

CHAPTER IV

FINDINGS

In this chapter, the researcher describes the finding of the research. There are some problems to be discussed in this chapter; there is students' positive and negative perception toward the native teacher and students' positive and negative perception toward a non-native teacher. The descriptions are written in the following :

A. Data Persentation

In this part, the reseacher presents the result of the interview of the students' perception on the personality competence of native and non-native teacher at SMAN 1 Rejotangan Tulungagung. The result of each item that is investigated the students' perception of the teachers' attitude, teachers' performance and students' feeling summarized below on the table :

Table 4.1 The Result of the Interview

No.	Native Teacher	Non-Native Teacher
1.	Attitude -Positive a. Self Confidence b. Open Arguement c. Humorous d. Caring e. Good Relation -Negative	Attitude -Positive a. Self Confidence b. Humorous c. Caring -Negative

	a. Indisiplint b. Ignoring	a. Punisher
2.	Teaching Performance -Positive a. Innovative b. Good outcomes -Negative a. Too patient	Teaching Performance -Positive a. Innovative -Negative a. Monotonously
3.	Feeling -Positive a. Unique -Negative a. Confuse	Feeling -Positive a. Understanding -Negative a. Playfavor

The result above include that the students not only have good perception toward native or non-native teachers. But they also have bad perception toward native or non-native teacher who teach them in SMAN 1 Rejotangan Tulungagung.

B. Students' Perception Toward Native Teacher

Based on the result of doing an interview with the subject of the reseach, the reseacher presents finding of the reseach that are natives' attitude, natives' performance and students feeling.

1. Attitude

The interviewer starts interview about native teachers' attitude. To be a professional teacher, they should have a good attitude that related to their actions when teaching in the class. There are many questions and so many kinds of students' answer about their native teachers' attitude. There are so

many kinds of students perception about their native teachers' attitude and the answer can be classified into positive and negative perception.

a. Positive

The students have a good perception of native teachers' attitude. Based on students' body language when the researcher is going to interview. According to the students' answer, there are some positive perceptions toward native teacher

a.1 Self Confidence

There are some students that have the perception about their native teacher, they think their native teacher is very confident in teaching. They also said that their native teacher can encourage students' learning.

IS said that "*Miss Sonam selalu mengajar dengan penuh semangat*" (Miss Sonam always teaches with enthusiast).

IS always feels happy, during learning process that being taught by native teacher because Miss Sonam can make IS more enthusiastic to study English. Miss Sonam can encourage her learning. Another students have the same perception

MT said, "*Miss Sonam selalu enthusiasm, dari awal masuk kelas sampai kelas berakhir*" (Miss Sonam is

always enthusiastic, from the beginning of the class until finish).

LK tell “*Miss Sonam kalau ngajar selalu dengan semangat dan antusias*” (Miss Sonam always taught with full of spirit and enthusiasm)

TK tells “*Miss Sonam selalu bersemangat, Jadi murid-muridnya juga ikutan semangat untuk mengikuti kelasnya*” (Miss Sonam is always enthusiastic, so her students is also enthusiastic to follow her class).

From their transcript, can be concluded that Miss Sonam always teaches with enthusiastic. The enthusiast is one of positive attitude that can be a motivation to achieve ambition. Enthusiast also makes the teacher love their profession. Transmitting enthusiast means sharing the interest of students to learning in the class.

a.2 Open Argument

The interviewer also asked whether their teacher also gives an opportunity to open their argument or express their laugh. And some students answer that their native teacher always gives the opportunity to open their argument.

MT tell “*Miss Sonam selalu memberikan kesempatan untuk kita mengutarakan pendapat kita. Bahkan Miss Sonam selalu memberikan kita kesempatan untuk tertawa di tengah-tengah pelajarannya*” (Miss Sonam always gives us the opportunity to express our opinion. Even Miss Sonam always gives us the opportunity to laugh in the middle of the lesson).

TK said, “*beliau juga selalu memberikan kesempatan buat kita berdiskusi di tengah jam pelajarannya*” (she always gives us the opportunity to discuss in the middle of the lesson).

IS tell “*beliau selalu memberikan kita kesempatan untuk berpendapat*” (she always give them the opportunity to open their opinion).

LK said “*iya, beliau selalu memberikan kesempatan buat berpendapat*” (yes, she always gives an opportunity to show the argument)

RZ also has the same perception “*kita selalu diberi kesempatan untuk berargumen sama Miss Sonam*” (Miss Sonam always give us the opportunity to open an argument).

In order to be more active in expressing their opinion, usually, the teacher provides opportunities for students to make presentations after they have finished working on the assignment given by the teacher. By expressing arguments, they will be encouraged to be more critical and will have the opportunity to develop their ideas or thoughts.

a.3 Humorous

Based on the students' interview transcript, some students said that their native teacher is a humorous person. Because they thought that Miss Sonam sometimes gives jokes and she always laughs.

MW said, "*Miss Sonam juga sering memberi lelucon ditengah jam pelajaran, sehingga kita merasa terhibur dan tidak bosan*" (Miss Sonam also gives jokes in the middle of the lesson, so we feel comforted and not bored).

LK also said "*kalo ngajar Miss Sonam nggak pernah ngebosenin, beliau sering ngajak kita tertawa di tengah jam pelajarannya*" (Miss Sonam is never boring, she always invite to laugh together).

MT said "*Miss Sonam sering melontarkan joke-joke ditengah jam pelajaran. Beliau sangat humorous,*

saya suka”(she often gives some jokes in the middle of the lesson. she is humorous, and I like).

TK tells “*Iya, beliau sangat humorous. Selalu menyelipkan leluconan. Jadi kita juga sering ketawa bareng-bareng*” (yes, she is very humorous. Always gives joke. So we often laugh together).

UL tell “*yang di tunggu-tunggu dari Miss Sonam kalau mengajar itu leluconnya, beliau selalu ngajak kita tertawa*” (something special from Miss Sonam is, if she is teaching and giving a joke, she always make us laugh).

IS tell “*iya, Miss Sonam sangat humoris, beliau suka kasih guyonan di tengah jam pelajaran*” (yes, Miss Sonam is very humorous, she always gives jokes in the middle of the lesson).

For the teacher, having a sense of humor is a personal capital that is very valuable and can be a special attraction in the eyes of students. The teachers’ sense of humor is very useful in an effort to create a classroom an interesting situation in the class and the development of a healthier and more enjoyable learning process.

Sense of humor is one of the keys to become a successful teacher. With the sense of humor, a teacher will show that she or he

is a person who has a healthy personality and mentality, can enjoy life, and he or she able to live their career life naturally without stress.

a.4 Caring

Some students also have a perception that their native teacher always caring with them. It is based on students' perception that shows their native teacher is caring.

MW also said that *“Miss Sonam selalu perhatian dengan murid-muridnya, beliau juga tau apa yang muridnya butuhkan ketika jam pelajaran sudah dimulai”*(Miss Sonam is always concerned with her students, she also knows what her students need when the lesson begins).

MT tell *“beliau orangnya juga peduli sama teman-teman yang kadang kurang jelas dengan penjelasan beliau”* (she is also caring to her students who are sometimes not clear with her explanation)

IS also has the same perception, she said: *“Miss Sonam selalu perhatian sama kita-kita”* (Miss Sonam always cares about us).

TK tells “*kita selalu mendapatkan perhatian dari Miss Sonam*” (we always get attention from Miss Sonam)

Caring with students is one of good attitude because teachers’ caring make students more enthusiasm to study English. With caring, the teacher also knows what students’ need when they study English.

a.5 Good Relation

Some students tell that Miss Sonam has a good relation with other people because Miss Sonam is a humble person.

MT said, “*Miss Sonam sudah akrab banget sama warga sekolah, apalagi sama kita-kita*”. (Miss Sonam is very familiar with school citizens, especially with us).

IS tell “*Miss Sonam friendly banget, beliau akrab sama warga sekolah lainnya*” (Miss Sonam is so friendly, she is familiar with others in the school).

MW tell “*Miss Sonam orangnya sangat friendly, di dalam kelas maupun diluar kelas*” (Miss Sonam is very friendly, in the class or not)

LK tell “*Miss Sonam itu menurut saya orangnya sangat humble sama semua orang*” (I think Miss Sonam is very humble with others).

TK tells “*Miss Sonam itu sudah sangat akrab sama guru-guru lainnya*” (Miss Sonam is so familiar with other teachers)

Other students have the same perception, RZ said: “*Miss Sonam orangnya humble, akrab banget sama kita*” (Miss Sonam is a humble person, she is very familiar with us).

Having a good relation with others is one of the good criteria for teacher because the relationship between teacher and students in the teaching-learning process is one of the factor to make students’ learning success.

b. Negative

The students also have a negative perception of their native teacher. Some students said that besides having a good attitude, their native teacher also has some negative attitude.

b.1 Indisciplined

From the students' transcript, there are some students that have a perception about their native teacher, who wearing an unformal uniform and often come late.

LK said "*Miss Sonam sering terlambat dan memakai seragam tidak formal, tidak kayak guru-guru pada umumnya. Yang selalu memakai seragam rapi*" (Miss Sonam is often come late and wearing an informal uniform, different from other teacher. The one who always wear formal uniform).

MW said "*Miss selalu memakai baju santai*" (Miss Sonam is always wearing casual uniform).

IS tell "*Miss Sonam itu kadang datangnya tepat waktu tapi lebih sering terlambatnya*" (sometimes Miss Sonam comes ontime but more often come late).

TK said "*Miss Sonam datangnya sering telat terus selalu pakai baju santai*" (Miss Sonam often come late and she wears a casual uniform).

RG said, "*Miss Sonam kalo berpakaian terlalu casual, tidak seperti guru-guru pada umumnya*" (Miss Sonams' dress is too casual, different from other teacher).

MH also tell “*Miss Sonam datangnya juga sering terlambat*” (Miss Sonam often come late).

Coming late is one of negative attitude because it is showing indiscipline. The teacher should come to the class before the time start. Wearing informal clothes also show that she is indiscipline in dressing like another teacher.

b.2 Ignoring

According to some students transcript, they tell that Miss Sonam rarely rebuking her students when they make a noise in the class.

MT said, “*Miss Sonam jarang menegur teman-teman yang suka ramai sendiri di tengah jam pelajaran*” (Miss Sonam rarely rebuking her students when they make a noise in the middle of the lesson).

RG said “*Miss Sonam suka ngebiarin temen-temen yang ramai sendiri dikelas*”. (Miss Sonam Ignored the students who make a noise in the classroom).

TK said “*Miss Sonam sering membiarkan kalau saya dan teman-teman ramai sendiri*” (Miss Sonam ignored me and my friends when we make a noise)

IS tell “*Miss Sonam sering mengabaikan teman-teman yang bergurau di belakang*” (Miss Sonam often ignored who make a noise in the behind of the class).

LK said, “*Miss Sonam sering membiarkan saya dan teman-teman ramai sendiri di bangku belakang*” (Miss Sonam often ignored when my friends and I make a crowded).

MH also tell “*Miss Sonam kerap mengabaikan kalau saya dan teman-teman ramai sendiri*” (Miss Sonam often ignored when we make a noise).

From their transcript, can be concluded that Miss Sonam look indecisive. So the students sometimes think that it is make their learning process is not well. Ignoring, still make a noise in the classroom.

2. Teaching Performance

The second session, the interviewer asks about native teachers' performance during teaching in the class. Because performance is the preparedness of individual or group of people to do an activity. Moreover the performance of the teacher can be influential to the students' outcomes. So the interviewer wants to know, how is students' perception of native teachers' performance.

a. Positive

There are many students that have a positive perception about their native teachers' performance.

a.1 Innovative

Based on students' transcript, the students tell that native teacher always used an innovation method to teach. The students can learn with enjoying the situation because they always interest in native teachers' method and media.

Is said "*Motode pengajaran Miss Sonam sangat kreatif, kadang juga diselingi dengan game di tengah pelajaran berlangsung. Jadi kita semua tidak bosan*" (Miss Sonams' teaching methods are very creative, sometimes he adds some games in the middle of the lesson. So we all never get bored).

MT said "*Miss Sonam mengajarnya sangat inovatif. Saya sangat enjoy*" (The way of Miss Sonam is teach is very innovative. I really enjoy it).

LK tell "*metode sama media yang dipakai Miss Sonam juga lumayan inovatif*"(media and method that used by Miss Sonam is also innovative).

MW tells “*media sama method yang digunakan juga inovatif*” (media and method used are innovative).

TK said “*kita sering banget main game di tengah pelajaran*” (we often play a game in the middle of the lesson)

Other students have the same perception MT said: “*Miss Sonam selalu memberikan game supaya kita tidak merasa bosan*” (Miss Sonam always gives the game so we never feel bored).

Giving a game in the middle of the learning process will make the class more comfortable. Studying while playing also makes the class bored. Using innovation method also attract students’ attention and make some learning motivation for students.

a.2 Good Score

Because of a good performance from the native teacher, the students have a good outcome.

MT said “*saya sering mendapatkan nilai yang bagus*” (I often get good score).

Some students also have the same perception as MT. Because they often get high scores, they feel very enjoy in English class

with Miss Sonam. MT thinks that Miss Sonam teaches very clearly related to Indonesia curriculum.

She also said, "*kadang-kadang Miss Sonam ngajar tanpa membuka textbook tapi yang beliau ajarkan tetap sama dengan kurikulumnya*" (sometimes Miss Sonam teaches without open the textbook but her explanation is the same as the curriculum).

MW said "*selama diajar Miss Sonam sih nilai saya selalu bagus*" (I always get a high score)

IS tell "*selama diajar Miss Sonam nilai saya belum pernah turun*" (as long as I was being taught by Miss Sonam, my score gets never bad).

LK tell "*selama diajar Miss Sonam, nilai saya selalu stabil dan menurut saya beliau mengajar sesuai dengan kurikulum yang ada di Indonesia*"(while being taught by Miss Sonam, my score always stable and I think she taught according to the curriculum in Indonesia).

Miss Sonam can understand Indonesian curriculum so fast. So her student will not miss the material.

b. Negative

From the students' transcript, there are some negative perception of their native teachers' performance.

b.1 Too Patient

Some students have the same perception that their native teacher often irresolute and can not control the situation in the class

RZ tell "*kondisi kelas kadang sering rame sendiri dan Miss Sonam kurang bisa mengontrolnya*" (the condition of the class often crowded and Miss Sonam was unable to control them).

IS tell "*Miss Sonam belum bisa mengontrol kelas kalau teman-teman ramai sendiri*" (Miss Sonam can not control the class if her students make a noise).

TK said, "*Miss Sonam orangnya penyabar, jadi beliau tidak bisa mengontrol kelas kalau teman-teman bikin kegaduhan*" (Miss Sonam is very patient, so she can not control the class when the students make a noise).

MT tell "*iya, sayangnya Miss Sonam itu orangnya penyabar*" (yes, Miss Sonam is so patient)

ND also said, "*Menurut saya, Miss Sonam itu kurang bisa mengontrol kelas yang kadang kita*

ramai sendiri” (I think Miss Sonam cannot control the class when sometimes we make a noise).

Miss Sonam that can not control their class make the learning process disturbed. And Miss Sonam will lose students’ attention.

3. Feeling

The feeling is a mental activity which acquaints us with the situation by giving us direct knowledge of it. The third session, the interviewer asks about how students’ perception of their native teacher. Because students’ perception toward their teacher is very important, to know how they feel when they taught by the teacher. Having a good feeling during learning will make their learning process well and get good outcomes. The students’ perception toward native teacher can be classified into positive and negative.

a. Positive

The students have a good perception of a native teacher. From the transcript, some students tell that their feeling so happy when they are taught by a native teacher.

a.1 Unique

They think that a native teacher is an unique English teacher with the native teachers’ accent itself or daily activity.

IS said, "*pengen diajar terus sama Miss Sonam, soalnya asik*"(I want to be taught by Miss Sonam for a long time, because she is funny).

TK said "*Miss Sonam lucu banget kalau lagi ngomong pakai accent Amerikanya*" (Miss Sonam is so funny when she speaks with America accent)

MT tell "*Harusnya Miss Sonam bisa mengajar disini untuk lebih lama lagi. Saya suka kalau beliau sedang menceritakan kehidupannya di Amerika. Saya jadi pengen pergi kesana*" (Miss Sonam should be able to teach here for a long time. I really enjoy when she is telling her life in America. I want to go there).

Another student has the same perception, RZ said: "*harusnya Miss Sonam ngajar disini lebih lama lagi*" (I expect Miss Sonam can teach English here fo a long time).

So it can be concluded that Miss Sonam make students interest study English with a native teacher. They can increase their speaking and listening skill when they are taught by a native teacher. Not only about the material, but they also know the American daily activity because the native teacher sometimes tells

about this in the middle of the lesson. So, the students feel interesting with native teachers' story.

b. Negative

The students also have a negative perception of a native teacher.

b.1 Confusing

For the first time they taught by native teacher, they feel confused because they can not understand the native teachers' words.

LK tell "*awalnya sempet bingung gara-gara Miss Sonam selalu ngomong pake Bahasa Inggris cepet banget*". (At first, I was confused because Miss Sonam always speak very fast)

ND said, "*saya bingung kalau Miss Sonam ngomongnya terlalu cepat*" (I am confused if Miss Sonam talks too fast).

TK said "*saya yang kurang pandai dalam bahasa Inggris sering mengalami kebingungan ketika mendengarkan beliau menyampaikan materi*" (I am so bad in English, sometimes confused when Miss Sonam expalined the material).

MH also tell “*Miss Sonam kadang menerangkan dengan cepat jadi saya sedikit kebingungan*” (sometimes Miss Sonam is explanation is so fast, I was a little confused).

Some students have the same perception as LK. Because the difficulty to understand their teachers’ say, they keep silent and try to understand with having attention to Miss Sonams’ body language.

C. Students’ Perception Of Non-Native Teacher

Based on the result of doing an interview with the subject of the reseach, the reseacher presents finding of the reseach that are non-natives’ attitude, non-natives’ performance and students feeling.

1. Attitude

The interviewer also asks about non-native teachers’ attitude to compare with native teachers’ attitude when they teach in the class. It can be classified into positive and negative students’ perception:

a. Positive

Almost students have a good perception of their non-native teacher. Because they already being taught by a non native teacher for a long time.

a.1 Self Confidence

They think non native teacher know how Indonesian culture, so the non native teacher knows how to be a good teacher with a good attitude. From the student's transcript.

ND tell *“Mr.Jaya selalu mengajar dengan penuh semangat, dari jam pelajaran dimulai sampai jam pelajaran berakhir”* (Mr.Jaya always teaches with enthusiasm, from the class beginning of the class to the end of the lesson).

Another students has same perception, MT said *“Mr.Jaya hampir tidak pernah kosong, beliau selalu masuk kelas dengan semangat”* (Mr.Jaya is almost never absent, he always comes to the class with enthusiasm).

Enthusiasm is one of good attitude for a good teacher. The enthusiast will be a motivation to learn. Enthusiast also creates creativity in ourself.

a.2 Humorous

In another hand, Mr.Jaya is a humorous person.

MT said, *“Mr.Jaya sering memberi lelucon ditengah pelajaran, beliau sangat humoris”*

(Mr.Jaya often gives jokes in the middle of the lesson, he is a humorous person).

RZ also has the same perception, she said *“Mr.Jaya orangnya lucu, saya suka. Seringkali memberi lelucon di tengah pelajaran. Jadi nggak pernah merasa bosan”* (Mr.Jaya is funny, I like it. She gives jokes in the middle of the lesson. So they never feel bored).

The humorous teacher will be a favorite teacher. A humorous teacher will more easily respond to their students. Situation in the class will be fun, students will enjoy and not feel afraid. The students also will be brave to open their opinion.

a.3 Caring

Some students also tell that Mr. Jaya always caring with the students' or the class situation and condition. In the class they feel very comfortable with Mr. Jayas' class. they always active and interactive. They always ask when they don't understand about the lesson, and Mr. Jaya exactly answers their questions.

IS said *“Mr. Jaya sangat berempati sama murid-muridnya, beliau sangat perhatian. Selalu tau apa yang muridnya butuhkan. Dan selalu menjawab pertanyaan-pertanyaan siswa dengan cepat”*

(Mr.Jaya is very emphatic with his students, he is very attentive. Always know what students need. And always answer students' questions quickly).

MT has the same perception, she said: "*Mr.Jaya orangnya sangat perhatian sama murid-muridnya*" (Mr.Jaya is very caring with his students).

Caring with students is one of a good attitude. Because students need teachers' caring to learn more active and interactive. So the students very happy to tell their story about another subject in the school and the non native teacher can listen and give a good response.

b. Negative

Not only positive students' perception of their native teachers' attitude but they have a negative perception.

b.1 Punisher

Based on the students' transcript can explain that some students do not like if their non native teacher gives a punishment. They are know that they wrong but they want Mr. Jaya to use other ways to remind them so they don't repeat their mistake again.

MH said "*Mr. Jaya selalu memberi hukuman kalau kita ada yang tidak mengerjakan PR*" (Mr.Jaya

always give a punishment if we do not do the homework).

MT has same perception, she tell *“kalau kita melanggar kontrak belajar yang diberikan MR.Jaya, kita akan diberi hukuman seperti berdiri di depan kelas sambil mengerjakan soal soal yang diberikan MR.Jaya”* (if we violate the learning contract, we will be given a punishment like standing in front of the class while answer the questions by Mr.Jaya).

Giving punishment to the students is one of negative attitude because students will afraid and will not enjoy in their class. The students also feel difficult to open their arguments.

2. Performance

The interviewer also wants to know how the students' perception of non native teachers' performance. So the interviewer asks about the students' perception and it can be classified into positive and negative students' perception.

a. Positive

The students have a good perception of non native teachers' performance. Based on the students' transcript, the non native teacher has a good performance when teaching in the class.

a.1 Innovative

They also tell that non native teacher already know the good method or media of the lesson. Because the students think that non native teacher expert Indonesian curriculum.

IS said *“Mr. Jaya kalau ngajar sudah memakai media sama metode yang bagus kok. Kita tidak pernah ketinggalan materi, sesuai dengan kurikulum yang ada”* (Mr.Jayas' media and method is very good. We never miss the material, according to the existing curriculum).

Some students have the same perception with IS. So it will make the students learning very well. The students' outcomes also get a high score because they do not difficult to understand what their non native teacher want and say.

MT tell *“nilai saya selama diajar Mr. Jaya juga tidak pernah jelek, soalnya bahasa yang dipakai sama Mr.Jaya itu mudah di mengerti. Jadi saya*

tidak terlalu kesusahn untuk memahami penjelasan dari Mr.jaya” (my score during teaching by Mr.Jaya is never bad, beacuse the language used by Mr.Jaya is easy to understand. So Iam not confused to understand the explanation from Mr.Jaya).

Giving appreciation to the students will make the students enjoy and happy to get a high score. The students will compete to get a high score, it means the students will enthusiast and more giving attention when the teacher explain the material.

b. Negative

The students also have a negative perception of their non native teachers' performance.

b.1 Monotonously

Based on their transcript, some students said that Mr. Jaya often teaches monotonously because he always opens the textbook from the lesson beginning until the lesson finish.

IS said, *“tapi Mr.Jaya terlalu monoton, beliau selalu membuka textbook dari awal pelajaran sampai jam pelajaran selesi”* (But Mr.Jaya was too monontouns, he always opened the textbook

from the beginning of the lesson until finish the lesson).

Another student has the same perception, MT said ”*Mr.Jaya lebih sering banget membuka textbook. Beliau lebih terpaku sama textbook nya*” (Mr.Jaya often opened the textbook. He more fixated on the textbook).

Teaching with monotonously will make students bored and it makes some students do not interesting when the non native teacher explains the material.

3. Feeling

The interviewer also asks about the students’ feeling when they taught by non native teacher. It can be classified into positive and negative students’ perception.

a. Positive

The students have a good perception of their feeling.

a.1 Understanding

They feel comfortable with a non native teacher. Because they think, the non native teacher knows how the Indonesian students and what Indonesian students want. They taught by non native

teacher for a long time. So they do not have to feel reluctant to open their opinion or their argument.

b. Negative

The students also have a negative perception of a non native teacher.

b.1 Play Favor

Based on their transcript, can be concluded Mr. Jaya only focuses on smart students or who sit in front of the class. The students who sit behind the class feel a little difficult to listen what Mr. Jaya is explanation. Because they said that Mr. Jaya often ignored the students who sit behind.

In addition, based on the result of the interview, students who are taught by native teacher look more active. Although initially, they were still awkward with the presence of the native teacher after to know each other, students' responses changed to be more friendly to the native teacher. Another thing that is special and from a native teacher is always to make students speak in class actively. The native teacher always helps students to speak English in class properly and correctly. Native teacher at school is also very friendly and fun, because slightly different accent.

They have a reason to like a native teacher because she is a foreigner who has good English language skills and speaking accent owned by a native teacher that they consider unique and funny. They like a native teacher because native

teacher often talks about the life of their native country, namely America. Based on the students' transcript interview, students said that there is a study club. And they are very happy because the native teacher not only explain the lesson. But the native teacher also tells the story of her life or American people daily activity. So, some students said that they never getting bored to follow the study club. They also think that they are also interested in non-native teacher. According to the students, native has the same accent, customs, and background, which are both from Indonesia, making it easier for them to communicate.

Actually, all students like a native and non native teacher as teacher at school. But what is slightly different is when the researcher tries to talk about a native teacher, they are very enthusiastic. Because it made them feel interesting to tell how a native teacher has to do in their class. According to them when a native teacher delivers subject matter or tells stories with fluent accents that are unique, they feel the closeness between the native teacher and students, just like friends.

The native teacher often talks with students about interesting things and it is used by a native teacher as one of the native teacher ways to build chemistry or build positive students' perception. Native and students often speak both full English or mixed using Indonesia with their accents which are considered unique, making their closeness look solid, with fun teaching methods, background, customs that are different from a native speaker so that is what makes students interested in native teacher.