

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter reseracher describe about finding and discussion of the research.

#### A. Findings

To know how far the students perception of personality competence toward native speakers and non-native speakers, the researcher used questionnaire as the instrument in collecting the data. The researcher distribute the questionnaire in third students in IX 3, IX 4, IX 6 and IX 7. There are 20 questions about the students' perception of personality competence of native speaker and 20 questions for non-native speakers teacher. There are 3 (three) questions about the speech perception that is question number 3, 15 and 16. Then there are 17 (seventeen) questions about social perception that is question number 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19 and 20.

In this part, the reseracher presents the result of the questionnaire and interview of the students' perception on the personality competence of native and non-native speaker at third grade at SMP Darul Ulum 1 Unggulan Peterongan Jombang. The result of each item that is investigated the students' perception of the social perception, speech perception and

other perception of native speaker and non native speaker summarized below on the table :

**Table 4.1 The Result of Each Item Questions**

Types of Perception	Questions of Perception	The Result of Native Speaker (%)	The Result of Non Native Speaker (%)
<b>A. Social Perception</b>			
a. The Impression	Native speakers or non native speaker (1)	46,7 % “like”	48,3 % “neutral”
	The English teacher is a native speaker or non native speaker (2)	48,3 % “like”	50.0% “like”
b. Characteristic of Teacher (teaching strategy of teacher)	Teacher who has humorous in the classroom (4)	48,3 % “like”	48,3 % “like”
	Teacher who has humorous in the classroom or outside (5)	45,0 % “very like”	48,3 % “very like”
	Teacher who arrives on time (6)	43,3 % “neutral”	36,7 % “like”
	Teacher uses quizzes (7)	35,0 % “neutral” and 35,0 % “like”	50,0 % “neutral”
	Teacher who	41,7 %	50,0 %

	gives <i>rewards</i> in the form of plus points (8)	“like”	“like”
	Teacher who gives <i>rewards</i> in the form of items to be given (9)	35,0 % “like”	46,7 % “very like”
	Teacher who gives a punishment in the form of a task (10)	40,0 % “neutral”	31,7 % “neutral”
	Teacher who gives physical punishment (11)	36,7 % “dislike”	38,3 % “very dislike”
	Teacher who always gives homework (12)	48,3 % “neutral”	45,0 % “neutral”
	Teacher who require students to memorize vocab every meeting (13)	45,0 % “neutral”	46,7 % “neutral”
	Teacher who requires to summarize (14)	40,0 % “dislike”	41,7 % “neutral”
	Teacher who memorizes all of his students (17)	45,0 % “like”	50,0 % “like”
	Teacher who memorizes in	61,7 % “neutral”	46,7 % “neutral”

	part of his students (18)		
	Teacher who understand the characteristics of their students (19)	40,0 % “neutral”	41,7 % “neutral”
c. The Hope of Student	Teacher who becomes a permanent teacher during school here (20)	43,3 % “neutral”	60,0 % “neutral”
<b>B. Speech Perception</b>			
a. Language use	Teacher speak fluently (3)	38,3 % “like”	43,3 % “like”
	Teacher who uses full English (15)	38,3 % “neutral”	40,0 % “neutral”
	Teacher who uses English and Indonesian (16)	36,7 % “neutral” and 36,7 % “like”	45,0 % “like”

The result above included that the students have good perception toward native speaker. The students like a native speaker which humorous and care with students. Most of students like if native speaker give *reward* in form of plus point or items to be given them. Then, From item number twenty, that is on question “do you like a native speaker become a permanent teacher during you school here?”. That around 43,3 % they choose “neutral”. They agree if the native speaker is a man and woman because in their school is included to enviroment islamic boarding school.

So, if the native speaker is man, the approach between the female students and the native speakers was limited. This was different from the approach to the male students who were broader than the female class.

The students also like to non native speaker. The non native speaker is humorous in classroom or outside. They like if non native speaker give *reward* in form of plus point or items to be given them. Most of the students choose “dislike” if their teacher give physical punishment or to many task. Then, From item number twenty, that is on question “do you like teacher become a permanent teacher during you school here?”. That around 60,0 % they choose “neutral”. They feel if the English teacher is native and non native besides adding experience to students. So, the students can also know clearly how native speakers speak.

Then, most of students agree if the native speaker uses English and Indonesian fluently because to make easier in communication but other students disagree if the native speaker uses English and Indonesian because they feel longer in English study. Then, to non native speaker Most of students agree if the native speaker uses English and Indonesian because to make easier in communication.

From the definition above, that the students have good perceptions of native speaker teacher. They really appreciate native speakers who have taught at school by following all activities during teaching conducted by native speakers. The students like some characteristic of native speaker.

That native speakers must be able to speak fluently so that it is easy to understand by students, native speakers who can speak lessons in a unique way so that students do not feel bored, native speakers who can provide assignments, punishments and *reward* according to the condition of the students in that class. On the other hand humorous and friendly is a character that is very liked by students, especially at SMP Darul Ulum 1 Unggulan Peterongan Jombang. The frequency of questionnaire in table can be seen in appendix 7 & 8.

Then, the non native speaker humorous and friendly is a character that is very liked by students, especially at SMP Darul Ulum 1 Unggulan Peterongan Jombang. The students hope non native speakers who can provide assignments, punishments and *reward* according to the condition of the students in that class. Then students can have the opportunity to be taught by native speakers as their teacher at school because for students it is quite fun to know new people in their school environment especially that is a native speaker teacher. The frequency of questionnaire in table can be seen in appendix 7 & 8.

Then, the reseracher analyzed and reflected about the interview from the ten students which researcher take randomly from class IX 3, IX4, IX 6 and IX 7. The findings were based on the students' perception on the personality competence of native speaker and non native speaker. In addition, based on the result of interview, students stated that the procedure of peer review is simple but meaningful activity because they

only need to exchange their work, but they can get a lot of feedback. As students A and B:

The data, collected from interviews informed us that the students' perception on the personality competence of native speaker and non native speaker at third grade at SMP Darul Ulum 1 Unggulan. A and B student agree if native speakers are brought back to teach at this school. So far students who are taught by native speakers look more active. Although initially they were still awkward with the presence of native speakers but after getting to know each other, student responses changed to be more friendly to native speakers. A and B student thought that native speakers who had taught at this school had a pleasant, cheerful and easy smile. When teaching in the classroom native speakers are people who are always full expression when teaching or just communicating with students.

Another thing that is liked by native speakers is always trying students to actively speak in class. Native speakers always help students to speak English in class properly and correctly but student A and B also argues that non native speakers at this school are no less good to native speakers. Non native speakers at school are also very friendly and fun. Maybe the only slightly different accent. Native speakers are more fluent and very smooth in communication compared to non native speakers but student A and B admit that he likes to be taught by native speakers and non native speakers.

Not only that, the students also stated another opinion of their perception on the personality competence of native speaker and non native speaker. Students C, D and E explained that:

They have a reason to like native speakers because he is a foreigner who has good English language skills which makes them interested in native speakers because of the speaking accent owned by native speakers that they consider unique and funny. They like native speakers because native speakers often talk about the life of their native country, namely America. As well as C, D and E students also tell about the lives of each of them. When C, D and E students talk about non native speakers they also think that they are also interested in non native speakers. According to them non natives have the same accent, customs and background, which are both from Indonesia, making it easier for them to communicate.

Supporting the result of the questionnaire, the students add that the good personality is friendly. Student F and G stated:

The opinion from F and G students they really like native speakers compared to non native speakers. the first reason they delivered was because a native speaker who had taught at school was someone who was very friendly, especially for male students. they are not awkward when together with native speakers. they often talk about the country, share lessons and others. They think native speakers are their own friends because native speakers are close to them without any restrictions. So that their closeness is maintained outside and in the classroom.

However, the result of the questionnaire shows that the student perception on the personality competence of native speaker and non native speaker almost same, but some of students especially female students have other opinion about native speaker in their school. As stated by student H, I and J:

Actually they like the characteristics of native speakers because they think native speakers are smart, active and always manage their time well. The assignment of tasks by native speakers is felt to be in accordance with the ability of students in the class. The communication is also well maintained, but only one that is very unfortunate is that a native speaker is a man. So that their communication and closeness are very limited because in the boarding school environment. Their closeness is only limited in class. Most of the female students in junior high school hope that if there were native speakers who would teach in this school, it was expected that there would be native female speakers so that native speakers specifically taught the female class and native speaker man to teach in the male class.

Actually from the results of the questionnaire and interview above, students have positive perceptions of native speakers and non native speakers. All students like native speakers and non native speakers as teachers at school. But what is slightly different is when researchers try to talk about native speakers they are very enthusiastic. According to them when native speakers deliver subject matter or tell stories with

fluent accents that are unique. They feel the closeness between native speakers and students like friends.

Native speakers often talk with students about interesting things and it is used as a native speaker as one of the native speaker ways to build chemistry or build positive student perceptions. Native and students often speak both full English or mixed using Indonesian with their accents which are considered unique, making their closeness look solid. with fun teaching methods, backgrounds, customs that are different from native speakers so that is what makes students interested in native speakers.

The non native speaker that distinguishes is only in terms of less frequent non native speakers sharing with students about lessons, telling stories about interesting and unique things or providing other information to students so that makes non native speakers and students like students with the teacher.

## **B. Discussion**

In this part the researcher presents the discussion of the findings. Then relate it with the theory.

This research proved that students' have positive perception toward personality competence of native speaker and non native speaker teacher. It can conclude of social perception. It based on the the result of questionnaire and interview. It based on the result of questionnaire and interview that most of students chose "like" and "very like" when the

researcher asked about personality competence responses such as humorous teachers, teachers who were on time, friendly teachers, and expectations of students to the teacher, especially about the personality competence possessed by the teacher. It confirmed the theory from (Pianta & Hamre, 2009) that high-quality teachers are thought and expected not only to raise test scores but also to provide emotionally supportive environments that contribute to students' social and emotional development, manage classroom behaviors, deliver accurate content, and support critical thinking.

This research also revealed that the good personality competence of teacher can be one of the determinants of the students' responses when in classroom or outside. The result confirmed the research conducted Kearney (1984) individuals or groups experience stimuli from outside the world to which they ascribe meaning. Although, in many instances these stimuli are experienced similarly, they may often be interpreted differently. The perception is part of that personal dimension that makes people see situations differently as well as their attitude in terms of their environment.

The students also assess or pay attention to when teachers teach in class. When the teacher give task, give punishment and give reward to them. Those result confirmed the research conducted Munchinsky, Kriek and Schreuder (2006) people's preconcieved views also influnce the way in which information is processed. These views assist people to process large amounts of data. If information does not fit with people's preconcieved

views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgement tends to remain consistent. It is only when something extraordinary happens that people might reflect on their preconceived views.

Then, They were quite interested when researchers asked about method or other method which used by teacher to present the materials. Most of students choose “like” that is on question “do you like the teacher who teaches in class using quizzes or other methods?” the students feel interested when the teacher give quizzes or other methods. So that make students interested and more active during learning. This result confirmed the theory from Jacob et al (2004) 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 stimuli that effect the different senses.

The students also assess or pay attention to when teachers speak English. This is also included perception student of English that around 48.3 % they choose “neutral”. Those result confirmed the research conducted (Chacon, 2002; Shin, 2001) English ability, especially oral proficiency, affected the self-evaluation of the non-native ESL or EFL teachers. Teachers with poor self-evaluations taught in environments where the opportunity to use English was limited. By contrast, teachers with higher self-evaluations had more experience living in English-speaking countries

and taught better. These studies have demonstrated the effects of language proficiency on teacher efficacy and teaching methodology. Language teachers with higher levels of language proficiency used more interactive and communication-orientated activities in classrooms. If the teacher is able to show proper use of the language daily, students can use that teacher as an example or model for production and students will be more likely to gain a better appreciation for the language.