

## **STUDENTS' PERCEPTIONS TOWARD NATIVE ENGLISH SPEAKER-TEACHER'S (NEST) AND NON-NATIVE ENGLISH SPEAKER TEACHER'S (NNEST) ATTITUDES AND PERFORMANCES**

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### **Abstrak**

Persepsi adalah sebuah pandangan yang diperoleh terhadap sesuatu setelah mengalaminya. Persepsi siswa dapat menjadi evaluasi siswa untuk guru selain nilai test. Siswa yang tidak mempunyai kemauan untuk belajar dengan guru mata pelajarannya pasti tidak akan mempunyai ketertarikan terhadap pelajaran tersebut. Melalui persepsi siswa, guru dapat mengetahui apa yang dibutuhkan siswa. Oleh karena itu, penelitian tentang persepsi siswa sangat berguna untuk menghasilkan pengajaran yang efektif Centra & Gaubatz (2005). Untuk mendapat deskripsi keseluruhan persepsi siswa, peneliti merancang tiga rumusan masalah, diantaranya (1) Bagaimana persepsi siswa terhadap NEST dibanding NNEST dalam hal *teaching attitudes*? (2) Bagaimana persepsi siswa terhadap NEST dibanding NNEST dalam hal *teaching performances*? (3) Apakah implikasi dari persepsi siswa terhadap terhadap NEST dan NNEST dalam hal *teaching attitudes* dan *teaching performances* pada proses belajar mengajar di SMK Negeri 1 Kemlagi Mojokerto? Penelitian ini dilakukan untuk mendeskripsikan persepsi siswa terhadap NEST dan NNEST dalam hal *teaching attitudes* dan *teaching performances* di SMKN 1 Kemlagi menggunakan penelitian deskriptif kualitatif. Kuisioner digunakan untuk mengumpulkan tiap-tiap persepsi siswa terhadap attitudes dan performances dari NEST dan NNEST sedangkan wawancara digunakan untuk mengumpulkan persepsi siswa lebih rinci. Hasil dari penelitian menunjukkan bahwa persepsi siswa sejalan dengan penelitian yang dilakukan oleh Medgyes (1992) pada umumnya. Akan tetapi, peneliti menemukan beberapa perbedaan *teaching attitudes* dan *teaching performances* dengan penelitian yang telah dilakukan oleh Medgyes (1992) dan Floyd (2007) dalam hal *the practice of grammar, vocabulary teaching and their discipline about time management*. Dalam hal ini, peneliti menyimpulkan bahwa persepsi siswa dapat juga digunakan sebagai pertimbangan guru untuk mengembangkan metodenya untuk tidak hanya membuat proses belajar mengajar menyenangkan, akan tetapi juga mencapai tujuan pembelajaran.

**Kata Kunci:** *persepsi siswa, NEST's and NNEST's attitudes, NEST's and NNEST's performances.*

### **Abstract**

Perception is a notice that comes up after undergoing some experiences. Students' perception can be one of students' evaluation for the teacher instead of final examination or final test score. Students who do not have a desire to join the class of some of their course teachers, especially English will not have an interest feeling in the subject. Through students' perception, teacher is able to know what the students' need. Hence, study about students' perception is useful to create an effective teaching Centra & Gaubatz (2005). To describe the whole students' perception, reseacher set three research questions. They are: (1) What are students' perceptions on NEST in comparison to non-NEST in terms of their teaching? (2) What are students' perceptions on NEST in comparison to non-NEST in terms of their teaching performances? (3) What is the implication of students' perceptions on NEST and non-NEST in terms of their teaching attitudes and teaching performances on the teaching-learning process? This study was conducted to describe the students' perceptions toward NEST and NNEST in terms of their teaching attitudes and their teaching performances in SMKN 1 Kemlagi using descriptive qualitative research design. Questionnaire was used to collect every single students' perception toward their NEST's and NNEST's attitudes and performances while the interview was used to collect students' perception in detail. The results of this study shows that students' perceptions were generally in line with the general perception of both NESTs and NNESTs suggested by Medgyes (1992). However, researcher found some different teaching attitudes and teaching performances was found in this study that is in contrary with the findings of study conducted by Medgyes (1992) and Floyd (2007) concerning on the practice of grammar, vocabulary teaching and their discipline about time management. It is suggested that students' perception can also be used as teacher's consideration in the term of developing his or her methods to not only be pleasant learning but also achieves the goal of the study.

**Keywords:** *students' perceptions, NEST's and NNEST's attitudes, NEST's and NNEST's performances.*

## INTRODUCTION

Teacher plays an important role in teaching-learning activity. Teacher should be a good model of the students. The problem which often rises to our local teachers or non-Native English Speaker Teachers (NNESTs) are they will not be able to reach the pronunciation of English as well as the native speaker. Therefore, there are so many private schools and public schools compete to hire Native English Speaker-Teachers (NESTs) to teach foreign language in their school especially English. Santoso (2012) proposes that learning with NEST will help improving students' ability to master English faster than before and make their pronunciation more accurate and appropriate.

Another problem which often rises from the teacher is Indonesian teacher or NNEST often determines their students' learning outcomes based on their final tests or final examination scores. It might be there is another factor that influences the result of the learning. Such indicators might come from students' perceptions toward their teacher. Perception is a notice that comes up after undergoing some experiences. In terms of classroom context, student's perception can be defined as students' belief or opinion toward their subjects or their teacher. Students who do not have a desire to join the class of some of their course teachers, especially English will not be able to have an interest feeling in the subject. Some studies had provided the general perceptions of both NEST and NNEST whether the advantages or disadvantages. Medgyes (1994) claims six strengths of NNESTs such as 1) providing a good learner model to their students, 2) able to teach language strategy very effectively, 3) able to provide more information about the language to their students, 4) understanding the difficulties and needs of the students, 5) able to anticipate and predict language difficulties, and 6) able to (in EFL settings) use the students' native language to their advantage. On the other hand, the problem that NNEST mostly gets is that they will never be as good as NEST competence in pronouncing the English word or the experience of English learning in foreign country. Medgyes (1992) claims that even the best non-native speakers of English, will never reach "native competence" in spite of all their efforts. They might only be able to come quite close to it.

Compared with the NNESTs, NESTs also have several advantages. First of all, their authentic English attracts students' attention. Secondly, their innovative and creative teaching methods differ greatly from non-Native English Speaker Teachers (NNESTs). Thirdly, a casual and fun class environment in which students are encouraged to speak and express them has drawn more and more students into their classes (Li, 2005). NESTs do not only have advantages but they also have some disadvantages. Li (2005) also claims that NESTs mostly have three weaknesses. First of all, Native English Speaker Teacher's (NEST) knowledge of their EFL students' learning habits and their needs is very limited. It relates to the Indonesian education cultural that must be

very different with the education system in foreign country. Secondly, NEST tends to use his own material. Liu & Zhang (2007) proposes that the textbook which is compiled by local authors assigned by the designated department was left untouched. They prefer to use their own materials. Finally, NESTs are flexible in evaluating students' performance.

Furthermore, to make it focus, the researcher limits the study of students' perception based on teacher's attitudes and teacher's performances. Allport (1935) defines teacher's attitudes as a teachers' preparation or readiness toward the material given to their students. It means that to be a good teacher, teacher must have a good preparation before come to the class. Teacher should have a method which is able to make the class become alive and to run the class in creative ways. Teacher should also have teaching material which creates students' critical thinking. In conclusion, a good preparation will give a good outcome. Social psychologist, Eagly & Chaiken (1993) distinguishes the attitude into three components. They are cognitive component, affective component, and behavioural component. A cognitive component relates to teacher's knowledge towards students. Thus, a good teacher will be able to create an innovative technique or prepare the media in order to develop their students' knowledge. Secondly, it is about affective component. It relates to the feelings towards the object. Students who have positive feeling with the teacher attitudes must have positive attitudes toward the lesson of their teacher too. Trivedi (2007) also proposed that an individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object. The last attitude is called behavioural component. It is called the action taken towards the object. It means that teacher needs to make a learning objective to be a standard procedure in instructing the class in order to create the learning activity run well as the arrangement on the learning objective.

In seeking to achieve these goals, there is no more important effort than further improving the quality of teacher performances. AITSL (2012) claims that there is trustworthy evidence if the quality of teaching (teacher's performances) is the most significant in school factor affecting student outcomes. They also add that a performance and development culture is characterized by a clear focus on improving teaching as a powerful means of improving student outcomes. In particular, it requires that teachers: know what is expected of them; receive frequent, useful feedback on their teaching; and access high quality support to improve their practice. Mainly, the content of a teacher's performance is come to the question "What" and "How". It is about what the goal of the learning itself and how to achieve it. In other words, the key to successful language learning and teaching is that lies not in the analysis of the nature of language but in understanding the structure and the processes of the mind (Hutchinson & Waters, 1987). Thus, teacher can provide the best material and serve the students with the things which are the most needed by the students instead



of the most wanted ones. Teacher must also be ready with the alternative way to accommodate students that have different abilities in acquiring the language.

Based on the information above, study about students' perception is useful to create an effective teaching. Through students' perceptions, teachers whether NEST and NNEST can also evaluate their teaching attitudes or even their teaching performances.

## **METHODOLOGY**

This study involved investigating the perceptions of the students toward their NEST and NNEST. The main purpose of this research is to know the perception of the students toward their NEST and NNEST in terms of their teaching attitudes and teaching performances during learning English with both NEST and NNEST. Therefore, descriptive qualitative was applied in this study by the aim was to support the observed phenomenon with words to get depth understanding towards the picture (Ary, Jacobs, Sorensen, & Razavieh, 2010).

This study was conducted in SMKN 1 Kemlaji for some considerations. Firstly, there was NESTs in this school. Secondly, the school hires NESTs to teach this school for two years and he has been teaching there for one and a half years. It was necessary because it shows that almost all the Tenth and Eleventh graders in this school have ever been taught by the NESTs. Thirdly, because this research focuses on the students' perception toward both NESTs' and NNESTs' attitudes and performances, so the most important is NESTs in this school always work together with NNESTs. This study employed two instruments: a set of questionnaire, and interview. Questionnaire is given to the students to know their opinion about their NEST and NNEST in terms of their teaching attitudes and their teaching performances. While, interview phase was done to elicit more students' perception in detail.

## **RESULTS**

### **Students' Perceptions toward NEST's and NNEST's Attitudes**

Firstly, in this case, the students were asked to answer the question based on what they had undergone and felt toward their NEST's and NNEST's attitudes and these are the result of students' perception on their NEST and NNEST in terms of teaching attitudes in SMK Negeri 1 Kemlaji Mojokerto.

The first question was given to the students asked about their own point of view related to the presence of NEST as their English teacher in their school. From 28 students, 18 students said that they did agree with the presence of NEST in their school. While, 10 others said that they agreed with the presence of NEST in their school. From the result above, researcher concluded that every single student agreed with the present of NEST as their teacher in their school. By then, the second question was continued in order to complete and to ensure the first question. It asked about whether the students do agree or not if the program of NEST at their school will be continued. In this question, the students mostly also

agreed that the program of NEST in their school should be held continuously. They wanted learn English more from their NEST.

Question number 3 was set to ask students about whether the NEST teaching method is always more innovative or not. Mostly, all of students claimed that NEST was more innovative than NNEST. On the interview session, most of the students added that NEST often used media to help the students in understanding the material given while NNEST never did it. The NEST always stimulates students' knowledge by applying language games, role play or even singing a song. The NEST also display or set visual or/and audio teaching media such as showing a picture, video, any others media.

Furthermore, 17 of 28 students totally agreed that the way of NEST in delivering the material was more casual and relax while NNEST rather than discipline and formal while 11 students only agreed. Some students in the inerview phase added that their NNEST was too serious in every single NNEST's performances while the NEST was fun. It seemed NEST tends to be informal. The fifth question was given to ask about the statement "NEST never taught grammar and structure while NNEST often did it". 18 students said that they disagreed about the statement above, while 10 others disagree strongly. It showed that NEST often teaches about grammar and that structure as what NNEST normally does. On the followed question, more than two thirds of the student claimed that NEST always gives a group assignment to the students rather than an individual assignment. On the contrary, NNEST often set an assignment that must be done by each student. Based on the interview result, researcher could infer that most of the students also said that the NEST do not ever gave a specific mark to their assignments while the NNEST did it. The students, moreover, claimed that the NEST always discusses the assignments and also gives a feedback to the students.

The seventh question in the questionnaire is clearly stated that almost all of students told that their NEST often create his own material rather than use the handbook provided by the school or local education department. On the interview phase, students stated that NNEST never explained the material taught. The NNEST directly asked the students to do an assignment from the handbook or LKS. That perception can be stated by the researcher because almost all the students, on the interview session, claimed that NNEST was always explaining the material while sitting. It seems that there was no interaction between NNEST and the students. It can also be proved from the interview which was done to the NEST. The NEST told that he tended to create his own material such as, making his own reading text entitled Jokowi, Majapahit Kingdom, etc. The NEST also added that it was done because of some reasons. Firstly, it would attract the students' attention because the topic "Jokowi" was happening while, Majapahit Kingdom was chosen as the topic because the location of the school is in Mojokerto which was the location of Majapahit kingdom built thousands years ago.

Moreover, when the students were asked about frequency of the test given by the NEST and NNEST, all students did agreed that NEST rarely gives a test. On the interview session, some students added that unlike their NNEST which often gives a test after each material given has been finished, NEST tends to explain the material till the students understand rather than giving a test. In addition, more than a half of students stated that their NEST also gives the students homework rarely. NEST never charges the students with some homework as what their NNEST often does. Based on the interview which was done between students and NEST, researcher can conclude that when NEST found a student does not know the meaning of an English word, NEST directly translates it into L1. NEST added that he always has an English-Indonesian dictionary on him. He further stated that if he could not find the meaning in the dictionary, he would ask to the NNEST.

Generally, NEST often teaches English trough inserting some cultural information. NEST usually compares the culture between NEST country and the students' country. Related to this case, a researcher set question number 11 to check what students' perception about this case. The result of the questionnaire clearly convinced that most of students proposed that NEST as a native of English language often shares information about some cultures related to English learning acquisition. Finally, the last question number 12 was given to ask students about their perception towards NEST's presence. Mostly, all students said that they seemed to have more spirit to join the class when the NEST was teaching. It indicated that the present of the NEST attracted all of the students to join the NEST's classes. From the first and the second question of the questionnaire before, it can also be inferred most of the students wanted the program of NEST in their school to be continued.

#### **Students' Perceptions toward NEST's and NNEST's Performances**

The analysis of NEST's and NNEST's performances mainly can be inferred from the interview result. Nunan as cited in Rofik (2013) proposes that semi-structured interview is used to elicit more personal responses and viewpoints from the interviewees. In fact, a discussion about teaching performances is mainly talking about teaching quality. Performance means an activity which is done whether well or badly. Thus, a teacher can be a good performer or even the bad one. In this part, researcher divided the teacher's performances of both NEST and NNEST into two aspects. NESTs and NNESTs differ in terms of their language proficiency and their teaching behaviour. When the researcher comes to a question about the advantage of NEST, students mostly claimed that NEST's speaking is better than NNEST. It was absolutely a fact because English is the first language of NEST. The students further explained that NEST's appearance and NEST's speaking attract them even they sometimes do not understand to what NEST had talked.

Furthermore, almost all of the students argued that NEST is more confident than NNEST. NEST is very confident in delivering the material, the way of NEST

pronouncing L2, and in using English exactly. On the contrary to the NEST, NNEST did the opposite of NEST has been done. Most of students claimed that their NNEST rarely speaks English. Therefore, the students could not hear and learn the right pronunciation of English word. They learn English but they tend to use L1 while learning. The NNEST, in the interview session, claimed that even speaking, listening, reading, and writing are the main important points in learning English, NNEST often teaches about grammar such as degree of comparison and any other structures because NNEST thought that many students do still not understand about it. From the statement above, researcher can infer that NNEST tends to teach structure rather than teaching four skills of the language. In fact, the skills are the most needed aspects by the students in learning and acquiring the language.

Generally, NEST is more discipline in managing the time than NNEST. There is statement that NEST always comes to the class on time. Moreover, NEST even comes to class in time (come and ready for teaching before the time of lesson started). From the questionnaire result, researcher concluded that some of the student agreed that the NEST always comes to the class on time while half of the students also claimed that NNEST also comes on time to the class as what the NEST did. It could also be said that NEST does not always comes on time. The NEST ever came late. Those same things also happen to the NNEST. The last question in the part of teaching performances asked about the class environment when the NEST and the NNEST were teaching. One of the goals of learning is about how to make a conducive and a joyful learning activity. Therefore, this question was set by the researcher. From the information on the interview, researcher inferred that most of the students convinced that the class was really enjoy and alive when the NEST were teaching.

Furthermore, the implication of this research on the teaching-learning process was not to find out which one the best teacher is, the most capable is, or even the most favourite are. This study described the whole perceptions of the students toward NEST and NNEST by the aim of teachers' another evaluation instead of final examination score or final test score.

## **DISCUSSION**

### **Student's Perception on NEST's and NNEST's Attitudes**

In this case, researcher analyzed students' perception based on their NEST's and NNEST's attitudes. The result of was discussed with the theory based on theory provided in chapter 2. After seeing the result of the observation, each of students of SMK Negeri I Kemlagi exactly had varied perceptions towards their English teachers, either NEST or NNEST. These perceptions were the result of their experience they got in the English courses taught by both NEST and NNEST for about a year. Based on the results showed above, it can be inferred that the first students' perception toward NEST and NNEST in line with general perception proposed by Li (2005). The result showed that every



single student agreed with the presence of NEST as their teacher in their school. The students also agreed that the program of NEST in their school should be held continuously. It shows that they wanted to learn English more from their NEST. It can be proved from NESTs lively class environment in which students are encouraged to speak and express them has drawn more and more students into their classes (Li, 2005). Liu & Zhang (2007) adds that NESTs authentic English did attracted students' attention. This special character of NEST might create a positive feeling of the students towards the NEST or even the lesson. It leads the students to join NEST's class with pleasure and willingly. Another expert, Trivedi (2007) also supports that an individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object.

By then, when students are asked about whether the NEST teaching method is always more innovative or not. Mostly, all of students claimed that NEST was more innovative than NNEST. On the interview session, the students added that NEST often used media to help the students in understanding the material given while NNEST never did it. The NEST always stimulates students' knowledge by applying language games, role play or even singing a song. The NEST also display or set visual or/and audio teaching media such as showing a picture, video, any others media. The result stated above in line with theory proposed by Medgyes (1992) who claims that NESTs are more innovative than NNESTs. NNESTs tend to be more cautious. Medgyes (1992) also argues that NESTs tend to teach the students with the unusual methods such as; they teach the students through internet. They can use blog or social network which is provided by the internet. Through internet NESTs will easily teach their students anywhere and anytime.

Types of teacher's attitudes varied. When it comes to the aspects of the way of both NEST and NNEST in delivering the material, most of the student and Medgyes (1992) had the same perception. They all argued that the way of NEST in delivering the material was more casual and relax while NNEST rather than discipline and formal. It suggested that NNEST always teaches the students strictly. Some students added that their NNEST was too serious in every single NNEST's performances while the NEST was fun. It seemed NEST tends to create an informal teaching situation to in order to drive the students in to a comfort learning activity. The following result of question number 5 greatly differs with the general perception normally proposed by Medgyes (1992). Medgyes' theory told that NEST tends to focus on the language use while NNEST concerns about the grammar rule. It can be assumed that NESTs never teach about grammar and structure. It also can be said that NESTs mostly concern on students' speaking while NNESTs often teach about grammar or structure to the students. The general opinion of NESTs stated that NESTs learn English since baby or child. They just listen about what people speak around them without learning and teaching about grammar. It also informed that students of SMK Negeri I Kemplagi Mojokerto Indonesia

mostly claimed that their NEST often teaches about grammar and structure as what NNEST normally does. Without underestimating NEST's competence, researcher checked this finding by interviewing the NEST.

R : Do you agree with the statement that NEST never teaches the students about grammar and structure?  
NEST : I guess different teacher has different style. Here I teach my students about present progressive, use a formula. Subject plus verb plus object. In our country, we do that structure, but we focus on speaking. But we have to still know what adjective, adverb, etc. Like if you learn Indonesian, such as you want to say 'red book=*merah buku*' that is actually *buku merah* in Indonesian. Here, I assume that my students are still in beginner level. So, I focus on the structure.

**Figure 1: Transcript of Interview toward NEST**

By then, the interview result convinces that NEST in SMK Negeri I Kemplagi Mojokerto concerns on grammar as what NNEST normally does. The others result showed that most of the student claimed that NEST always give a group assignment to the students rather than an individual assignment. On the contrary, NNEST often set an assignment that must be done by each student individually. This result was also in line with statement proposed by Medgyes (1992). Researcher could prove it by showing the interview result. Through the interview, most of the students claimed that the NEST do not ever gave a specific mark to their assignments while the NNEST did it. The students, moreover, claimed that the both NEST and NNEST always discuss the assignments and also gives a feedback to the students.

Furthermore, almost all of students told that their NEST often create his own material rather than use the handbook provided by the school or local education department. On the interview phase, students stated that NNEST never explained the material taught. The NNEST directly asked the students to do an assignment from the handbook or LKS. It can also be proved from the interview which was done to the NEST. The NEST told that he tended to create his own material such as, making his own reading text entitled *Jokowi, Majapahit Kingdom*, etc. The NEST also added that it was done because of some reasons. Firstly, it would attract the students' attention because the topic "*Jokowi*" was happening while *Majapahit Kingdom* was chosen as the topic because the location of the school is in Mojokerto. From the result showed above, researcher can infer that students' perception above was supported by Liu & Zhang (2007), who proposes that the textbook which is compiled by local authors assigned by the designated department was left untouched. They prefer to use their own materials. Medgyes (1992) also claims that NESTs tend to use a variety material while NNEST use a single textbook. Almost all the students, on the interview

session, complain that NNEST was always explaining the material while the NNEST was sitting. It seems that there was no interaction between NNEST and the students.

Regarded to the interview which was done to NEST, researcher can conclude that when NEST found a student does not know the meaning of an English word, NEST directly translates it into L1. NEST added that he always has an English-Indonesian dictionary on him. He further stated that if he could not find the meaning in the dictionary, he would ask to the NNEST. Here is the answer of NEST:

*"If they don't know the word in the reading text, I explain to them, so their vocabulary mastery is integrated. Usually, I directly translate it into Indonesian when they don't know the vocab. I ask it to Indonesian teacher when she is around. But I have dictionary 'English-Indonesian.' Because students' vocabulary isn't that big and so if they have larger vocabulary then I will translate into another English word."*

**Figure 2: NEST's Answer on the Interview Session**

Form the figure mentioned above, there was a different result from the idea that suggested by Floyd (2007) and Medgyes (1992). They clearly propose that the role of NESTs when find the students who get difficulties in meaning, NESTs will explain it in L2. They normally avoid using L1. NESTs usually use two methods when students get difficulties in understanding the meaning of the vocabulary. Firstly, students will be taught to analyze the word itself. Students can look inside the word and use your knowledge of similar words and look how the word is constructed. Secondly, students are able to use the context. They can use the other words, phrases, sentences, and information around the problematic word. Finally, related to the aspect of teacher's attitudes of both NEST and NNEST, students mostly claimed that NEST often teaches English trough supplying some cultural information while NNEST rarely did it. NEST usually compares the culture between NEST country and the students' country. This case is in line with theory reported by Medgyes (1992). He clearly convinces that that NEST as a native of English language often shares information about the culture related to English acquisition through teaching English.

**Students' Perceptions on NEST's and NNEST's Teaching Performances**

Instead of questionnaire, interview was done to figure out NEST and NNEST performances which cannot be stated by the student in the questionnaire. Firstly, students are asked the advantage of NEST. Afterwards students' answer mostly claimed that NEST's speaking is better than NNEST. It was absolutely a fact because English is the first language of NEST. Moreover, almost all of the students argued that NEST is more confident

than NNEST. NEST is very confident in delivering the material, the way of NEST pronouncing L2, and in using English exactly. The students further explained that NEST's appearance and NEST's speaking attract them even they sometimes do not understand to what NEST had talked. On the contrary to the NEST, NNEST did the opposite of NEST has been done. Most of students claimed that their NNEST rarely speaks English. Therefore, the students could not hear and learn the right pronunciation of English word. They learn English but they tend to use L1 while learning. Those students' perception in line with general perception of NEST and NNEST proposed by Medgyes (1992). He clearly argues that NESTs speak better English, use real language, and use English more confidently. On the contrary, NNESTs do the opposite of NESTs. NNEST use "bookish" language, Speak poorer English, and use English less confidently.

Secondly, from this interview, researcher concluded that half of the student agreed that the NEST always comes to the class on time while another half of the students also claimed that NNEST also comes on time to the class as what the NEST did. It could also be said that NEST does not always comes on time. The NEST ever came late. Those things also happen to the NNEST. The interview result above was in contradiction with general perceptions proposed by Medgyes (1992). NEST is more discipline in managing the time than NNEST. Moreover, there is statement that NEST always comes to the class on time. NEST even come to class in time (come before the time of lesson started) (Medgyes, 1992).

Finally, one of the goals of learning is about how to make a conducive and a joyful learning activity instead of students' achievement. The last question in the part of teaching performances asked about the class environment when the NEST and the NNEST were teaching. From the information on the interview, researcher inferred that most of the students convinced that the class was really enjoy and alive when the NEST were teaching. It leads the students to join NEST's class with pleasure and willingly. The result showed above similar to what proposed by Trivedi (2007). He supports that an individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object. On the other hands, NNEST does teaching in a monotone way. NNEST rarely explains the material. NNEST directly instructed the student to do the assignment on the handbook. Furthermore, the implication of this research on the teaching-learning process was not to find out which one the best teacher is, the most capable is, or even the most favourite are. This study described the whole perceptions of the students toward NEST and NNEST by the aim of teachers' another evaluation instead of final examination score or final test score.

**CONCLUSION AND SUGGESTIONS**

**Conclusion**

The finding of NEST's and non-NEST's attitudes and performances are mostly the same as the



previous study but researcher found three differences attitudes and performances, they are: 1) NEST concerns on grammar as non-NEST does 2) NEST use more L1 translation as non-NEST does 3) NEST ever comes at as non-NEST does. Furthermore, the implication of this research on the teaching-learning process was not to find out which one the best teacher is, the most capable is, or even the most favourite are. This study described the whole perceptions of the students toward NEST and non-NEST by the aim of teachers' another evaluation instead of final examination score or final test score.

### Suggestion

Considering the beneficial of students' perception as NEST' and non-NEST' standard in evaluating their teaching attitudes and teaching performances to be better, It is suggested that students' perception can also be used as teacher's consideration in the term of developing his or her methods to not only be pleasant learning but also achieves the goal of the study.

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