

CHAPTER I

INTRODUCTION

This chapter deals with background of the research, which tells about the reason to do research about students' perception after taught by native speaker. Setting of the research. Limitation of the research is the focus of the researcher in this research. Formulation of the research contains a research question, which will answered by researcher in this research. Purpose of the research describes about purpose, which will gained through the research's process. Significant of the research describes about contributions related to the research's result. This chapter, end up with definition of the key terms.

A. Background of the Research

The changes of world culture gave many improvements time by time which could not be avoid by all of the world elements. Human who caused and got big impact in life because of the improvements of culture, technology, and knowledge. Therefore, the used global language becomes necessity if we do not want to be underdeveloped generation. In order to get more information globally, we should master the English as Global language so we could understand the information that we got easily. That's why Indonesia encourage the students to learn English as a Foreign Language. Thus, the Indonesian students should master English to compete globally. English has become a need for people around the world. In Indonesia, English is used as foreign

language that has been a compulsory subject for junior and senior high school (Donal, Andri: 2015). Besides that, Rivi Antoni (2015) state that English is also announced internationally as a communication tool between or among the countries in the world. However, most of students lack of motivation in learning English because they thought that English is hard to be master. Logically, English which is not our first language was difficult to learn. It is supported by Nunan (2003: 48) who state that many people feel that speaking in a language which is not our mother tongue is more difficult.

The improvement world culture also influenced the way human react and think about something included environment condition around us. Then, every people had their own perception, in other word people had many perception. Perception is the sensory experience of the world around and involves both recognizing and actions in response to the stimuli (Cherry, 2018). That's why human had their own action and solution to face the changes of the world. The perception influenced by both of external and internal factors. For example, it was influenced by the environment around and the inner of the human itself, such as the human knowledge that distinguished the way people think.

Most of lecturers who taught English class was Indonesian or non-native. In university of Pasir Pengaraian, especially English study program, the head of English study program often invite native speakers from abroad. Whereas, native has few strength as follows: pronunciation, master of vocabularies, and certainly fluent in English because it is their own language. Ideally, native will be give good perception

to teach students because of their competencies in the language for a long time. As Mauko (2014:4) explain, a native English speaker define as someone who has been born in an English-speaking country and has grown up using English as their first language. Furthermore, a native English speaker is often synonymous with a person who has unquestionable language competence in English and who possesses internalized knowledge of the English grammar. Therefore, students expect to develop their skill well by give them opportunities to study with native.

Whereas most of students got enthusiastic when they heard native come. Indirectly, native increased their motivation to study because they could met foreign people and they are so curious about it. Logically, curiosity can increase students' chance to get more knowledge and gave positive think of the students. However, students often do mistakes, especially grammatical error that occurs in all of the students without realized by students (Niati and Erippudin, 2019). Literary, native speaker from abroad have different culture, experiences, and competencies in English so, students were curious about native speaker. Then, students were stimulate to ask anything about native speaker. Hence, in order to get better in English students need to practice as much as possible also had good perception about English, thus, native speaker raised the students' motivation to practice without they realized it and gave good perception to increase their achievements in English.

Based on explanation above, the researcher was interested in knowing the student's Perception after taught by native, whether it was good or not. That's why

the researcher in this paper took a title: “An Analysis of Students’ Perception Toward Native Speakers at English study program of university of Pasir Pengaraian”.

B. Setting of the Research

Based on the background mentioned the researcher was interested to analyze students’ perception toward native speakers at English Study Program in University of Pasir Pengaraian.

C. Limitation of the Research

This research focused on the analysis of students’ perception of native speakers after taught by native speakers at English Study Program in University of Pasir Pengaraian.

D. Formulation of the Research

Based on the background, the problem could be formulated as how is students’ perception after taught by native speaker at Fourth Semester English Study Program in University of Pasir Pengaraian?

E. Purpose of the Research

Based on formulation of the problem above, the purpose of the research was to analyze students’ perception toward native speakers after taught by native speakers at English Study Program in University of Pasir Pengaraian.

F. Significant of the Research

The result of this research was expected to give some benefits theoretically, and practically: Theoretically, this research was expected to enhance the literature and provide more information about the influence of taught by native speaker toward students' perception at at English Study Program in University of Pasir Pengaraian, Practically, expected to give contribution to the effectiveness of native speakers, both of the students and the lecturers who taught at English Study Program in University of Pasir Pengaraian.

a. For the Lecturers

The finding of the research was useful as a reflection in order to increase and develop their method in teaching students. Lecturers can also know whether the native speakers was more effective or not to teach students.

b. For students

The finding of the research made the students know how their perception toward native speakers after taught by native speakers. Then, it can motivated them to improve their ability in English more than they did before and took benefit as much as possible when they got a chance taught by native speaker.

c. For the other researchers

The finding of the research hopefully could be useful as the source of their reference and it was also useful to help other researchers who want to do further in the same subject deeply.

G. Definition of Key Term

a. Perception

Perception includes the formation of opinions about people or groups of people based on social relationships, interviews or observations (Godwin, 2009). Cherry (2018) define that perception is our sensory experience of the world around us and involves both recognizing environmental stimuli and actions in response to these stimuli. Thus, in this paper the researcher will analyzed about students' perception about native speaker.

b. Native speaker

Literary, a native speaker is someone who born in that language country, learned it since childhood, and speaks it as a first language and use it as daily language. Logically, native speaker of a language is the person who has competency in that language and know all about the language. It means, native can pronounce and use the language well. Theoretically, a native English speaker is often synonymous with a person who has unquestionable language competence in English and who possesses internalized knowledge of the English grammar (Mauko, 2014:4). Thus in this paper the researcher defined native speaker who taught students was the native speaker who invited by English study program to teach the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with review of related theories, which tells about the theories of debate activity on students speaking achievements. Review of related findings, cover some research that related to this research. Conceptual framework explains about the concept of this research. The last explanation of this chapter is hypothesis of the research.

A. Review of Related Theories

a. The Nature of perception

Perception is basically an interaction process. Which is, during the process of perception, data is gathered from the process of social interaction with people or human beings. Perception includes the formation of opinions about people or groups of people based on social relationships, interviews or observations (Godwin, 2009). In other word, Perception is the way someone sees the world. Literary, Perception utilizes sensory and cognitive processes to appreciate the world around us. It is a unique way of understanding phenomena by interpreting sensory information based on experience, processing information, and forming mental models. In order to perception to occur, these defining attributes must be present: Sensory awareness or cognition of the experience, Personal experience, and Comprehension that can lead to a response.

The field of perception is concerned with explaining the operation of the senses and the experiences and behaviors resulting from stimulation of the senses. The senses are vision, hearing, the cutaneous senses (touch, pain, tickle, itch), chemical senses (taste, smell, flavor), proprioception and kinesthesia (awareness of body positions and limb position and motion), and the vestibular sense (balance). Logically, people can only draw from what is known to oneself. Perception is also discussed at length in psychology. According to Marry (2011), the discussion address the mechanics of vision and hearing, touch, taste, and smell. All of these are stimuli that are presented to an individual and interpreted in a specific and personal way. Peoples' experiences in a biblically influenced culture color their perceptions. Furthermore, Hwang, Wang, & Pomplun (2011) states Perception of objects in the visual world is influenced by features such as shape and color as well as the meaning and semantic relations among them. Then, Cherry (2018) defines that perception is our sensory experience of the world around us and involves both recognizing environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about the properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment.

Perception includes the five senses; touch, sight, sound, smell, and taste. It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the

cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent. the lay man's perspective, perception is defined as an act of being aware of "one's environment through physical sensation, which denotes an individual's ability to understand" (Chambers Dictionary). "social perception refers to constructing an understanding of the social world from the data we get through our senses" (Michener, DeLamater and Myers, 2004: 106). Thus, perception refers to formation of opinions about people or groups of people based on human or social interaction which involves human senses.

Perception consist of receiving, organization, and interpretation of stimulus that influence human behavior and form human attitude (Retnowati, 2003). In addition, According to Hermuningsih and Wardani (2016), Human perception has different point of view depend on the human sensory. There are some people has good or positive perception and the other has bad or negative perception that will influence human real action. It depend on how they perceive the information that got from their sensory. Thus, everyone will has different perception on the same object depend on the way the human interpret the information catch by their sensory. Moreover, the way the human interpret is influence by their experience, thinking, and feeling of the object.

b. The Perceptual Process

As already explained above that perception is involves a human thought. Then, perception has the step to form the perception itself such as begin by gathering information from around by using human senses, then transfer the stimuli to be an action or response of the stimuli, etc. According to Cherry (2019), the perceptual process is a sequence of steps that begins with the environment and leads to our perception of a stimulus and action in response to the stimulus. This process is continual, but you do not spend a great deal of time thinking about the actual *process* that occurs when you perceive the many stimuli that surround you at any given moment.

While, based on Rao V.S.P and Narayana, Generally, The Perceptual Process is the quality of input that a process attracts determines the quality of output that the process gives out. Correspondingly, the perceptual inputs are first received, and then processed by the perceiver and the resultant output becomes the lease of the behaviour. The step in the perceptual process consist of: firstly, Inputs, which is Perceived inputs are the objects, events, people, etc. the inputs or the stimulus is everything in our environment that has the potential to be perceived. This might include anything that can be seen, touched, tasted, smelled, or heard. It might also involve the sense of proprioception, such as the movements of the arms and legs or the change in position of the body in relation to objects in the environment. That are received by the perceiver. Secondly, Process, that is the received inputs are processed through selection, organization and interpretation. Thirdly, Outputs, through the processing mechanism, the output (feelings, actions, attitudes, etc.) is

derived. The last is, Behavior. Behavior is dependent on these perceived outputs. The perceiver's behavior, in turn, generate responses from the perceived and these responses give rise to a new set of inputs. Thus, Perception, we actually perceive the stimulus object in the environment. It is at this point that we become consciously aware of the stimulus. (Kendra, 2019).

Moreover, Bruce and James (2015) explain the step of perceptual process involve seven steps, plus “knowledge” inside the person's brain, summarize the major events that occur between the time a person looks at the stimulus in the environment and perceives it, recognize it, and takes action toward it. Those steps are: distal and proximal stimuli (stimuli that exist “out there” in the environment), receptor processes (sensory receptors: visual receptors respond to light, auditory receptors to pressure changes in the air, touch receptors to pressure transmitted through the skin, and smell and taste receptors to chemicals entering the nose and mouth), neural processing (transmit signals from the receptors to brain), behavioral responses (the result) also influence by humans' knowledge, because it can affect a number of steps in the perceptual process that brings to situation can be information acquired years ago or information recently acquired. Furthermore, Jason (2017) adds Perception can be categorized into two processes, sensory information and conceptual processing. Sensory information works by processing information found within our environment picked up by our senses, for instance object recognition would be an example of sensory processing. Conceptual

processing is connected to society's concepts, ideologies, expectations, and knowledge.

c. The Factors Affecting Human' Perception

Social influences may affect one's perception, including gender and socioeconomic status. Research by Kimura (2004) shows a gender difference in cognition. Socioeconomic status influences where you live, what you eat, what you wear, and how you are educated. All of these are the basis for the formation of memories and life experiences. A child from a housing project and a billionaire's child would have two very different views of a mansion. Perception is a personal manifestation of how one views the world which is colored by many sociocultural elements. Markus and Kitayama concluded that people in different cultures have strikingly different perceptions of self and others. These differences can be seen when comparing two distinct cultures. The nature of the individual experience can also be influenced when two cultures meet. Perception of pain in childbirth was found to be increased when the ethnicity of the laboring woman was different than that of the predominant ethnicity of the attendants (Olayemi, Morhason-Bello, Adedokun, & Ojengbede, 2009).

Jason (2017) says elements of human perception consist of: first, proximity, this simply means we like to categorize things together, for instance you at a party and you start grouping people into specific categories such as, jocks, nerds,

athletes, and the popular people. Second, Continuity this is when we perceive things in smooth, coherent and perpetual patterns, and often overlook broken ones. Trying to make sense of the raw data we interpret through sensory information. Third, Closure Humans like to visually fill in gaps to make sense of what we are perceiving. For instance, when shapes, letters, and objects are incomplete our perception automatically tries to fill in the gap of missing information. The last, opinions everyone holds an opinion on any given subject matter and it differs from person to person, because people have different perceptions, and these perceptions are what fundamentally form opinions.

Perception is linked to processes such as memory (memory can be enhanced for experiences rich in perceptual detail; perception can be influenced by past experiences), thinking (perception can both aid thinking and involves processes similar to those involved in thinking), emotion (perceptual experiences can create both positive and negative emotions; emotional states can influence perceptual behavior), and motivation (perceptions such as smell and pain are associated with approach and avoidance behavior; a person's goals and intentions guide looking behavior and tactile exploration) (Goldstein, E.Bruce:2010). Based on National Open University of Nigeria Headquarters (2009) below are the factors affect perception: First, Perceivers, One of the perceivers-specific factors that influence perception is familiarity with the object of perception. Familiarity implies that, compared to others, we are better positioned to make observations leading to better relative ability to arrive at superior decisions about a particular situation. Another

factor that influences social perception is the perceiver's attitude. Our mood is another important factor that affects the way we perceive others. Generally, the difference in our reaction to situations is a function of the state of happiness or sadness in which we find ourselves, (i.e. our moods). Thus, we tend to more easily remember information that identify with our moods than those that do not. The self-concept of the perceiver is also a critical determinant of perception. Basically, people that possess positive self-concepts tend to perceive positive attributes in other people, while, those with negative self-concepts tend to perceive negative attributes in others. Therefore, greater understanding of self allows us to have more accurate perception of others.

Second, Target, Social perception is also influenced by certain characteristics that are specific to the person being perceived (i.e. the target). One of the most important target-specific characteristics is the physical appearance of the perceived. Some of these characteristics include height, weight, estimated age, race and gender. In addition, the way you dress speaks volume about the way you are perceived. More importantly, perceivers find it easier to pick out those appearance traits that are unusual or new. Common examples of unusual personality traits include a very tall person, an energetic child as well as newcomers within a community. Verbal communications out of which perceivers assess a target's voice tone, accent and related factors also affect his/her perception. Furthermore, the nonverbal Communication contains a lot of information through which an individual is perceived. Eye contact, facial expressions, body movements and

posture are features that guide the perceiver's impression of the target. But, while facial impressions tend to convey general meanings, nonverbal communication poses a challenge of having different meanings in different cultures.

Lastly, Situation, This is a very significant factor that affects the impression that is formed about someone by an individual. In other words, the Social context of the interaction is a major influence. The strength of situational cues often provides clear indications of behaviour that are acceptable within certain environmental contexts. Thus, there are particular situations that influence the behaviour of an individual, which do not necessarily affect the disposition of that individual. This is what is referred to as the discounting principle in social perception.

d. The Nature of Teaching English Foreign Language

People learn English in different situations. Some may study English formally and the others may study it informally consider by where they live and what language that used in the country. The learners who live in English speaking countries such as Australia, the USA, Canada or the UK may get a study in both of formal and informal since English is used in every aspect of the society's life: education, daily conversation, trading, business, law, politics, etc. While, in countries like Malaysia, India, Mexico, Singapore and so on, people use English as a second language. In the countries students also study English in formal and non-formal situation. For example, some schools (or particular levels in some

schools) use English as the language of instruction. Then, in some countries, such as Nigeria, people of different ethnic groups may use English to communicate with each other. Nevertheless, in some countries like Indonesia, Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as EFL (English as a Foreign Language) context. People do not use it as lingua franca or the means of communication in several formal situations such as educational activity, governmental activity and law. In the study of English learning, ESL and EFL are regarded as similar in contexts, since, to some extent, they share similar situation. (Nurhayati, et al, 2008:2-3) Thus, in the countries where English as a foreign language is more challenges both of students and educators of English learning

In Indonesia, English has become one of compulsory subjects taught in Junior and Senior High Schools in Indonesia. English is considered as one important foreign language that should be acquired by Indonesians for many reasons, such as for education and economic development. Moreover, learning English is important because English is a language that use globally. Whereas since the globalization era coming along with the developments of technology and knowledge while most of the technology come from other country, in other word it has explain in other language so if we do not want to be left we need to learn it. That's why we need to learn global language in order to we can get more knowledge and follow the development of era in the world. Not only about the

technology, but also the knowledge based on experts in the world written/spoken by English. Thus English is important for us to be learned although English is a foreign language for us.

There are many ways to learn English for student who learn it as a foreign language. Especially, we need to know what we need to learn to be master of the language. We need to know our aim to learn it so we can make a plan to reach it. In other way, we have to know ourselves necessity, for example, we learn English to master in speaking English, then we can find the suitable condition technique to support us in learning it such as we follow the communities that allow us to practice English as the conversation, then we also can find the interesting thing that relate to motivate us to learn or practice in English speaking. As Nation (2014) explains that there are four things that you need to do when you learn a foreign language: knowing what your needs are and learn what is most useful for you, make conditions that help learning using good language learning techniques, keep motivated and work hard to do what needs to be done, balance your learning across the four strands, which strands are learning from meaning-focused input (listening and reading), learning from meaning-focused output (speaking and writing), language-focused learning (studying pronunciation, vocabulary, grammar, etc.), and fluency development (getting good at using what you already know).

There are few of different purposes of EFL Learners study English, such as: for exam, to support career development, pursuing their education, etc. In most

countries, English as a Foreign Language is part of the educational curriculum, particularly in state schools” (Nurhayati, et al, 2008:3). Thus as English as foreign language lecturer should pay attention to those need of students. The lecturer’s most important job is to plan the material that appropriate to the students need so that there is a balance of opportunities for learning across the four strands, and so that the most useful material is met at each stage of learning.

As the educators, there are also many ways to teach students in English as a foreign language. As explained by Rivi Antoni (2015) in discussion about teaching skills, it does not only discuss about deliver the materials but also discusses about developing classroom learning situation, building a conducive learning situation and conveying information or materials to the students. There are many approach, methods, and techniques that can used to help students in learning English. Most language instructors use assignments in their classrooms to teach English (Rahayu, Pipit et al: 2020). Together with the development of era, the ways to teach also develop again and again. As the Joukoulian state teaching a second or a foreign language is different from teaching a first or native language, lecturers, educators, and linguists are in constant search of new methods and approaches that would appropriate to the students and give more effective result in teaching. After all, the ultimate aim is to satisfy the learners’ needs and help them learn a second/foreign language.

Method is an overall plan of the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.

A single approach includes several methods (Joukoulian). While, Strategy become one of the ways in teaching (Rahayu, Pipit and Syamsiah: 2018). In conclusion there are many Strategies and methods that used in teaching English as a foreign language. The famous development method of teaching English as a foreign language as Nurhayati, et al (2008, 26) summarize are the grammar translation method, the direct method, audio lingual method, and communicative language teaching. First method, grammar translation method, which is also called a classical method. This method focus of GTM was on grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translations of texts, and doing written exercises. In addition, brown (2001) class which applies the grammar translation method would possibly be like this: Classes are taught using mother tongue, then use a little active use of the target language. Then, much vocabulary is taught in the form of lists of separate words. Moreover, the length of elaborate explanations of the complexities of grammar are given. Hence, grammar provides the rule for putting words together, and instruction often focuses on the form and inflection of words. Furthermore, reading of difficult classical texts is begun early. Therefore, little attention is paid to the content of texts, which are treated as practice in grammatical analysis.

Second method is the method that consist of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules which called direct method (Nurhayati, et al, 2008). Hence, Brown (2001) explain the class condition would be: instruct exclusively

in the target language. Then, vocabulary and sentences that will be taught is just daily vocabulary and sentences. The class, will use a carefully questions and answer exchanges between lecturers and students in small intensive classes to improve oral communication skills. However, grammar was taught inductively, the important new teaching points were taught through modeling and practice. Furthermore, Concrete vocabulary was taught through demonstration, objects, pictures; abstract vocabulary was taught through association of ideas. The last, both speech and listening comprehension were taught. Together among correct students pronunciation and grammar.

The third method is the audio-lingual method (ALM) was widely used in the United States and other countries in the 1950's and 1960's. ALM is greatly influenced by Behaviorism. The basic principles of this are: first, language learning is habit-formation. Second, mistakes are bad and should be avoided, as they make bad habits. Third, language skills are learned more effectively if they are presented orally first, then in written form. Fourth, analogy is a better foundation for language learning than analysis. The last, the meanings of words can be learned only in a linguistic and cultural context. Typically, the procedure in an audio-lingual course would be: Students hear a model dialogue, repeat each line of the dialogue, certain key words or phrases may be changed in the dialogued, then, practice substitutions in the pattern drills (Nurhayati, et al, 2008). In addition, Erippudin and Evi Kasyulita explained (2017) there are three strongest of Audio Lingual method, they are: first is students become skilled in

making pattern sentences already in the drill. The second is students have a speech or pronunciation (pronunciation) is true. The third is students do not stay silent, but must continue – constantly responding to the teaching of teachers.

The recent English foreign language method is communicative language teaching. Nurhayati, et al (2008) define communicative language teaching as the method which is learner-centered and emphasizes communication and real-life situations. Furthermore, communicative Language Teaching (CLT) is one of the latest pedagogic approach which is based on the desire of people to interact each other and learn language from it. CLT incorporates the idea of interaction considering it as an important element of the whole process and output. In addition, According to Intakhab (2013) CLT focuses on language as it is used in real contexts for example language for daily life communication and so the students are given opportunities to express their own ideas and opinions. Therefore, student-centered approaches is that students learn more effectively if they are active participants in the learning process than if they only passively follow the lecturer's instructions.

Thus, teaching English foreign language has many ways to conduct by pay attention to the students' necessity the educators expect to find the effective way in improving students' language achievements.

e. The Nature of Native Speaker

Someone consider to be native speaker if they have competence in their language, so it is not only where and what language of country that they born in but it is all about how people can mastering the language. According to Joseph (2005:3) in his article state that “a native speaker is an individual who is infallible and has perfect command of his or her language. The native speaker has the power to err without a blemish in his competence based purely on the fact that the individual is perceived as a native speaker needs to be challenged and reevaluated”. In other word, if a child born in a country then do migration to other country, the child cannot directly be a native speaker of language of the country he was born on but it depend on what language he mastering, what language he has competence of.

However, There is no guarantee that native speaker could be a better lecturer. As Eric (2006) explains that being a native speaker does not make one automatically a competent speaker or, of that matter, a competent lecturer of the language. As observes that on many grounds, including physical, sociocultural, technological and economic changes in the world as well as the status of English as official and national language in many post-colonial regions, the difference between native and non-native speakers is no longer valid. In addition, Florence Ma (2012) did research entitled “Perceived Teaching Behavior of Native and Non-native English Speaking Lecturers in Hong Kong: Are there any differences?” Then, found the result Non-native English Lecturers and Native English Lecturers were perceived to have distinctive teaching behaviors and to

exhibit differences in their teaching approaches, teaching objectives, classroom atmosphere and examination preparation. Findings also suggest that the differences in teaching behavior may be caused by cultural, experiential and contextual factors rather than by the language factor only.

Theoretically, a native English speaker is often synonymous with a person who has unquestionable language competence in English and who possesses internalized knowledge of the English grammar. In the same way, Mauko (2014:4) state that a native English speaker define as someone who has been born in an English-speaking country and has grown up using English as their first language.

To summarize native speaker of English is someone who born in the English country so they use English as their first language and spend their childhood using English so they have competence in using English. However, master in a language cannot guarantee they can be competence lecturer to teach the language.

B. Review of Related Findings

Many researchers have reported to expose the identification of the impact of native speaker toward students achievements in learning English to make the teaching and learning procces more effective, some of the researchers' finding some concisely below:

Bora Demir (2011) was done research entitled “Undergraduate FL Learners’ Perceptions of Native and Non-Native Language Instructors”. This study investigates

undergraduate students' perceptions of native speaker lecturers (NST) and non-native speaker lecturers (NNST) at three universities in Turkey. The study also aims to find out the effect of gender and the previous experience with non-native speaking lecturers on the students' perceptions of native and non-native instructors. 120 undergraduate university students, studying Japanese or English as a FL, were asked to rate a 30-item questionnaire related to, in-class teaching roles, in-class management roles, in-class communication skills, and individual qualities of native and non-native speaking lecturers'. Results indicated that, students perceive NSTs as superior to NNSTs only in terms of in-class teaching roles. In addition to that, male students possessed positive attitudes both towards NSTs and NNSTs. And finally the study found that number of NSTs that the students previously studied with is an important factor that influences students' opinions.

Ian Walkinshaw and Duongthi Hoang Oanh (2014) was done research entitled "Native and Non-Native English Language Lecturers: Student Perceptions in Vietnam and Japan". This article reports on research carried out with university students in Vietnam and Japan exploring the advantages and disadvantages of learning English from NESTs and non-NESTs. Contrary to the above notion, our research illuminated a number of perceived advantages—and disadvantages—in both types of lecturers. Students viewed NESTs as models of pronunciation and correct language use, as well as being repositories of cultural knowledge, but they also found NESTs poor at explaining grammar, and their different cultures created tension. Non-NESTs were perceived as good lecturers of grammar, and had the ability to resort to

the students' first language when necessary. Students found classroom interaction with non-NESTs easier because of their shared culture. Non-NESTs' pronunciation was often deemed inferior to that of NESTs, but also easier to comprehend. Some respondents advocated learning from both types of lecturers, depending on learners' proficiency and the skill being taught.

Shih Yun Tsou and Ying Ling Chen (2017) was done research entitled "EFL College Students' Perceptions toward Native and Non-Native English Speaking Lecturers". The purpose of this study was to investigate Taiwanese English as a foreign language (EFL) students' perceptions and preferences toward Native English-Speaking Lecturers(NESTs) and Non-Native English-Speaking Lecturers (NNESTs) who hold a degree from a country where English is the dominant language through addressing the differences of their English instruction. This quantitative research was consisted of 184 participants who answered the questionnaire that involved of 28 Likert scale type statements. The results showed the lecturers' qualifications and experiences were seen as an important feature of excellent English lecturers, regardless of his or her mother tongue language. More precisely, NESTs were perceived to be superior in their good English proficiency and ability to facilitate students' English learning. In terms of NNESTs, they were perceived to be superior in their proficiency in students' first language, their knowledge of students' learning difficulties, and at communicating in general. Finally, the findings indicated that EFL programs where both NESTs and NNESTs worked cooperatively were considered an effective English learning environment for language learners.

Channy DY (2019) was done research entitled “Students’ Perception Of Native And International Lecturers Of English Language, A Case Of Selected Universities In The Kingdom Of Cambodia”. This research investigated the Cambodian students’ perception on Native Cambodian Lecturers of English Language (NCLsEL) and International Lecturers of English Language (ILsEL) in Higher Education Institutions in the Kingdom of Cambodia. In order to get deeper insight and outcome of perceptions, this paper was carried out with 100 students who were randomly selected from two famous Cambodian universities namely Norton University and Phnom Penh International University. Quantitative and Qualitative methodologies were used to collect data by means of students’ designed questionnaire. The results indicated that the majority of Cambodian students prefer to have classes with Cambodian Lecturers in their first general perceptions. In addition, the finding also illustrated that there were very small differences in terms of four main factors that attempted to draw their opinions and perceptions toward local and international lecturers. Those categories, consisted of 30-item designed questionnaire on In-class teaching roles, In-class management roles, In-class communication roles, and Individual features, provided comparable scores of both groups. Moreover, it finalized that the majority of the sample respondents chose Cambodian lecturers because of their ability to use students’ language for some difficult explanations; understand the students’ feelings, needs and culture; promote friendly learning; offer closer interaction; easy to communicate with; calm; well-educated; good advice; and they also concluded with the knowledge of pedagogy and variety of teaching strategies. However, the

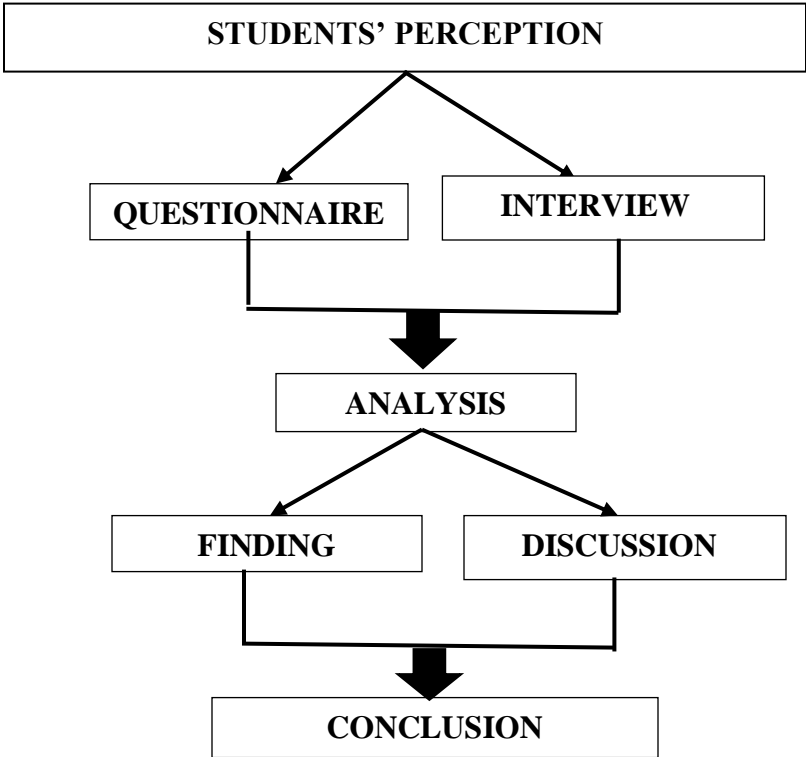
respondents who chose International Lecturers stated that international lecturers have the ability and experiences of using English language in teaching as well as communicating from one country to another. The students also mentioned that they are well-prepared, punctual and able to provide friendly learning environment.

Based on few research that has been done above the researcher conclude that the first researcher found Undergraduate FL Learners' Perceptions in turkey, second researcher found Student Perceptions in Vietnam and Japan, third researchers found EFL College Students' Perceptions in Taiwan. And fourth researcher found Students' Perception at Universities in The Kingdom of Cambodia. Finally, none of them analyze English students class' perception toward native speakers after they taught by native speakers. Thus, the researcher in this paper interested to do research entitled: "An Analysis of Students' Perception Toward native Speakers at English study program of University of Pasir Pengaraian".

C. Conceptual Framework

Conceptual Framework is a diagram of the outline this research, the researcher described the step of the research into a diagram in order to ease the reader understand the researcher would conduct the outline of the research by the following diagram:

Figure 1. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research design, which tells about the design of the research, Setting of the research, Population and sample of the research, Instrument of the research, procedure of the research which is explain how the research conducting and Technique of collecting data. Then, this chapter is end up with technique of analyzing data.

A. Research Design

The design of this research was qualitative design. Qualitative research design, in contrast focuses on descriptive (Bogdan and Biklen: 2007). Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that: seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance, and produces findings that are applicable beyond the immediate boundaries of the study. As Sajjad (2018) mentions qualitative approach aim to address the “how” and “why” of a program and tend to use unstructured methods of data collection to fully explore the topic. In other word, Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. In qualitative research, only a sample (that is, a subset) of a population is selected for

any given study. The study's research objectives and the characteristics of the study population (such as size and diversity) determine which and how many people to select.

B. Setting

This research conducted at University of Pasir Pengaraian. It is located at Tuanku Tambusai Street, Rambah Hilir Sub District of Rokan Hulu regency. The participants of this research is the students of English Study Program.

C. Population and Sample

1. Population

Bret Hanlon and Bret Larget (2011) A population is all the individuals or units of interest. typically, there is not available data for almost all individuals in a population. In this research the population was all of fourth semester students of English study program of university of Pasir Pengaraian. In other word, there were 30 students as the population of the research.

Table.1. Number of Students of fourth semester

No	Class	Number of students
1	Class A	24
2	Class B	06
Total		30

2. Sample

Bret Hanlon and Bret Larget (2011) A sample is a subset of the individuals in a population; there is typically data available for individuals in samples. In the same way Sugiyono (2007) state sample is a part or representative population of the research. As Arikunto (2007) explains if the number of population in this study is less than a hundred; it was suggested to take all of them be the sample. This number was representative enough for the research. Therefore, in this research the researcher do research to all of people in a population, it means 30 students become the sample. In other way the researcher use total sampling to determine the sample of the research because this technique is appropriate with the researcher's consideration about research field condition in determine the samples.

The number of samples should be 30 students because the researcher use total sampling to the fourth semester students of English study program at university of Pasir Pengaraian. However, this research was conducted in pandemic condition with many limited access to get the data from all the students. Therefore, the researcher only obtained the data from 10 students, who was agree to participate the research.

D. Instrumentation

In conducting research we need an instrument or tool to help us to collect the data which analyze then. Based on Gay (2012:213) an instrumentation is a test or tool used as our device to collect data. In this paper the researcher used questionnaire and interview to analyze students' perception.

Questionnaire is one of instrument that use to collect information and effective way to get information in the research field. As Sajjad (2018) explain a questionnaire is a research instrument consisting of a series of questions and other statements for the purpose of gathering information from participants. In the same way, Donal (2015) explained the questionnaire was intended to get the data from respondents with written questions. The questionnaire was invented by Sir Francis Galton. A questionnaire refers to a device for securing answers to questions by using a form which the participants fills in by himself. It consisted of a number of questions printed or typed in a definite order. These forms were actually mailed to the participants who was expected to read and understand the questions and reply to them by writing the relevant answers in the spaces provided. In this research, the researcher used close-ended likert scale questionnaire which mean the questionnaire questions invited a short focused answer that help ascertain how strongly the participants perceptions to a particular statement. Therefore, the researcher gave 10 questions/statements about students' perception that arranged by the researcher and has discussed and validated by the advisors.

Interviews involve a conversation between the researcher and the subject towards developing understanding of central themes and research questions. In the same way, based on Sajjad (2018) interview involves asking questions and getting answers from participants in a research. Interviewing had a variety forms including: face-to-face interviews and face-to-face group interviewing. Interviews divide into structured, semi-structure, and unstructured. Structured interview means the interviewer ask the same questions to each of participants. Then, semi-structured interview means the interviewer the interviewer develops and uses the interview guide formally and can be cover as needed. While, unstructured means interview did not use interview guide. In this research, the researcher use semi-structured interview. Therefore, the researcher gave five questions related to students' perception toward native speakers who had taught the students to the Fourth Semester students English Study Program in University of Pasir Pengaraian.

E. Technique of Collecting Data

This research required qualitative data. Qualitative data are mostly non-numerical and usually descriptive or nominal in nature. This means the data collected in word or sentences form. Often such captures feelings, emotions, or subjective perceptions or something (Sajjad, 2018). This research used questionnaire, interview and speaking test. In this case the researcher ask students to filled questionnaire and did interview to get the data about the students' perception and their experiences after taught by native speaker.

Below the researcher's procedure to collect the data: Firstly, the researcher used questionnaire. In this step, the researcher asked the students to fill questionnaire related to students' perception. Secondly, the researcher did interview to the students who agreed to be the sample of this research in order to collect more information about students' perception after taught by native speaker. Lastly, the researcher collected all the data to be analyzed and measured to get the findings and conclusion of the research.

F. Technique of Analyzing Data

Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted (Bogdan, 2009). As Gay, et al (2012:465) describe data analysis in qualitative research involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of un deniability. Given the narrative, descriptive, and non-numerical nature of the data that are collected in a qualitative research. In this research, the researcher analyzed the data by using guide of Gay, et al (2012), that divide the analysis into two sessions, analysis during data collection and analysis after data collection. the steps explain below:

First session, the researcher did data analysis during data collection, in this session, after gathering data from questionnaire, the researcher examining data to

know do the data that collected is appropriate to the data that the researcher's objectives or not, next, researcher comparing prior data to newer data, researcher did not forget to writing up field notes before going back to the research site, and making plans to gather new data from the next data collection technique. Then, the researcher conducted next data collection technique effectively to collected the needed data.

Second session, the researcher did analysis after data collection. In this session the researcher analyzed all the data that have been collected after did all the data collection step using all instrument of the research which the researcher want to use. Below the step of data analysis after data collection:

Firstly, the researcher analyzed the data from questionnaire by reading/scoring, describing, and classifying the data. The researcher read the questionnaire and counted the score of students' answer by using rubric score of questionnaire,

Table.2. scoring of questionnaire.

Positive Statement(+)		Negative Statement (-)	
Answer	Score	Answer	Score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Middle Agree (MA)	2	Middle Agree (A)	3
Disagree (D)	1	Disagree (D)	4

Adopted from: Sugiyono (2018,94)

After 10 students filled the questionnaire, the score counted use formula:

Ideal score: $4 \times 100 = 400$ (if all respondent answer strongly agree)

Score obtain: X

So the level of students' agreement of statement 1:

$X : 400 \times 100\% = \dots$

Adopted from: Sugiyono (2018, 95)

Next, the researcher described the result and drew conclusion that obtain from the data.

Secondly, the researcher analyzed the interview by made interview transcript, then, read through all the notes or transcripts and categorized the meanings or understandings that emerge from the data to get more information about students' perception.

Finally, the researcher got and discussed the finding of the research based on result with considering the others factors that affecting students' perception. Finally, the researcher drew conclusion of the research.