturers. Not all meetings must take a value and not all values must be a reference. Assessment can be done based on the ability of students following the learning plan.

## **b. Personality Competence**

Individual or personal abilities that reflect a stable, wise, mature, authoritative personality that can be a role model for students and have noble character. This personality competency can actualize themselves as educators who are disciplined, honest, broad-minded, responsible and can be a source of positive inspiration for their students.

### **1) Stable**

Stable in this sense is that a teacher has an organized nature in controlling emotions and is not unstable. to be able to control the situation themselves even under any conditions in class and outside the classroom. The question “ Is your lecturer calm enough when dealing with class situations, and can control him/herself both in and in a non-conditional classroom?”

AS said "the matter of calmness in teaching, non-native lecturers are indeed quite good in terms of classroom control. The instructions from them are very clear we understand"

BL said "sometimes it can also be somewhat angry or can bring feelings in terms of learning in class or outside. This happens often because of the student concerned who did not carry out his orders or make mistakes"

LA said "as long as I study non-native everything is going well. We focus and study hard. It is not uncommon for him to punish students who look too busy on their own or to play cellphones, this is natural for us"

AT said "sometimes non-native lecturers don't care about those who are noisy, this is because students themselves are already big and can think. Although sometimes the noise is disturbing. This is usually lecturers who are elderly"

LS said "we feel learning with non-native lecturers is very relaxed, not like when we are native, we enjoy it more because of their relaxed and calm nature, as well as when we are naughty or wrong"

Based on the data above, it can be concluded that non-native lecturers have a good level of stability in teaching. as conveyed by students, although sometimes they punish some students who are naughty and do not pay attention when studying. but there are also drawbacks when they ignore noisy students, usually, this is done by lecturers who are quite old.

## **2) Wise**

Wise attitude is the right attitude in responding to every circumstance and event so that justice, justice, and silence emanate.

The question “ Would your teacher be wise in certain situations and be fair?”

AS said "about justice in terms of the learning process, we all get the same rights and opportunities"

BL said "every lesson we can ask and refute, even propose something. There are no restrictions in terms of learning"

AT said "when we study we can provide input and also advice in improving our learning process, and the lecturer responds to it and offers us what kind of things are equally good.

LA said "when there are mistakes in doing work, we still get the opportunity to improve again. Without making favoritism, anyone can re-learn and can even be more intensive"

LS said "I am close to the teaching lecturers, so they often teach without the need to formally. We can directly visit them to the office to study, and this applies to all English students.

Based on the data above it can be understood that non-native lecturers are very fair in treating their students. also, they get the same opportunity in terms of learning and also argue which can be mutually helpful and beneficial to both.

### **3) Adult and Authorities**

Adult nature is a trait that symbolizes a person's level of thought, a teacher must be able to take responsibility for decisions that have been taken in the learning process and respond to class situations. The question “Does your lecturer become an adult by being able to take responsibility for every decision taken in the classroom during the learning process?”

Adult nature is a trait that symbolizes a person's level of thought, a teacher must be able to take responsibility for decisions that have been taken in the learning process and respond to class situations.

AS said "during the learning process, obviously this non-native lecturer is an example for us. How he organizes classes to be more conducive and effective".

AT said "the nature of being mature without bringing problems in the office or outside, has become a prime example for us. Even though we know it's not that easy to be a lecturer"

BL said "we know sometimes the class is not conducive and the lecturer is silent, it could be as a way he calms down. Rather than being angry at us. Very much salute the adult attitude that our lecturers have"



LS said "even though many mistakes we made and actually cannot be tolerated. But still, they are very able to understand us and provide explanations and encouragement for me to continue learning and not give up"

From this opinion, it is concluded that non-native lecturers have a good level of maturity. as an example for students in managing and conditioning classes. Regardless of students' mistakes, they still provide an approach and encourage them to keep learning and enthusiasm.

Non-Native lecturers can make decisions at the right time and according to their rights. however, the decision was considered to have both good and bad effects between the two teachers and students

#### **4) Noble**

A teacher has a noble nature that shows himself with dignity and high dignity and respect mean a teacher can be an example in terms of courtesy and behave following the rules and religion. The question “ Would your teacher be an example of behavior and courtesy for students?”

A teacher has a noble nature that shows himself with dignity and high dignity and respect mean a teacher can be an

example in terms of courtesy and behave following the rules and religion.

AS said "clearly he is all an example for us, in terms of the same religion and culture we can understand each other"

BL said "about politeness, they are our role models. We maintain our behavior as they set an example for us in class"

LA said "it's not uncommon for us to follow their teaching style and also the way they deliver. Because in our opinion it is very interesting and appropriate in its application to students".

LS said "although sometimes we acted unkindly, he immediately rebuked us especially about religion and also politeness. Like someone playing cellphone while in class, it was clear that they were immediately criticized for not paying attention, instead of playing games.

all students agree that the level to the noble of a lecturer is indeed very exemplary for students. this they conveyed in the interview. they cite this as a good example for them. as the lecturer gives an example of respecting, acting out politeness and also never obeying religious rules.

## **5) Discipline**

The nature of discipline as an important foundation in giving examples to students, discipline is to do things promptly and not in a hurry, meaning that everything is done sparingly and precisely. such as coming to class on time, teaching according to the amount of time given, providing consistent provisions. The question “ Does your lecturer apply discipline during learning, speed and also keep time in completing his duties as a lecturer?”

AS said "about discipline they are two examples of Western culture who were very disciplined when teaching and that was a very good example for us. The teacher often entered earlier than us, so he usually standby first before school hours start."

BL said "since we understood his / her habits that were always on time, made us come early to class. It would be a shame if he first went to class"

AT said, "the accuracy of the time is always right, if the clock is over then the teacher prepare for closing and reviewing important points and reminding us".

LA said "although sometimes there are lecturers who can indeed change the time they enter the class or suddenly enter. This is often experienced by some lecturers"

LS said "even though there are still lecturers who come late to class before they still confirm their involvement. Maybe what needs to be paid attention is not to give a sudden decision, such as suddenly entering and taking a holiday.

From the opinion of all the students above, it can be concluded that non-native lecturers can be examples of discipline in several ways. Although there is negligence as long as everything is through good communication with students, it would not be a complaint. Also, students hope that there would be no sudden changes in class decisions or schedules.

#### **6) Honestly**

A teacher who has an honest nature is a teacher who gives truth and is transparent to his students, as in terms of grades and scores obtained by students. The question “ Would your lecturer be honest and open in the grades given to students?”

AS said "when it comes to honesty and transparency, the teacher is very open to us. the teacher always expresses what aspects would be judged for him in the learning process. So we can condition ourselves to achieve these targets".

LA said "about the value of his also open to us, this is often teachers explained what the aspects of the assessment. It's just that

his assessment was quite high in criteria. So we had difficulty getting his target"

BL said "in terms of learning he would give us direct affirmation, what are our obstacles in learning to be because our grades are less than optimal"

AT said " not all lecturers can be open about grades, however, their ratings are based on their criteria. it might be asking us when we get results that are not what we expected "

LS has the same answer as her friends above. it can be concluded from the interview. that nonnative speaker lecturers are very interactive, this is agreed by students, they are an open and honest person about grades and assessments. it's just that obstacles often occur when the lecturer does not provide evaluation criteria or suddenly we get less than their score. without students knowing the grades or scores and suddenly it is already low.

## **7) Broadminded**

A teacher must have an open-minded attitude meaning he can connect many things that exist to the material or lessons in the class. able to be more open and ready to receive inspiration and to discover new things. The question “ Is your lecturer able to invite students to think openly "out of the box" during the learning process?"

AS said "about the ability to be clear indeed he is an expert, so we are often made aware of him. That we need to think ahead, think out of the box"

AT said, "the way they were taught was indeed different in terms of media and style made us think more, that many ways to teach English this made us more open-minded".

BL said, "They were very enthusiastic about every response and also the proposal from students, every question and also a refutation he responded well to everything that was said by students".

LA said "sometimes teach us new things. So we need time to understand. Their hopes are indeed the same, which can encourage us to be able to try more"

LS said "based on my experience, I absorbed this from each of their motivations to make us keep trying and learning so as not to be easily discouraged. And keep trying new things"

From the interview above, the writer concludes that non-native lecturers are very open-minded in teaching students. they invite students to be more forward-thinking. and trying to master new things. Although it looks difficult, he continues to motivate students to be able to try more.

## 8) Positive Inspiration

The teacher not only teaches lessons but also provides good inspirational examples of attitudes, traits, achievements and good habits. besides, it is also able to continue to motivate students to keep trying better. The question "Is your lecturer able to be a person who always motivates students to be better at learning?"

AS said "teacher was very inspiring for us, especially in terms of habit or culture of discipline which he showed in terms of timeliness and cleanliness, another thing that we are very happy to hear is the story of when he was taught in various schools and experiences that made us excited to learn more languages cares about education.

AT said, "teacher taught us that it is important to develop a teaching method, the attitude of a teacher like him is very inspiring, about how to find media that can make students interested in learning".

BL said "when the teacher comes to his behavior and clear the pretensions this is very exemplary for us. In terms of disciplinary behavior, we remember very much".

LS said "nonnative lecturers at IAIN Palangka Raya have many achievements. So this is a great example for us. When we see



what their achievements are, they are from the group and also one family with us. It makes us think that they can. Moreover we as students, surely we can too.

LA said "everything feels hard on us when we realize that we always get encouragement from them. They make us think that learning never stops, our struggle is still long, every motivation from what we see and from what they say is always echoed in our mind.

Ain this case it can be concluded that the students agreed that non-native speakers as lecturers who inspire in various ways. Be it attitude, achievement and also many other things. It motivates students to imitate and follow the achievements of the non-native lecturer.

## **E. Result Of The Study Of The Native And Non-Native Lecture**

Based on the questionnaire results and also the interview above, it can be concluded several things about native and non-native lecturers based on what is obtained and experienced by students during their joint learning process as follows:

### **1. Native lecturer**

- a. In expansion, based on the comes about of interviews, understudies instructed by native see more dynamic. Meidita (2017, p. 60) Even though,

to begin with, they were still ungainly with the nearness of the first educator after getting to know each other, the students' reactions changed to be more friendly to the native lecturer. Another uncommon thing and from the initial instructor is continuously making understudies speak actively in the course.

- b. Native teacher continuously makes a difference understudies talk English in course legitimately and correctly. Meidita (2017, p. 60) emphasize to native lecturer at the campus was too exceptionally inviting and fun since the highlight was a small difference. They have a reason to just like the unique native since they may be an outsider who has great English aptitudes and talking emphasize that's claimed by a Native speaker who they think is interesting and amusing.
- c. Students like native lecturer since they are inborn since they frequently conversation almost live in their domestic nation, to be specific America. Based on understudy transcript interviews, understudies say that there's a learning club. And they were very happy since the native lecturer didn't fairly clarify the lesson. Other reseacher's David (2005, p. 60) But the native lecture moreover told his life story or the day by day exercises of Americans. So, a few understudies say that they are never bored to go to ponder clubs. They moreover think that they are too interested in the non-native lecture. According to the students, the innate individuals have the same highlight, propensities, and foundation, both of which begin from Indonesia, making it simpler for them to communicate.

- d. All understudies like native and nonnative teachers as instructors at school. But what is marginally distinctive is when the analysts attempt to conversation approximately a native educator, they are very enthusiastic. Kusnawati (2017, p. 52) Since it made them feel interesting to tell how a native lecturer has got to do in their course. Agreeing to them when a native lecturer conveys a subject matter or tells stories with familiar accents that are special, they feel the closeness between the local instructor and understudies, similar to friends.
- e. Students have experience lost perception or fail to understand what is conveyed by native lecturers. Because students are still not used to it. Even so, native lecturers still understand that.
- f. Native lecturers as instructors with good competence and ability in handling students. In personality from the results of the interview. Shows that students strongly agree that positive opinion on the attitudes and behavior of native lecturers who taught them all time (Aisyifa. 2018, p. 50).
- g. Students expect a native presence again later to be able to improve English as well as their knowledge of culture and also direct interaction, Kusnawati (2017, p. 53) stated for students learning with a native becomes a necessity.
- h. The problem that generally arises was when native lecturers put too high expectations on students. So the assessment criteria are sometimes too

high and not right enough for students. And often there is a problem of misunderstanding between students who do not understand the instructions

- i. Students are still more or less awkward in interacting with native lecturers until the class that seems active is only certain people. Kusnawati (2017, p. 52) this is because they are afraid of wrong communication with native lecturers.
- j. Students expect native lecturers to be able to provide teaching that is in line with their abilities. Aisyifa (2018, p. 50) relating criteria that are too high, so that it is adjusted to the ability of students. So students can give their best.

## **2. Non-Native Lecturers**

Based on previous research also has similarities with previous research Rahmila (2011) is in line with the results of his research. And as Medgyes (1992, 2006) proposed six assets of the non-native lecturer. These assets are:

- a. The non-native lecturer is an example of successful learning models. so thats' why A non-native English teacher would be able to become an English teacher. It same with Sahin (2005, p. 5) if they don't succeed in learning English. In this case, there is a learning that starts from the basics with all the processes and success to motivate students to be able to achieve the same or even better performance than their teacher.
- b. The non-native lecturer can give and teach learning strategies more effectively according to the abilities of students they understand. Non-native lecturers have a lot of experience based on what they have

experienced to share with students, unlike natives who are just trying to understand student conditions and find solutions to appropriate methods. In addition to learning from experience, a non-native lecturer is closer, so that they share tips and tricks and ways to understand or solve problems in learning English (Sahin, 2005, p. 5).

- c. The non-native lecturer can allow understudies more data almost English. That's since non-native instructors have learned English from the starting and amid the method, they get it how English works. Aisyifa (2018, p. 50) non-native lecturer are bilingual or even multilingual competence. Agreeing to Canagarajah (1999, p. 80), this competency "Developing profound metalinguistic information and complex dialect awareness".
- d. The non-native lecturer is superior able to expect learners' troubles. Through their possess learning encounters, non-native instructors know what is troublesome and simple, so they can expect when their understudies confront certain issues. Medgyes (2006, p. 438) places it as having a "6th sense", so that non-native lecturer can foresee and avoid understudy linguistics problem.
- e. The non-native lecturer tends to empathize more with students' issues and needs. The challenges they already experienced as learners can be compared to those of their understudies. This comparative encounter makes non-native instructors more delicate and understanding, and they can share their tips and methodologies with students. (Medgyes, 2006, p. 439).

- f. The non-native lecturer can advantage from using the same mother tongue as understudies. Within the past, there was a suspicion that fruitful learning had to be done totally in English. Be that as it may, presently numerous specialists concur that the use of L1 can make the educating and learning process easier to handled. This could work as the "foremost unique communication vehicle" between instructors and understudies (Medgyes, 2006, p. 439).
- g. Non-native lecturers generally only have deficiencies in disciplinary issues and inconsistencies in terms of time. Students sometimes have difficulty when there is a change in the schedule and others (Medgyes, 2006, p. 439).
- h. Non-native lecturers have teaching methods that are sometimes still monotonous and unattractive. Because students need new teaching for teaching inspiration later (Rahmila, 2011, p. 22)
- i. Non-native lecturers are very inspiring with all their motivations and achievements in various fields in the English language. Make students want to be deeper and study hard. (Ismet, 2005, p. 7)
- j. Students expect non-native lecturers to be able to provide maximum teaching to students with something current and new, while also still needing the personal development of the lecturers themselves. So that there would continue to be developments for students who are taught each year (Farida, 2012, p. 1).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consisted of conclusions and suggestions. Like the last chapter, the writer summarized the data into main statements and points. It also has a suggestion in the last because this research was not completely good.

#### **A. Conclusion**

##### **1. Students' Perceptions On The Personality Competence Of Native And Non-Native Lecturer**

Students have agreed for the personality and positive impacts received while studying with non-native lecturers (81%) qualify strongly agree. Categories of questionnaires about native speakers have been dominated by positive opinions for personality with a total of 77% the categorized is Agreed.

##### **2. Students' Views On Their Ability And Knowledge In English After Being Taught By Native and Non-native Lecturer**

The results have been dominated by positive opinions (72%) with categories was Agreed. Students have agreed for the benefits and positive impacts received improvement in english ability while studying with native lecturers and non-native lecturers.



### **3. Students' Expectations Regarding The Roles Of Native Speaker And Non-Native Speaker Lecturers In Helping Improve Their Skills In English**

Students expect the development of each teacher because their hope of learning with native and non-native is the presence of relevant new knowledge (77%). Students' expectation of native and non-native is a balances' (83%) strongly agreed category. So that non-native lecturers have achievements like native lecturers. While native lecturers are also expected to understand and learn the local culture of students to facilitate communication and social

Based on the interview data also has obtained data on the expectations and difficulties of students in learning. Students hope with the presence of native lecturers again in the future. Because they believe that the presence of native lecturers can improve their abilities and be more motivated to learn English. Native lecturers are very distinctive with their accent and style of speech and their behavior makes students very interested and likes to learn with them, besides the stories about Western experiences and culture. The difficulties they often encounter generally are often misunderstandings in instructions and also quite high criteria from native lecturers to students

#### **B. Suggestions**

About conclusions, researchers want to propose the following suggestions that may be useful and valuable for students, lecturers, and researchers.

##### **1. For students**

The researcher recommends that all students always develop their English by relearning what native and non-native lecturers have taught. The

presence of native lectures as a means to strengthen the existence of English students. Then you must use time with them to deepen English itself. Besides the presence of non-native lecturers is a motivation for students to be able to achieve the achievements they have achieved.

2. For English and campus lecturers

The researcher recommends that lecturers of English and also the campus that the needs of a native speaker on campus majoring in a language is very important for students. This is to provide a real picture of the language itself because it has become a necessity for language students. For lecturers, they hope that they can give maximum effort in a discipline as an example for students and hope they can provide a new style of teaching that is not monotonous.

3. For other researchers

The research design is not perfect, there are still many improvements that need to be done. Some parts are still specialized in this research. The research strongly recommends that there be further development of aspects that can be examined in this research. And the authors also highly recommend further follow-up to further this study as a reference.

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