THE INVESTIGATION OF STUDENTS' PERCEPTION OF ENGLISH TEACHER AND THEIR ENGLISH LEARNING MOTIVATION IN THE FIRST GRADE OF VOCATIONAL HIGH SCHOOL 1 TENGARAN

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)

English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

By:

DWI ERNA SUSANTI
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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
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2015
DECLARATION

In the name of Allah the most gracious and merciful.

Hereby the writer fully declares that the graduating paper is made by the writer himself, and it is not contained the materials written or has been published by other people and others’ people ideas except the information from the references.

The writer is capable to account for this graduating paper if in the future it can be proved of containing other’s ideas or fact the writer imitates the others’ graduating paper.

Likewise the declaration made by the writer and she hopes that this declaration can be understood.

Salatiga, 27th August 2015

The Writer

Dwi Erna Susanti
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Salatiga, 27th August 2015

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Attention Counselor’s Note
Case: Dwi Erna Susanti’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr. Wb.

After reading and correcting Dwi Erna Susanti’s graduating paper entitled: “The Investigation of Students’ Perception of English Teacher and Their English Learning Motivation in The First Grade of Vocational High School I Tengaran”, I have decided and would like to propose that it can be accepted by the Teacher Training and Education Faculty. I hope this graduating paper will be examined as soon as possible.

Wassalamu’alaikum, wr. Wb.

Counselor,

Rifqi Aulia Erlangga, S.Fil., M.Hum
NIP. 198305072009011010
GRADUATING PAPER

THE INVESTIGATION OF STUDENTS’ PERCEPTION OF ENGLISH TEACHER AND THEIR ENGLISH LEARNING MOTIVATION IN THE FIRST GRADE OF VOCATIONAL HIGH SCHOOL I TENGARAN

WRITTEN BY:
DWI ERNA SUSANTI
NIM: 11311103

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 29th August 2015, and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

Board of examiners
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First examiner : Ruwandhi, S.Pd, M.A.
Second examiner : Setia Rini, M.Pd.

Salatiga, 29th August 2015
Dean of Teacher Training and Education Faculty
MOTTO AND DEDICATION

MOTTO

“The Only Way to Do Great Work is Love the Work You Do” (Steve Jobs)

DEDICATION

This paper is dedicated to:

1. My lovely parents,
2. my sister and brother,
3. my clever and inspiring lecturers,
4. all of my awesome and smart friends from English education department faculty,
5. and all of readers intending to take the benefits from my graduating paper.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim. The deepest thanks into Allah SWT because the writer could finish this graduating paper. Peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

This graduating paper entitled “The Investigation of Students’ Perception of Non-Native English Teacher and Their English Learning Motivation in The First Grade of Vocational High School 1 Tengaran” is presented as one of the requirements for Sarjana Pendidikan Islam at English department.

The writer realizes that this graduating paper will not be finished without encouragement, support, advice and guidance from individuals and institutions. Therefore, it is appropriate for the writer to serve the deepest gratitude for:

1. Dr. Rahmat Hariyadi M.Pd., as The Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd., as The Dean of Teacher Training and Educational Faculty of IAIN Salatiga.
3. Noor Maliah, Ph.D., as The Head of English Education Department of IAIN Salatiga.
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10. My father, mother, brother and sister; Juwandi, Veni Sukarini, Muhammad Edwin Surya and Wiwit Kristiyowati. All of you are everything in my life.

11. All of my friends in English department and all of my awesome friends who are in class of TBI D. Thanks for great moments served to me.

Finally, this graduating paper is written to provide beneficial information to the readers. The writer accepts both of recommendation and suggestion for the improvement of this graduating paper.

Salatiga, 1st September 2015

The writer,

DWO ERNA SUSANTI

(11311103)
ABSTRACT


**Key words:** Students’ perception, English teacher, motivation, first grade class of vocational high school.

The research of this graduating paper had started with concerns of student’s perception toward high school English teacher. The aim of the research paper is not only to describe the students’ perceptions about their English teacher but also to know the students’ motivations of the first grade of vocational high and to find out the factors came by English teachers that help the students’ motivations in learning English. Focused to the research methodology, descriptive qualitative was applied to gain the research purposes. Conducted in Vocational High School I Tengaran, sixteen interviewees from the first grade class of cooking department and two observed classes of the first grade class of cooking department were taken to support the collecting process of the research. Completing the data collection, sixty seven students of the first grade class of cooking department were given the questionnaire.

Analyzed descriptively, three finding are obtained. First, four categories of the students’ perceptions about their English teacher are the effective foreign language learning, the competent skill of student’s mother tongue translation, the providence of students’ confidence communication, and the example of good personality at teaching method and relation. Second, noticeably, student’s motivation of the first grade class of cooking department one is categorized as ‘high’ motivated students which scored in percentage at 65,35%. On the other class, student’s motivation of the first grade class of cooking department two is categorized as ‘motivated’ students which scored in percentage at 48% ‘motivated’. Third, the factors came by English teachers that help the students’ motivations in learning English are the effective code-switching and translation during learning process, the learning collaboration with native teacher to promote interesting methods of learning, and the closed relationship which stimulates the student’s contribution in the learning process.
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CHAPTER I

INTRODUCTION

This chapter focuses on the explanation of introduction of this research. It presents background of the research that discusses the importance of motivation in English learning and the teacher in a class.

A. Background of the Study

Two keys of successful classroom activity are the existence of the aspect teaching and learning. Chance (1993:28) proposed that learning is the change of behavior. Not only change in the behavior but also change in perceptions, knowledges, or other cognitive attributes. Accompanying the behavior changes, learning is influenced by the interactions of response events and stimulus events. Learners response the stimulus and serve some behavior. Those interactions are called as process of learning which can be simplified as teaching procedure.

Asserting the process of learning, many written explanations have been mentioned in the books of learning theory. The explanations prove that response is the effects of the stimulus input. The most noticable phenomena of education in Indonesia is that teacher plays the important role in giving the stimulus for the students. Students are able to absorb the material because the teacher explains the material. Teacher teaches a subject to the students, and students learn a subject.
Teacher teaches in a class provides two inseparable terms. They are teacher and teaching. As Gage explanation in Browns’ book (1980:8), he stated that teacher must help students to learn. On the other hand, the aim of teaching is to provide the guide and facilitation of students’ learning process. Teachers are success in teaching when they know how the students learn subjects. One of the subjects to be learned by the students is language subject.

Learning English is one of the language learning phenomena. Based on Browns’ statement (1980:83), he distinguished two language learning strategies. They are learning and communication. Both of them are two strategy for effective language learning process. Language learners study a language and they communicate a language based on the culture that communicated by them.

Learning strategy involves the act of recognizing and saving a certain items for later recalling. Those activities are prominent to obtain the language mastery. For example, students receive and save vocabulary at first. Second, they are able to pronounce or write it. Third, the addition result of communication strategy is achieved. Language learners are competent to express more than a meaning of language.

In a class of English as foreign language subject, teacher is the prominent source in language learning. Students perceive the language information and communicate with the guidance of the teacher. The teacher guides the students by particular method in order to enhance the
language learning process. For example, the pronunciation of English language and the contextual meaning of an English dialogue. Teacher gives the example and the students adapt the teachers’ example.

There are two well known terms of English teacher in learning a language. They are non-native teacher and native teacher. Both of native and non-native teachers facilitate the students in the process of learning language, especially learning English as the international language. They have their own characteristics in accordance with their culture. Their culture characteristics influence their teaching style at the same time.

Madrid (2004:136) in his journal claimed that students’ preference of native teacher increases when they are advance or in the higher grades. It means that most of students on the high school prefer to involve in interaction and communication with native speakers. However, it cannot refuse that many school in Indonesia are not employed native speaker teachers to teach English. Only some schools recruit native speaker as a teacher. They have their own reasons why they prefer to give the job for native teacher and not to give the job for them.

Leaving the passage above, one point is stated by Svinicki in her e-journal (2005:1). She said that motivation is the most potential factors that influence students to learn. However, students do not bring something called as motivation in their school. It is kind of something that teacher should be understand. Motivation is described as a the combination of effort and desire to achieve the goal or fulfill the need of learning the
language. It also added by favorable perceptions or attitudes towards learning the language, and belief in the likely success of learning the language. Favorable learners’ perception towards language learning is followed by perception about the person who stimulates the learning process. Later, teacher undeniably plays important role in a classroom learning condition.

In fact, teachers are needed to do many things to motivate students to learn. They have to promote success learning and students’ production. Raising motivation includes the role of the teacher who can greatly enhance the classroom experience and students’ performance. Becoming English teacher, it is not to be dismissed that the role of the teacher is to motivate the students to learn English better. The question raises is why many English teacher do not know what motivate students to learn. Why do they tends to focus on the syllabus, methods, assessment, and task? Why do not the teacher ask the students what they want from them?

In this case, the writer intends to take up the problem entitled “The Investigation of Students' Perception of Non-Native English Teacher and Their English Learning Motivation in the First Grade of Vocational High School 1 Tengaran”. This research is expected to acquaints the teacher how to be an ideal English teacher. An ideal teacher based on what the student’s need. The ideal teacher becomes the factor to develop student’s motivation to learn English language.
B. The Statement of the Study

According to the background of the study above, there are problems following it. Below are mentioned the problems of the research which drawn the researcher’s attention.

1. What are the students’ perceptions about their English teacher in the first grade of vocational high school 1 Tengaran?

2. How are the students’ motivations in learning English of the first grade of vocational high school 1 Tengaran?

3. What are the factors came by English teacher in vocational high school 1 Tengaran that help the students’ motivation in learning English?

C. The Objectives of the Study

Research question above is purposed to be answered by the researcher. Therefore, after understanding the research question above, the purposes of this research are listed as follows:

1. To describe the students’ perceptions about their English teacher. Especially the students’ perception at the first grade of vocational high school 1 Tengaran.

2. To know how the student’s motivations in learning English of the first grade of vocational high school 1 Tengaran.

3. To find out the factors came by English teacher that help the students’ motivations in learning English.
D. The Significance of the Study

The result of this research is expected to give beneficial information for educator especially English teacher in applying the motivational learning in a class.

1. Theoretically

Providing the scientific study of psychology education for the teacher. The teacher or people who study in educational field can take some supporting references by this research. Therefore, this research hopefully adds the benefit information about the students’ motivation and perspectives.

2. Practically

a. Teacher

The teacher knows the characteristics of good models of teaching English. Because of knowing is not enough, teacher hopefully be a best English teacher. The teacher became the motivation why students come to the class and contribute to the learning activity.

b. Students

The students highly motivated to learn English. Learners’ motivation is increased because of the teachers support them. Students receive what actually need from the teacher. Although the English teacher teaches English in vocational school, the vocational school students insistly interested in their teacher. The
students’ high motivation will affect the result of the learning both of the knowledge and academic score.

c. Students of educational program

The students of educational program know the ideal teacher. They know the present obligatory as a teacher. Mastering syllabus, teaching approach, methods, and assessment is not enough for a teacher without knowing the local students’ need from the teacher.

d. Researcher

The researcher find some facts about students’ perception of their English teacher particularly in vocational school. Researcher is being accustomed in handling a research focused in students centered.

e. Further researcher

Many research describe the difference between non-native English teachers and native English teachers. In fact, still few research about non-native English teacher. Therefore, further researchers can conduct and develop another research related to non-native English teacher.

E. Limitation of the Study

In order to make the research more concentrated and focused, the researcher limits the problem mainly on the investigating the students’
perception. Many of psychological research discuss on motivation. Bringing the motivation research to be detail, the researcher investigates the students’ opinion on their teacher and learning motivation. They are considered as the appropriate variables to be studied. Two scopes of the research are observing the activity in the first grade classroom of Vocational High School 1 Tengaran, students’ individual interview in sequential order, and study of open questionnaire. All of the research activities are written in a description to find out the perception and learning motivation.

**F. Definition of Key Term**

To avoid the misunderstanding, there are some keys terms asserted below:

1. **Perception**

   Wilson, Robeck and Michael (1974:309) proposed the term of perception as the shaping of information that someone’s obtain from the senses. It is a kind of neurological activity that deals with the assosiative learning. Human percept something through their sense and interpret their perception through their action and ideas.

2. **English Teacher.**

   Teacher is person whose occupation is teaching. Wolfram Alpha website shows that teacher is synonym with the word instructor. Wolfram Alpha website also mentions the simple definition about
English teacher. English teacher is teacher who teaches the English material to the students.

3. Learning

Oxford Advanced Learner Dictionary (1995:671) provided the term learn as to gain knowledge or skill by study, experience or being taught. Making detailed, the word ‘learning’ is asserted below the word ‘learn’. Learning is kind of noun, means knowledge which is obtained by study process.

4. Motivation

According to Boekhaerts in Long et al’s book (2011:112) the term of motivation is stated as an inner energy. An inner energy acts as the source which encourages people in gaining what they need. The study of motivation is treated in animal. The result is that motivation always relates to feel of necessity, purpose, ambition, and desire. Motivation is essential for human to gain their goals.

G. Review of Previous Research

1. Students’ Perception of Teacher Behaviors as Motivating and Demotivating Factors in College Classes.

The review related to this graduating paper is one of the American research journals. The journal titled “Students’ Perception of Teacher Behaviors as Motivating and Demotivating Factors in College Classes.” It is succesfully held by two American lecturers from
different university. Their names are Joan Gorham and Dianne M. Christophel.

This journal attracts the researcher attention because both of Joan Gorham and Dianne M. Christophel investigate the college student’s perception their English lectures. They analyzed their research by employing qualitative research. They gave questionnaire to the target of college students. They strained the code and later found what the students’ perception of their teacher as the motivating factor in college classroom.

On the other hand, the findings on this journal are used to collect more information. After knowing the students’ college perception in the journal, the researcher was being inspired to conduct a research about the students’ perception of their English teacher. However, the research is not only focused on students’ perception about the teacher’s behavior but also the students’ perception of English teacher performance and relation to the students in learning English.

2. A Descriptive Analysis of Students’ Perceptions Towards Teachers’ Talk in English Classroom.

In this paper, the writer took the review from other paper which is related with this research. The review related to this research is titled “A Descriptive Analysis of Students’ Perceptions towards Teachers’ Talk in English Classroom”. It was researched by Yulianti, a
bachelor of English Language Education of Tarbiyah Faculty of STAIN Salatiga, State Institute for Islamic Studies 2013. The purpose of this study was to know what is the students perception about their talk of English teacher. It includes the finding of appropriate communication in English is that suitable to for teacher in the teaching learning process. In the other side, it can be addition to collect more data or information, especially about the psychological research.

H. Research Paper Organization

Considering the convenience steps to understand this thesis, the writer organized the research into five chapters. They are: introduction, review of related literature, research methodology, discussion and closure. All of these chapters is introduced in the following system.

Chapter one is introduction. It contains the background of the study about this research. It discusses the reason why the research about students’ motivation and perspectives is conducted. Below the background of study is the complete clarification of the general research. It consists of statement of the study, the objective of the research, the significance of the study, limitation of problem, definition of key term, the review of previous research, and the outline of the thesis presentation.

Moving to second chapter is the review of related literature. It presents the theoretical review of perception, learning, native teacher and
motivation. The review literature on this research starts from the definition and ends at the deep explanation. The deep explanation is made into sub point that can make the research well understandable.

Chapter three discusses about the research methodology and data of the observation and interviews. It provides the comprehensive explanation of the research that is conducted in the vocational school. Research methodology covers the research design, site and respondent, data collection, data analysis, and procedure of the research.

Finding and discussion on this research is reported in the fourth chapter. All the collected data from questionnaire and interview is discussed. This chapter is purposed to serve the detailed portraits on how interested students to learn English. Not only the detailed portraits, but also the result of interview on students’ motivation is presented in this chapter.

The fifth chapter, which is the last chapter, shows the closure of the research. Conclusion on the last chapter is completed by some suggestion for teacher to develop the students’ motivation.
CHAPTER II

REVIEW OF RELATED THEORIES

This chapter gives the comprehensive theoretical foundation of the research. It is aimed direct to what extent the research is conducted. Since the research is focused on students’ perception and teacher relation in students’ motivation, this chapter likely discusses the perception, non-native teacher, and the analysis of motivation to take the framework of research is well.

A. Perception

1. Perspectives on Perception

Perception is shaped from the information received from the sense. It is more than the individual sensory inputs. It involves some integration and some interpretation of the sensations that people receive. It is not a matter of simply taking in information from the world and creating from it a duplicate internal representation.

"Perceiving requires some action on the perceiver’s part. You look around in order to see, searching the visual environment until the desired object of regard is located. Likewise, to make a faint sound audible, you may turn your ear in the direction of the sound. When touching an object, you’re better able to identify it if you actively explore it by moving your fingers over it.” (Blake and Sekuler (2006:7))

Based on Blake and Sekuler explanations’ above, perception follows a deal of activities on the part of the perceiver. It is more than a simply recording of the visual, audio, or world around from a human.
Perception is considered to be the result of activity, either mental or physical. People navigate the world, collecting information and searching more information about interesting objects. The perception of human action depends on the multiple sources of information including sensory, motor, and affective processes.

Wilson et al (1974:309) proposed that stimulation of perception comes from the external object and internal system of the subject itself.

a. **Stimulation Comes from The External Object**

Externally, stimulation possibly comes from visual, auditory, cutaneous, olfactory, and gustatory sense. First, one of the most prominent aspects of visual perception is about how human interpret a stimulus arrays of objects and backgrounds. The light waves are the kinds of visual stimulus that is responded by human. Gestalt in visual perception is famous due to his principles of visual perceptual organization that affect in learning process.

Second, human response to the sound wave that has been processed in the brain is called as the auditory perception. It is important for building the communication skill of learner. Third, cutaneous is the stimulation that comes from the pressure, heat, cold, and texture on skin. Olfactory, as the fourth sense, is the kind of response to the volatile substances in nose. The last is gustatory. It is response to the soluble or hard things on the tongue.
Simplicity, it is how human taste things as sweet, salty, sour, and bitter flavor. Those tastes can be in combination.

b. Stimulation comes from the internal system

Internal stimulation is not connected to the external stimulation. The stimulations come from the human themselves. Stimulation comes from proprioceptor and interoceptor. Proprioceptor is one of the deep senses that contain the information about balance and body position. It consists of labyrinth, kinesthetic, and articular stimulation. Labyrinth stimulation is response from human toward semicircular canals to body movement. Kinesthetic is response come from the muscle tension. Articular is response to contact of moving joint surfaces.

Interoceptor is information from the organs in the viscera. Vestibular sense is prominent to the interoceptor. It is obtained from changes in the body balance.

“When learning to run or skip, the young child associates cues from his kinesthetic sense organs to coordinate his body positions. In similar way, students learning to pole-vault, run the high hurdles, or broad jump must learn complicated series of associations related to their interoceptor inputs.” (Wilson et al (1974:310)).

The perceptions’ process is initiated by a sense organ. Perception involves the coding of stimuli, the transmission of coded message via selected neurons. After the message is transmitted, human finally receipt the coded message.
The definition of perception can be explained from physical, psychological and physiological perspectives. The description above is summary of perception in physiological perspective. The following section will provide the explanation term perception from the psychological perspective.

2. Students’ Perception

Psychologically, perception has to do with the following facts. Perception is the psychological ability to process or use information received through the sense organs. As Akandes’ statement in his education research, he stated that perception is the cognitive impression that is formed from ‘reality’. It influences the individuals’ actions and behavior towards an object. Akande (2009:1) later quoted the Alagbu statement (1999), that perception follows factors, as past experiences, present experiences, personality, and motivation, as crucial to understanding how people perceive events.

In part of education, students’ perception includes on how students’ understanding in facing some experiences, especially past experiences about their studying process. Specifically and physiologically, learner percept on what they see, hear, and touch during in school. On the other hand, it can be psychologically claimed that perception activity of students involves their cognitive impression that is formed by ‘process of study’. In this section, the students’ cognitive impression is not only focused in their studying process, but
also detailed on the environment faced by them. Including in environment, teacher is often interested students to evaluate and to make perception.

Adediwura and Tayo quoted the Allport statements because he had discussed the psychological concept of perception. It is the way how person evaluates people that are familiar with him or her. As quoted by Adediwura and Tayo (2007:167), Allport theory was found appropriate to be used as the theoretical basis for their studies because of his explanation the processes involved in person perception. Allport explained three concepts.

a. **Common Judgment Sets**

   In evaluating a person, there must always be a special reason in view. The common judgment of the students is to determine the students’ general perception of the selected teachers’ variables. Therefore, to collect a students’ perception is taken from their general opinion about the teacher.

b. **Categorization Tendency**

   Allport asserted that one of the most important things to do in perceiving any object is to place it in a familiar category. Evaluating the high school teachers based on standard assessment of students belongs to familiar category in education psychology. The students’ level of attention toward
the teacher, and the interpretation given to the perception is included in the second process of this tendency stage.

c. **Combining Cues**

Allport claimed that judging people involves putting together many bits of information. A study of perception determine the reliability of students’ perception of teachers’ knowledge, attitude and teaching skills, using a descriptive explanation of the responses.

In attitude term, Fazio and Roskes (1994) as quoted by Adediwura and Tayo, said (2007:166), “attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and process social information”. A teacher must be interesting. That is the teacher must work his students into such a state of interest in what the teacher is going to teach him that every other object of attention is banished from his mind.

To promote order and learning in the classroom every teacher should possess essential teaching skills. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation. Essential teaching skills and teaching methods are like two sides of the same coin. Skills are the required characteristics or ingredients for effective
teaching while methods can be compared to pattern to be followed in teaching. Thus, teacher skill is related to their performance in teaching.

B. English Teacher

1. Teachers Profession and Their Obligation

The term teacher is normally considered as an ‘occupation’. A teacher is a highly valued personality in a society and teaching is considered to be the most distinctive profession. What make the teacher is one of the distinctive profession is that teacher is someone who provides personal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning.

A teacher commonly has professional knowledge and skills gained through formal preparation and experience. People who intended to take a career as teacher, in some way they have to build up and adapted in professional environment. A teacher has obligation as instructor who guide the learner to study. They have to be competent at particular skill. The particular skill learned by teacher is transferred with the learner.

“If you (the teacher) is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind” (Gibran as Quoted by Harmer (2001:56))

The quote from Gibran above presents that teacher not only has one job to transferred knowledge but also a job to create a condition
that learners can learn by their own effort. Teacher is someone who make the person who taught by her or him to be independent learner. Teacher acts as a key of a house which helps someone to open a locked door. Someone who has the ‘key’ have to explore the things and acquaint the things in the house by himself.

In the early class situation, the teacher is the giver of knowledge, the controller, and the authority. However, those three compulsories of the teacher before are no longer stopped. Teachers have to be facilitator and a resource for the students to draw on.

2. English Teachers Description and Their Roles

It cannot be known, when the terms English teacher is found. As stated in the key terms section in the previous chapter, English teacher is person who teaches the English material specifically English subject for the students. Lamb and Wedeel (2013:17) concluded on their journal that inspirations of students are many and varied. In part of English teacher, they claimed that any teacher who implements any kinds of teaching methodology the opportunity to inspire and make personal connection with the learners. Inspiring English teacher as the term asserted by Lamb and Wedeel is suggestive to lead the English teacher in being a professional teacher.

The following descriptions are mentioned the roles of English teachers which are proposed by Harmer (2001). Harmer discussed the point ‘a’, until point ‘h’ on the following passages below in one
section of description. While, point ‘i’ and ‘j’ is discussed different section separately.

**a. The English Teacher As Controller**

Harmer (2001:58) proposed that teachers who notice their occupation as the transferring of knowledge from their selves to the students are very confident with the image of controllers. The characteristics viewed on teachers as controller are when they leading a question and answer section. Teacher not only becomes controller, but also supervisor for the students’ work and activities.

**b. The English Teacher As Organizer**

One of the most prominent roles that teachers have to perform is the managing students to do activities. English teacher needs this role right when it is required. The aim of organizing the something by English teacher is to obtain the students’ contribution and engagement in learning English process. Harmer (2001:59) concluded this point at the following illustration.

| Engage  | Instruct  | initiate  | organize feedback |

Students are stimulated by the teacher to engage on an activity. The teacher later instructs them by demonstrating what the students commanded to do. After the demonstration of the
teacher has done, students initiate the activity given by finishing the task given by the teacher. The teachers’ role in initiating stage is to ensure that the students finished the task in responsible action. Then as organizer, the teacher asserts the ‘last touch’ of teaching process. Summarizing the material and giving some feedback is the last role for the teacher as organizer.

c. The English Teacher As Assessor
   
   It is normal and clear that assessing is when the teacher is giving grades or saying whether the learner is capable to go on the next stage or not. English teacher as assessor, Harmer (2001:60) said that English teacher needs to know how and for what the learner is being assessed. Teacher should tell the students about what the teacher looks for. What success achieved by the students when they can pass a level of task.

d. The English Teacher As Prompter
   
   Noticing at the student’s efforts in learning, teacher has to be care about the role as a prompter. According to Harmer’s statement (2001:60) English teacher as prompter, they need to do prompting sensitively and encouragingly with discretion. If the teacher does not prompt in effectively, the student’ initiation will leave from the students. For example, English
teacher does not have to prompt all vocabulary translation of a reading task for the students.

e. **The English Teacher As Participant**

   There are reasonable things why teacher can be a participant in an English classroom. Especially, the teacher can be a participant in an activity of discussion. The teacher can be act as ‘the bridge’ of transferring the discussion topic to be discussed into effective activities. However, Harmer (2001:61) asserted that the dominating act of teacher is not permitted to be applied by English teacher in teaching.

f. **The English Teacher As Resource**

   It is generally known about the claim a teacher as the resource. Teacher is an educated person who had learned not in a very short time. Undeniably, whether students had learned hard or not, they may still need the teacher as the source. Harmer (2001:61) wrote that no English teacher knows everything about English. Therefore, the teacher as source is the guidance to students in directing the way of learning.

g. **The English Teacher As Tutor**

   The one acceptance about the term of teacher is that that teacher can be act as tutor for time to time. However, it will be very difficult to make the student become always satisfied with the tutor support. As prompting and acting as a resource, the
English teacher should make sure that the general atmosphere of the students’ feeling of getting supported is exist. Harmer (2001:62) strengthened that teacher can stimulate the learner autonomy.

h. The English Teacher As Observer

According to Harmer (2001:62) English teacher has to be able to work and observe simultaneously, listening, watching, and absorbing the students’ reaction in a class. He or she does not only observe the students to give feedback but also watch in order to judge the success of the different materials and activities that they take into lesson.

i. The English Teacher As Performer

Knowing that different teachers act differently and that individual teachers vary their behavior, depending upon what they are doing, gives insight into classroom behavior. Harmer (2001:64) suggested that instead of saying what roles teachers should be playing, it is appropriate to describe how the teacher plays the role in teaching.

There are four example based on Harmer (2001:64) of teacher description of teacher performance style. First, when teachers conduct a ‘team game’ in a class, they have to be energetic, encouraging, clear, and fair to perform teaching. Second, when teachers conduct a ‘role-play’ in a class, they
have to be, clear, encouraging, retiring and supportive in their teaching performance. Third, when teachers execute a ‘teacher-reading aloud’ in a class, they have to be, commanding, dramatic, and interesting in the perform stage. Last example, when teachers conduct a ‘whole-class listening’ in a class, they have to be, efficient, clear and supportive.

j. The English Teacher As Teaching Aid

Mime gesture and expression are supportive to convey in the class room. An English teacher of foreign language classroom is allowed to pretend the other culture characteristics via gestures and mime. They are helpful for teacher to shows their obligatory as the teaching aid. Since English teachers adapt other culture characteristics, mime and gestures is not to be leaved by them.

Model of language in the English students’ book may help the students in learning English. In fact, English teachers can model language by themselves. This means the teacher can give a clear language models in a classroom. For example in part of pronunciation, teacher can say a dialogue or reading aloud of a text. Students will found that the teacher mediate them to learn the right pronunciation of English.
C. Learning English

Brown (1980:7) asserted the first definition of learning as showing or helping someone to learn something. It includes the activity of giving instructions and guiding the study of something. Learning is not only about guidance and instruction, but also the existence of knowledge served by the instructor or guide. Therefore, the person who guided and instructed becomes know and understand. Teacher guide the learner and the learner know better.

Learners contributes to the active process in learning will lead to the change of behavior. As mentioned in the first chapter, learning is an activity that leads to the change of behavior. Marx and Bunch (1977:23) claimed that learning is a psychological term that connects to the term processes. A process is any evidence that shows the continuous change in time. Learning is tied to the various behavior of individual which is changed through some process. As Davitzs’ and Balls’ (1970:5) statement who are behaviorist writers, the result of learning is experience. Experience is found because of the changes of behavior.

In relation to the learning processes, language is included in the subject in every school. For example, the fact that English is a compulsory subject taught in Indonesia. English is the subject which is has the same purpose of other language subject. It is the ability to know the pattern of other group attitude. Gardner as quoted by Williams and Burden (1997:115) proposed that language is a subject which is taught in a
classroom with the acquisition of skills and behavior patterns of another community.

Language learning is accompanied by strategy that follows it. Strategy is defined as how human manage and coordinate their skills. In education purpose, strategy of learning is assumed as the learners’ responsibility to manage and face the certain learning condition. The main goal of strategy in learning is to make the process of receiving the knowledge is effective. It cannot be debatable that the words learning strategy follows the appropriate way from the learner to manage it.

“A learning strategy is like a tactic used by a player. It is a series of skills used with a particular learning purpose in mind. Thus, learning strategies involve an ability to monitor the learning situation and respond accordingly. This means being able to assess the situation, to plan, to select appropriate skills, to sequence them, to co-ordinate them, to monitor or to assess their effectiveness and to revise the plan when necessary.” (Williams and Burden (1997:145))

Oxford as written by Richard and Lockhart (1994:64) provided six learning strategies in language learning. Those six strategies can be used to measure the learners’ contribution in the development of language learning. They are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. It is simplified in the table (2.1) below.

<table>
<thead>
<tr>
<th>Table 2.1. Strategy System of Language Learning Used by Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Strategies</strong></td>
</tr>
<tr>
<td>Memory</td>
</tr>
<tr>
<td>Cognitive Strategies</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Receiving and sending message (using formula and pattern)</td>
</tr>
<tr>
<td>Analyzing and reasoning (analyzing expression)</td>
</tr>
<tr>
<td>Creating structure for input and output (taking notes)</td>
</tr>
<tr>
<td>Compensation strategies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Applying images and sounds (example: represent sound)</td>
</tr>
<tr>
<td>Reviewing all (example: structured reviewing)</td>
</tr>
<tr>
<td>Employing action (physical response)</td>
</tr>
<tr>
<td>(example: produce a new words)</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Unsuccessful language learners are not the result of the lack strategies in learning. There is no called as unsuccessful learner except the way they choose the false strategy in learning a language. That mistake makes learners are in difficult situation. Oppositely, right strategy that students know to apply is the appropriate way in learning a language.

Language learning and its strategy is followed by cognitive styles or learning style. Richard and Lockhart (1994:59) explained learning style as the personality type when people respond to the learning situation. Four types of learning style below support teachers to make the class is life. There are concrete learning style, analytical learning style, communicative learning style, and authority-oriented learning style.

First is concrete learning style. It is the particular type of active learners who like the language use. Direct taking information of a language is used by concrete learner. Language as a system, such as structure, is something that they are not interested. They like games, verbal, and visual task better than written work. They are motivated when they involve in learning activities.

The individual type learner is called analytical learning style. They are independent learners who like to come up the problem with their own decision. They are serious, hard worker, and afraid to fail when they do the task. Convenience in ability of the self is the key why analytical learner style pushes their systematic effort.
Harmer (2001:43) argued that when the students are comfort to show a language and they are attracted in social interaction, they are assumed in the type of communicative learning style. Some discussion and group activities are the activities that they like.

The last type is authority-oriented learning style. It is when learners need some structural and clear instruction on the teacher. A class consists of these kind of learner is need more effort than other class with no authority-oriented learner. Teachers’ prerequisite is to be well organized in explaining the material. That is why types of dependent learners are called as conformist type of learner. They are motivated in non-communicative classroom and they like to do what the teachers ask to them.

**D. Motivation**

The quotes below are explained that teacher is the prominent part to increase the students’ motivation in learning. A motivator of a class and people who brings the interesting study process is teacher. The great teacher is teacher who has the good behavior and provides the positive methods in teaching, so that the students are attracted in a lesson.

“One of the most important skills is that of developing motivation to attend to the material. The more skillful the teacher is as a motivator, the more successful he will be. In general, the more positive the teachers’ approach, the more pleasure associations will be made and the higher the level of motivation is likely to be” (Wilson et al (1974:180)).
Teacher is one of the sources of students’ motivation. Harmer (2001:51) wrote four sources of motivation. They are society that the students face, culture that the students adapt, teacher and method on learning and teaching. Teachers, as source of motivation promote the positive atmosphere in a classroom. They are the requirement of for shaping of students motivation.

Burden and Williams (1997:120) stated that based on cognitive and social constructivist framework, motivation is the state of cognitive and emotional arousal; which brings to the decision to act; a conscious decision to act is taken in order to attain a particular purpose. In fact, the learners’ motivation is subjective to social and contextual part. However, based on the previous paragraph, it is appropriate to be resumed that individual is motivated differently based on where they live and what kind of their culture that they face.

Another writer, such as Ormrod (2011:362) proposed that motivation is an ‘inner energy’. It can directs and sustain behavior. Motivation leads students in the appropriate direction when they learn. Ormrod also writes two cognitive factors that influence students’ motivation to learn. They are interest in subject and the values of the beneficial learning. The other writers such as Schunk et al strengthen the Ormrods’ statement. Their statement is the influence of motivation in learning. The goals of learning are information then empowers learning and motivation.
When students achieve learning goals, the achievement of the purpose informs them that they have the prerequisite abilities for learning. Beliefs motivated them to set any kind of new challenging purposes. Students are motivated to learn often find that after they are motivated to learn, therefore they are intrinsically motivated to continue learning activities. (Schunk et al 2012:8)

Constructively, there are two categories of students’ motivation in education, are extrinsic motivation and intrinsic motivation.

“Motivasi intrisik mengacu pada motivasi melibatkan diri dalam sebuah aktivitas karena nilai atau manfaat aktivitas itu sendiri (aktivitas itu sendiri adalah tujuan akhir). Motivasi ekstrinsik adalah motivasi melibatkan diri dalam sebuah aktivitas sebagai suatu cara mencapai sebuah tujuan.” (Intrinsic motivation refers to motivation to engage in an activity because the value or benefits of the activity itself (the activity itself is the goal). Extrinsic motivation is motivation to engage in an activity as the way to achieve a goal.). (Schunk et al 2012:359).

Intrinsic motivation is one which there is no apparent reward except the activity itself. Extrinsic motivation is the motivation which carried out in anticipation of reward from outside and beyond the self. Typically extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

Every learner has their own level of motivation in a certain time. That is why both of intrinsic and extrinsic motivation depends on the time and context. Hartner as quoted by Burden and Williams (1997:124) argued that learners can remember when they feel intrinsically motivated and
when they are extrinsically motivated. They learn due to the content of learning, good score or they want to make their teacher proud of them. In fact, teachers have their chance to ask what make their students in high motivated.

Robert Gardner and Wallace Lambert extensively studied motivation of foreign language learner. As their statement quoted by Brown (1980:114) motivation of foreign language learner is divided into instrumental motivation and integrative motivation. Instrumental motivation is motivation to interpret a language for gaining the instrumental goals. For example: deciding for career, reading material, translation etc. On the other side, integrative motivation is motivation to integrate and identify in a culture of second language or foreign language culture.

Specifically, Williams and Burden (1997:120) proposed that motivation occurs as a result of combination of different influences. Seeing the students, some of influences are internal which comes inside them. For the example are interest and activity to succeed. Remaining influences, such as external influence enhances the internal factors that lead the students to achieve their aims.

Based on Williams and Burden’s statements, there are six indicators of learning motivation. They are expectation of success, encouragement and needs to study, desire of good future, appreciation of
learning, interesting activity in learning, and convenient zone during learning. Motivation identified in internal indicators classified into expectation of success, needs of studying, desire of good future, and appreciation of learning. On the other hand, interesting activity in learning, and convenient zone during learning classified in external indicators. Both of external and internal indicators are have to be stimulated. Stimulation make students motivated and actively contributed in learning activity.
CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on giving methodological foundation of the research. Since this research is employing the qualitative research, explanation in each aspect of proper methodology are presented comprehensively. To make it comprehensively, this research arranged systematically start from the aspect of research design. Below aspect of research are design site and respondents, data collection, data analysis, and procedure of the research.

A. Research Type

This research was conducted not only to figure out the student’s perspective about English teacher but also the factor came by English teacher that help them to be motivated in learning English based on student’s perspective. Due to this reason, qualitative research method is taken in this research. Analyzing psychology particularly at motivation also included in a qualitative research. Therefore, to find out how the student’s motivation and what the student’s perception, the researcher described into descriptive qualitative research.

Denzin and Lincoln in Moeloeng’ book (2009:5) gave their definition about qualitative research. They claim that qualitative research focuses on the methodological nature. It has aim to know the meaning of the events. Moelong later summarized (2009:6) that this kind of research is to understand the phenomenon happens to someone. Not only
understanding a phenomenon, but also knowing of attitudes, perspectives, and motivation.

Following the Moelong’s statement, Bungin proposed that (2010:41) a research is set as qualitative if there is a ‘focused study’. A focused study consists of explanation about what dimension that has the center attention. The explanations are studied in deep and finished completely. In this research, motivation and students’ perception are the center attention. It is learned intensively through descriptive explanations.

B. Sites and Respondents

1. General situation of SMKN 1 Tengaran

State senior high school 1 Tengaran (SMKN 1 Tengaran) was considered as the place of research due to the one of credible vocational school in Semarang residence. As one of qualified school whose headmaster is Indrattuti, vocational high school 1 Tengaran has achieved certificate of ISO 9001 (International Organization for Standardization). The certificate is an international agreement that is used to represent the universal standards applied in all organizations. It includes the products and services that fulfill the customer expectations and professional requirements. In fact, the certificate proves that vocational high school offers the professional service in part of educational environment.
Vocational High School 1 Tengaran is located in DarunNaim Street, Tengaran district and Semarang residence. It is situated in the strategic location which is not far from the main accessed road of Solo-Semarang. Complete facilities are served in that vocational school to support the learning process and administration process of school.

2. Respondents of Research

The total number of students in Vocational High School 1 Tengaran is 1475. All subjects of this research are 558 students of the first grade of vocational school 1 Tengaran. There are six departments on the vocational school 1 Tengaran. They are technique of automotive department, technique of motorcycle department, technique of vehicle department, computer and technology department, fashion department, and cooking class department. Focused on building the technique skill, there are four departments consist of automotive department, technique of motorcycle department, technique of vehicle department, computer and technology department. Cooking class department and fashion department are departments that develop non-technique competency.

The researcher decided to take purposive sampling to investigate this qualitative research. Purposive sampling, as stated by Hadi (1981:82) is taken because of a goal that needs to find. According to the allowance of the headmaster of vocational school 1 Tengaran, the researcher is permitted to investigate one English teacher. To make the research more efficient and concentrated, the researcher interviewed and
observed two classes taught by the same teacher. The name of the teacher is Amy Iswardani, who teaches two classes of cooking department.

Totally, there are sixty seven students of cooking department in the first grade. All of sixty seven students became the respondents to fill the distributed questionnaire. In fact, when the interview is conducted, not all sixty seven student engaged. Actually, the researcher did not limit the number of interviewees but then the number of students who contributed in interview is sixteen students.

Below are the lists of the students from the cooking class department. They become the respondents of research.

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of Respondent</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AndikaWicaksono</td>
<td>X TG I</td>
</tr>
<tr>
<td>2.</td>
<td>AqidatulIstiqomah</td>
<td>X TG I</td>
</tr>
<tr>
<td>3.</td>
<td>Ari ArsitaDewi</td>
<td>X TG I</td>
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<tr>
<td>4.</td>
<td>AyuWindaPrastiwInugraheny</td>
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<td>5.</td>
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<tr>
<td>8.</td>
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<td>10.</td>
<td>MauliyawatiKholifah</td>
<td>X TG I</td>
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<tr>
<td></td>
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<td>Student ID</td>
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<td>11.</td>
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<td>12.</td>
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<td>X TG I</td>
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<td>Wahyuliana</td>
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<td>32.</td>
<td>Yuliana</td>
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<td>33.</td>
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<td>35</td>
<td>Aisyah</td>
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<td>36</td>
<td>Anggun Triwahyuni</td>
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<td>Ela Nur Aini</td>
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<td>Indriyani</td>
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<td>48</td>
<td>Karenina Wiji Rahayu</td>
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<td>49</td>
<td>Laila Wulan Kurnia</td>
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<td>Lina Kurnia Sari</td>
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<td>Maulia Dwi Rezkyana Putri</td>
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<td>53</td>
<td>Maura Hoogeven Pashya</td>
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<td>56</td>
<td>Putri Kusumaning Utami</td>
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57 | SintaRahmawati | X TG II |
58 | SitiChoyrulRahayu | X TG II |
59 | SitiNurAzizah | X TG II |
60 | SitiQoiriyah | X TG II |
61 | TianFitrianNingsih | X TG II |
62 | TitinNurIsnaeni | X TG II |
63 | WahyuWijayanti | X TG II |
64 | WihdatulFaiizahFaridah | X TG II |
65 | Windy Ira Meliandari | X TG II |
66 | Yulia Tri Widiyani | X TG II |
67 | Yuniar Nada Damayanti | X TG II |

The table below also presented the list of students who became the interviewees.

**Table 3.2. Respondents of Interview**

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of Respondent</th>
<th>Class</th>
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</thead>
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<td>SoimFaizatunNikmah</td>
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<td>3</td>
<td>EkaNurSita</td>
<td>X TG I</td>
</tr>
<tr>
<td>4</td>
<td>RetnoWulan Sari</td>
<td>X TG I</td>
</tr>
<tr>
<td>5</td>
<td>KhairumUsmaLawi</td>
<td>X TG I</td>
</tr>
<tr>
<td>6</td>
<td>Zuntikanah</td>
<td>X TG I</td>
</tr>
<tr>
<td>7</td>
<td>WahyuSetyaningsih</td>
<td>X TG I</td>
</tr>
</tbody>
</table>
C. Data Collection

1. Observation

Collecting the data for a qualitative research can be used by observing human, situation and activities. Observation is related to the process of studying peoples’ behavior and content of the behavior occurred in them. Researcher observes what kind of activity that people actually do. Looking and studying of what people do is the knowledge or meaning of the researchers’ investigation. Marshal summed the aim of observation in one simple sentence as written in the quotes below.

“Through observation the researcher learns behavior and the meaning attached to those behaviors.” (Marshal as written by Sugiyono (2010:64))
The researcher came to the classroom and saw all the activities that occurred during teaching learning process. In order to obtain the data, observation were done along the teaching learning process. The researcher observed the class to know the capture of the students’ motivation in learning English. The observation was done to find how the students’ motivation in learning English. It is done by systematic observation to collect the data.

Participant observation is conducted in this research. Passive participant observation is chosen because the researcher expected to enhance natural condition on how the students’ motivation and how the teacher motivates the students. Sugiyono (2010:66) wrote that participant observation when it is done in passive, the investigator comes to the site of research but he or she does not interact and participate in the research activity. Therefore, it does not mean that the researcher does not have any activity to do. It is understood as the researchers’ process to absorb information which is obtained in observation via notes or any helpful tools, such as video recorder or photographing process.

Making the research is orderly observed, systematic observation is used in investigation process. Arikunto (2006:157) proposed that systematic observation is used by the research with its guideline as the observation instruments. The guideline consists of the list of activities that will be possibly executed during the classroom activities. Sign
system is used to complete the systematic observation, such as checklist of probable events during classroom activities. The guideline of the systematic observation is provided in the appendix of this research.

2. Questionnaire

The possibility to apply a questionnaire is permitted in qualitative research whenever the result is descriptions. Questionnaire is the list of question used to find the information which is stated by respondents. According to Arikunto (2006:152), open questionnaire is a questionnaire which gives chance for the respondents to share their opinion through their own sentences. Respondents are expected to write down their ideas in convenient way. Open questionnaire is used when the respondents are not able to have chance to meet directly with the researcher.

Riduwan(2010:71) argued that there are two benefits of open questionnaire. In perspective of respondents, it makes them free to fill the answer of questionnaire. Respondents’ answer is based on the situation that they have experienced. On the other hand, open questionnaire provides the varied data to the researcher. The result is the varied data which will be developed, so that they are not only based on what have been assumed by researcher.

3. Interview
Moelong (2009:186) stated that interview is a conversation that is accompanied by certain purpose. In similar, when two persons exchange their ideas and information it is assumed as interview. Information and ideas are obtained through questions and answers, so that the meanings of a particular topic are found. Lincoln and Guba as quoted by Moelong (2009:186) explained that interview is aimed to construct about someone, events, organization, feelings, motivation, and what are the experiences happened to someone. All of them then will be used to project the future expectations.

Arikunto (2006:227) claimed that basically, there are two kinds of interviews. They are structured interview and semi-structured interview. Semi-structured interview is taken to collect the data in this research. It is kind of interview which consists of question lists. Arikunto (2006:227) argued that flexibility and creativity from the interviewer are included in the semi-structured interview to find a clarification. Semi-structured interview is also known as in-depth interview. It has aims for interviewees to express and explore their ideas openly.

The instrument used by the researcher is mobile phone. It is considered as the appropriate equipments to record the interview process. Supporting instruments such as notebook is applied for note taking activity during the interview. The researcher used the simple language for gaining the interviewees’ understanding. To gain the deep
information, the interviewees are given the unlimited time to share their opinion. Below is presented the interview guidelines that used to support the research process:

**INTERVIEW GUIDELINE (PEDOMAN WAWANCARA)**

1. During English lesson conducted, what kind of activities that you usually do? Do you pay attention to your teacher and finish the task given by her?

   *(Selampelajaran bahasa Inggris yang berlangsung, apa yang biasanya kamu lakukan? Apakah kamu memperhatikan beliau dan menyelesaikan tugas yang diberikannya?)*

2. How is your studying English frequency? Do you add your English studying time over the time that your teacher explains in the class?

   *(Seberapa sering kamu belajar bahasa Inggris? Apakah kamu menambahkan jam belajar bahasa Inggris di luar jam yang diterangkan oleh guru di kelas?)*

3. Generally, what is your opinion about your English teacher?

   *(Secara umum, bagaimana pendapatmu tentang guru bahasa Inggris kamu?)*

4. In your opinion, what is the most positivething you noticed from your English teacher?

   *(Menurutmu, hal paling positif yang kamu catat dari guru bahasa Inggris kamu?)*

5. What kind of word which is appropriate to capture your English teacher?

   *(Kata apa yang sesuai untuk menggambarkan guru bahasa Inggris kamu?)*

6. Specifically, what is your opinion about your English teacher
attitude? (Secarakhusus, bagaimanapendapatmutentangtingkahlaku guru bahasaInggrismu?)

7. How is your description about your English teacher performance during the teaching process? (Bagaimanadeskripsimutentangpenampilan guru bahasaInggrismuselama proses mengajar?)

8. How is your relationship with your English teacher? (Bagaimanahubunganmudengan guru bahasaInggrismu?)

9. What are the things which you expected from your English teacher? (Hal-halapakah yang kamuharapkandari guru bahasaInggrismu?)

10. From your answer before, what kind of suggestion which is suitable to your English teacher? (Dari jawabanmusebelumnya, saran apa yang sesuaiuntuk guru bahasaInggrismu?)

1 If you can choose, do you want to be taught by native English teacher or non-native English teacher? (Kalaubolehmilih, kamumaudiajarbahasainggris guru native (bule) ataudiajarbahasainggrisdengan guru bahasainggrisbiasanya?)

1 Why do you choose being taught by native/non native English teacher? (Mengapakumemilihdiajar guru native (bule)/ guru bahasainggrisbiasanya?)

1 The fact is your teacher is not the native speaker of English. In your opinion, does the fact influence your motivation in learning? (Guru bahasainggriskamukanbukanpenaturaslibahasainggris, menurutmuapakahhalitumempengaruhimotivasikumudalambel
What are the things that make English lesson is fun or interesting? (Hal apasaja yang membuat pelajaran bahasa inggris menyenangkan atau menarik?)

Which one is the most important between the effective teaching method or the interesting teacher? (Lebih penting mana antara cara mengajar yang efektif atau guru yang menarik?)

D. Validity of the Research Data

Proposed by Moelong, (2009:329), triangulation is a technique that is applied to checks the validity of the data. That validity of the data is utilized with something except the data. Triangulation has aim for checking or comparing between each of available data. Denzin, as quoted by Moleong (2009:331) distinguished four kinds of triangulation technique. Four kinds of triangulation technique are utilizing the use of sources, methods, investigator, and theory.

In this study, the researcher used triangulation techniques that utilized the sources, methods and theory. Utilizing source of triangulation process means that researcher compares and checks beliefs of information which are obtained through different time and tools of qualitative methods. Validating the qualitative research is achieved by 1.) Comparing the data observation with the results of interview, 2.) Comparing between what people say in front of public and what people say to them selves, 3.)
Comparing between what people say about research situation and what
they say all of time, 4.) Comparing situation and someone’s perspective
with opinions of general people; and 5.) Comparing the results of interview
with the contents of relating document.

The triangulation process of utilizing source later mixed with
methods and theory. In brief description, the processes applied by
researcher to validate this case study research are: 1.) asking varied
question to the students in interview process, 2.) Combining the result of
interview, open questionnaire and observation process, 3.) Analyzing the
interview process, open questionnaire, and the documentation result to be
correlated with the theory.

E. Data Analysis

Lodico et al stated that (2006:301), if the research is in qualitative
research, the appropriate process to make it effective will be inductive
process. The inductive process is followed by six steps which should be
done. 1.) Preparing and organizing the data, 2.) Reviewing and exploring
the data, 3.) Coding data into categories, 4.) Constructing description of
people, places, and activities, 5.) Building themes and testing hypotheses,and 6.) Reporting and interpreting data.

Similar to what have been typed above, Miles and Huberman (1992) as
quoted by Sugiyono (2010:91) explained that there are two types of
approaches used in qualitative data analysis. Below are those two types:
1. Flow Analysis Models

This model is followed by three major components. They are data reduction, data presentation, and conclusion.

2. Interactive Analysis Models

Interactive analysis models means that data reduction and data presentation are processed along with data collection. Three analysis components (data reduction, data presentation, and conclusion) are interacted after all necessary data are collected.

![Diagram of Method of Collecting Data](image)

**Figure 3.1 Method of Collecting Data**
Adapted by Sugiyono (2010:92)

a. Data collection

According to Lodico et al (2006:266), it is appropriate to use three types for collecting data in the qualitative research, especially in educational field. Those types are observation, interviews, and documentation. The researcher also added the supportive data collection with the open questionnaire. Therefore,
all of them are decided to take them as the appropriate way to investigate the students’ perception and motivation.

b. Data reduction

The next step after collecting data is data reduction. Sugiyono (2010:92) proposed that data reduction means summarizing, selecting the important ones, focusing on stated topic, and deleting unnecessary plan. Thus, the reduced data will not only clearly give pictures of what a researcher really discovers but also simplify the following searches.

The process of data reduction for this particular research is conducted through separating unnecessary data from observation and interview. Categorizing data later taken to structured the finding presentation.

c. Data presentation

In qualitative research, data presentation is arranged in the form of essays, chart, flowcharts, categorization, etc. The purpose of data presentation is to support the comprehension of the discussed data. Not only support but also plan the next works based on what have been comprehend.

The data presentation for this research is explained into narration of the description of perception of students, which explained descriptively in the form of essay. In addition, students’ motivation would be presented using percentage and table.
d. Conclusion

The final step after data presentation is concluding all of what has been investigated. Withdrawing conclusions of this qualitative research is based on the reduction to find out the answer of the investigation. The possibility of some changes is developed when there are valid and consistent evidence. They are followed in data collections in order to make the research is strongly believed to be accurate.

F. Procedures of The Research

1. Collecting the data through class observation and documentation.

Observing class and documentation was conducted to figure out the image about motivation of students during the classroom activities. Knowing how the students’ motivation is the purpose of this procedure.

2. Distributing questionnaire to the respondents

To figure out the motivation and perceptions of all subjects in this research, questionnaire is distributed to all seventy five students engaged in the investigated class. Knowing the students’ motivation in learning and their perception of the teacher are the goal of this step.
3. **Completing the research data by interview**

   The core of the research is the result of the interview with the students who contribute in the documentation activity. Then the data from the interviews are analyzed to answer the research problem.

4. **Presenting the result descriptively**

   All result of the research is systematically written and concluded in narration. It is presented descriptively in the form of research report.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of the research. All the collected data are discussed and analyzed descriptively. Due to the appliance of the qualitative research, every aspect of research findings and discussion are presented in narrative. Research findings give the results and analysis of classroom observation, interview and questionnaire. Research findings are developed in the part of discussion through descriptive explanation.

A. Research Findings

1. Description Analysis of the Students’ Perception of English Teacher.

The findings below present the result of student’s perception toward vocational English teacher. They answer the first question sentence in the open questionnaire which written as: Jika boleh memilih, kamu ingin diajar guru bahasa inggris kalian sendiri atau guru native (guru luar negeri)? Mengapa? (If you can choose, do you want to be taught by native English teacher or non-native English teacher? Why?)

Based on the collected data from sixty seven students, the question above serves the answer of the student’s perception toward English teacher. Based on the student’s questionnaire, the student’s perception
Data (1): “Guru bahasa inggris sendiri karena selalu menggunakan bahasa inggris dan saya tidak mengerti maksud dari guru tersebut. Kecuali kalau guru tersebut menjelaskan arti atau maksud dengan menggunakan bahasa Indonesia sehingga kita dapat mempelajarinya dengan mudah.” (My own English teacher (read: non-native), because she always uses English and I do not understand what that teacher means. Except if the teacher explains the translation or meaning by using Indonesian language, so we will able to learn it easily.)

Data (4): “Guru sendiri karena bisa bahasa indonesianya mudah dipahami.” (My own English teacher (read: non-native) because her Indonesian pronunciation is easily understood.)

Data (18): “Guru bahasa inggris sendiri. Lebih enak guru biasanya. Kalau menerangkan tidak seluruhnya pakai inggris terus. Adakalanya dari bahasa inggris ke bahasa Indonesia diterjemahkan sama dia.” (My own English teacher (read: non-native). It is more enjoyable with usual teacher. Whenever explaining, not all of her (explanation) continuously explained in
English. Sometimes from English to Indonesian is translated by her.)

Data (21): “Guru bahasa inggris sendiri. Karena walaupun banyak pakai bahasa Inggrisnya kalau menerangkan, tapi pakai bahasa Indonesia juga sedikit sedikit, jadi tetap paham.” (My own English teacher (read: non-native). Although (she) uses lots of English (words), but (she) uses few Indonesian (words), so (I) still understand.)

Data (22): “Guru bahasa inggris sendiri. Karena dia mengajar tidak cuma pakai bahasa Inggris tetapi juga pakai bahasa Indonesia.” (My own English teacher (read: non-native). Because she does not only apply English but also Indonesian)

Data (23): “… Kalau sama guru sendiri itu kayakya malah bahasa inggris jadi gampang dipahaminya. Nggak terlalu sering ngomong bahasa Inggrisnya…” (…Whenever I taught by my English teachers (read: non-native) English seems easy to understand. (She) does not always speak English…)

Data (25): “Guru bahasa Inggris biasanya karena dia bisa berbahasa Indonesia. Guru biasanya lebih paham maksud siswanya. Kalau guru asing kadang tahu sedikit bahasa Indonesia.” (The usual English teachers (read: non-native) because she is able to speak Indonesian. The usual English teacher understands the student’s intention better. Foreign teachers often know few Indonesian (words).)

Data (26): “Guru bahasa inggris sendiri. Kalau mengajar guru bahasa inggris sendiri tidak memakai bahasa inggris semua kalau menerangkan.” (My own English teacher (read: non-native). Whenever teaching, my own English teachers does not use English for all explanation.)

Data (30): “Guru bahasa inggris sendiri. Dia memang banyak pakai bahasa Inggrisnya kalau menerangkan. Tetapi ada bahasa Indonesinya sedikit sedikit, jadi tetap paham.” (My own English teacher (read: non-native). Even though she uses lots of English (words) whenever explain, but there is (still) few Indonesian language. Therefore, (I) still understand.)

Data (40): “Lebih baik guru sendiri kalau tidak mengerti pasti dijelaskan dengan bahasa Indonesia.” (It is better to be (taught) by my own English teacher, if (I) do not understand, surely (she) will explain into Indonesian.)
The data (1), (4), (18), (21), (23), (25), (26), (30), and (40) above are some of fifteen student’s opinion about the first strength of English teacher in vocational high school 1 Tengaran. They claimed that as non-native teacher, the usage of Indonesian words and local language by English teacher is supportive during learning English process. English teacher serves better mother tongue pronunciation. Not only serves understandable pronunciation of mother tongue but also faster in understanding students’ Indonesian or Javanese language.


Data (9): “Guru bahasa inggris sendiri. Kalau guru sendiri itu bisa nerangin terjemahan bahasa inggris.” (My own English teacher (read: non-native). My own teacher can explain English translation.)

Data (13): “Guru bahasa inggris sendirinya. Soalnya kalaupun mengartikan bahasa Inggris ke Indonesia tidak terlalu asing di dengar di telinga. Saya sukanya guru dari negeri sendiri.” (My own English teacher (read: non-native). Although (she) translates English into Indonesian, (the translation) is not too strange to hear. I like the teacher of my country.)

Data (18): “Guru bahasa inggris sendiri….Adakalanya dari bahasa inggris ke bahasa Indonesia diterjemahkan sama dia.” (My own English teacher (read: non-native)…. Sometimes from English to Indonesian is translated by her.)

Data (5), (9), (13), and (18) above are the second reason of the strength brought by their English teacher. They represent eleven respondents opinion that their English teacher offers better translation.
They claimed that the effective translation is provided by their English teacher.


Data (31): “Guru bahasa inggris sendiri soalnya lebih nyaman. Guru sendiri lebih mengerti maksud muridnya.” (My own English teacher (read: non-native) because it is more confident. My teacher understands the student’s intention better.)

Data (56): “Guru bahasa inggris sendiri. Kalau ketemu bule kadang suka gugup, apalagi kalau diajar guru bune.” (My own English teacher (read: non-native). Whenever I meet foreigners I am nervous, especially when taught by native teacher.)


Representing the third reason of positive side of having vocational English teacher is stated in the four data (29), (31), (56), and (62) above. Totally, ten respondents asserted their opinion that their teacher provides the convenient zone for them to communicate English. The ten respondent’s statements show that they are confident to be taught by their English teacher.

Data (6): “Saya memilih guru bahasa inggris sendiri soalnya kan saya cepat kenal kalau sama guru bahasa inggris sendiri. Kalau sama guru native saya agak canggung kalau mau kenalan dan bertanya banyak sama dia.” (I chose my own English teachers (non-native) because I am faster to know my English teacher.
Native teacher, I am little bit awkward to acquaint and ask a lot of question.)

Data (11): “Guru bahasa inggris saya sendiri, soalnya saya lebih nyaman untuk bertanya banyak sama dia.” (My own English teacher (read: non-native), because I feel confident to ask a lot question.)

As the fourth reason, four students wrote that they are confident to ask lots of question with their English teachers. Both of data (6) and (11) above represents the student’s reasons.

Data (50): “Diajar guru bahasa Inggris sendiri. Karna kalau diajar guru bahasa inggris sendiri akan lebih pede atau serius” (My own English teacher (read: non-native), because being taught by my English teacher makes me more brave and serious)

Convenient communication served by English teacher in vocational school stimulates the student’s contribution in learning English particularly at communication. Students are actively communicated if the English teacher is closed with them. Three students argued that they were stimulated by their teacher. It is proved by one student’s opinion which written in the data (50).

Data (3): “Guru bahasa inggris sendiri. Karena saya belum terlalu mahir berbahasa inggris dengan baik. Saya kalau mendengarkan bule berbicara kan cepat berbahasa inggrisnya, dan saya susah mengerti percakapan bahasa inggris yang cepat. Saya kuatir kalau saya diajar guru bule nanti beliau menerangkan dengan cepat.” (My own English teacher (read: non-native). Because I am not skilled enough to speak English well. When I try to listen foreigner speak English quickly, and I am hard to understand fast English conversation. I am afraid if I am taught by native teachers, they will explain quickly.)

Siswa dikasi tahu artinya sedikit-sedikit. Lebih baik guru sendiri tetapi cepat paham daripada guru native tapi saya lama memahaminya.” (My own English teacher (read: non-native). Whenever teaching, my own English teacher does not entirely use English. Students are given some translation. It is better my teachers (read: non-native) than native teacher. I am long to understand (native teacher).)

Data (67): “Guru bahasa inggris sendiri. Bahasa Inggrisnya jelas dan bisa dipahami muridnya. Kalau diterangkan sama guru sendiri ketika past tense saya kurang paham. Kalau guru native saya khawatir tambah tidak paham.” (My own English teacher (read: non-native). His English is clear and understandable for students. If the same teachers described themselves as the past tense I do not understand. I am worried if native teachers, I will not understand.)

Fifth, reasons written on data (3), (33), and (67) above found that seven students claimed they were faster in understanding their teacher’s explanation. They were worried with the fast English speaking communicated by native teacher. They preferred to low speaking English style pronounced by their English teacher.

Data (37): “Guru bahasa inggris sendiri. Karena banyak teman-teman dan saya yang belum terlalu paham bahasa inggris yang baik. Kadang saya dan teman sekelas suka belum paham sama guru sendiri, apalagi nanti kalau diajarin sama guru bule.” (My own English teacher (read: non-native). Because lots of my friends and I am not really know English well. Sometimes I and my classmates sometimes do not understand, especially if (I) taught by native teacher.)

Data (42): “Guru bahasa inggris sendiri. Kalau bertemu langsung sama guru bule saya tidak siap. Saya belum pintar bahasa inggrisnya.” (My own English teacher (read: non-native). If I meet directly with native teacher I am not ready. I am not smart enough at English.)

Both of data (37) and (42) above mentioned students’ fear of long understanding explanation caused by native teacher. They assumed that
they were not skilled in English. Therefore, they prefer to like their English teacher.

Data (8): “Saya memilih guru bahasa inggris sendiri. Dia lebih paham budaya kita. Kalau bercanda dikelas kita bisa cepat tertawa kalau sama guru sendiri. Kalau sama bule diajak bercanda tapi lama mudengnya.” (I chose my own English teacher (read: non-native). She understands our culture better. If (she makes) jokes in the class, we are faster to laugh. If native intends to make jokes, we will be long to understand (the jokes).)

Data (15): “Saya memilih guru bahasa inggris sendiri. Dia lebih paham budaya kita. Terutama kadang kadang pakai bahasa daerah, contohnya bahasa Jawa.” (I chose my own English teachers (read: non-native). She understands our culture better. Especially (she) sometimes uses local languages, for example Java language.)

Data (64): “Guru bahasa inggris sendiri. Soalnya guru sendiri tahu cara membuat murid mau belajar dengan bahasa yang baik. Tidak cuma pakai bahasa Inggris tetapi juga pakai bahasa Indonesia. Kalau guru bule biasanya harus ditambah alat alat pelajaran yang menarik dulu. Kalau guru sendiri kan diajak bercanda sedikit, murid bakalan semangat belajar lagi.” (My own English teacher (read: non-native). Because my own teachers know how to make students want to learn the language well. Not only uses the English language but also Indonesian. If native teachers, they usually adds interesting learning tool first. Whenever my teachers intends to make little joke, students will have enthusiasm to learn again.)

Data (66): “Guru bahasa inggris sendiri. Menurut saya pelajaran guru sendiri itu menarik. Guru sendiri itu cara berfikirnya masih ke-indonesiaan dan sama dengan muridnya. Lebih paham karakter muridnya.” (My own English teacher (non-native). According to me, my teacher's lesson is interesting. My own teacher has the way of Indonesian thinking, and it is same with her students. (She) understand the character of her students better.)
Sixth, four data (8), (15), (64), and (66), above are stated by four students that their English teacher understands their culture. Ice breaking via jokes interested them to learn.

The same culture between English teacher and her foreign language learners are related to the results of the findings below. It answered the second question of the open questionnaire which written as: “Bagaimana pendapatmu tentang guru bahasa Inggris kamu?” (What is your opinion about your English teacher?)

Started from the aspects of teaching attitude and personality, eight respondents stated that ‘religious attitude’ is adopted by their non-native teacher. Not only religious, but also ‘calm’ and ‘understand the student’s characteristics’. On the other view, personality, their English teacher is ‘office looked’. She is not only ‘office looked’ but also ‘neat, and ‘religious looked’ by wearing her identity of religion. Below is presented data (32), (33), and (39).

Data (32): “rapi dan terlihat resmi” (Neat and office looked)

Data (33): “Rapi dan tidak pernah nyeleneh. Bagus, jilbabnya panjang dan islami.” (Neat and never be weird. Nice, her veil is long and Islamic (looked))

Data (39): “Guru yang keibuan berpenampilan rapi dari atas sampai bawah.” (Mother looked teacher, looked neat from top to toe.)
Based on aspect the way of their teacher teaching, English teacher in vocational school serves the effective teaching at grammar section. Other finding is that English teacher promotes task based activity to reduce the some difficulties in teaching. Below are served data (3) and data (23) which show student’s perception on how their teacher teaches them.

Data (3): “Jelas dan diulang-ulang sehingga muridnya jadi paham ketika diterangkan. Teliti dalam mengoreksi. Kalau nerangin grammar lumayan paham soalnya dikasih contoh penerapan kalimatnya.” (Clear and repeated, so that the students understand when they were explained. (She) evaluate correctly. Whenever explains grammar, (It is) understandable because (she) gives the appliance of example in a sentence)

Data (23): “Dari segi mengajar lumayan bisa dipahami. Sayangnya beliau menjelaskan pelajarannya suaranya pelan. Jadi kadang suka ngga dengar apa yang beliau utarakan. Untungnya beliau sering bagi tugas yang buat saya jadi paham.” (From the method of teaching, it is understandable. However she explains the lesson in low volume. Therefore, sometimes I can hear what she said. Luckily, she often gives task which make me understand)

Moving to the others finding which obtained from interview, the sentences on data (D.12) and (E.12) below are two of the respondents’ statements that represent the general perception English teacher. The sixteen respondents asserted the positive side of having vocational English teacher. Data (D.12) presents the representation which is similar to what have been stated by Medgyes. As non-native English teacher, English teacher understands the learner’s mother tongue. English teacher in vocational high school 1 Tengaran is the best
translator who helps the students to decrease the difficulties in translating English. Data (E.12) represented the reason that their English teacher does not explain English material by speaking English. The last representation data (I.12) presents the similar finding on the questionnaire that English teacher serves closed relation with the students.

“Enakan guru biasanya sih. Guru biasanya itu lebih dekat dengan kita. Kalau nerangin ngga seluruhnya pakai bahasa Inggris. Kalau ada kata-kata sulit kan dia pakai bahasa Indonesia atau menjelaskan ini itu artinya ini supaya kita jadi tahu. Kalau guru luar (native) kan paling bangga kalau punya guru luar, tapi kan ngga salah juga punya guru negeri sendiri.” (It is enjoyable with usual teacher. Usual teacher (non-native) is closed with us. Whenever explain, not all of explanation use English. When there are difficult words, she uses Indonesian, or explains it means this to make us know. Native teacher is just proud for having, but it is not a mistake to have the local teacher.) (D.12)

“Guru bahasa Inggris saya yang biasanya. Karena kalau guru bahasa Inggris biasanya kan kalau nerangin ada bahasa Indonesiannya dan ngga terlalu banyak nginggrisnya. Kita diterangin artinya. Kalau yang asing nanti kadang suka ngga mudeng.” (My usual English teacher (non-native). Because the usual teacher whenever explains, there is Indonesian language and not too much speaking English. We are explained the meaning. If native teacher (explains us), we will not really understand.) (E.12)

“Tergantung mbak..... Kalau guru bahasa Inggris biasanya kan dari orangnya kan akrab ga terlalu canggung.” (It is dependent. Meanwhile, usual English teacher, I am closed with her and it’s not too awkward.) (I.12)
2. Description Analysis of the Students’ Motivation in Learning English

a. Description and Analysis of the Questionnaire

Questionnaire is used to describe the students’ motivation of the first grade class of cooking department. ‘Likert’ scale is used to analyze the result of motivation. The guidance of scoring the students’ motivation is written in the table (4.1).

Table 4.1 Scoring Guideline of Motivation based on ‘Likert’ Scale Adapted by Riduwan (2010:87)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
</tr>
<tr>
<td>Seldom</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
</tr>
</tbody>
</table>

Based on the guidance written on table (4.1) above, the result is taken by the frequent score that respondents marked. Moving to the research finding, the table (4.2) and (4.3) provided in the appendix page present the result of the open questionnaire distributed to the students of two classes. They are first grade class of cooking department one and first grade class of cooking department two. Six indicators which mentioned on the chapter two were used to capture the student’s motivation. They are 1.) expectation of success, 2.) encouragement and needs to study, 3.) desire of good future, 4.) appreciation of learning, 5.) interesting activity in learning, and 6.) convenient zone during learning.
First finding is the table (4.2). It mentions the result of student’s motivation questionnaire in the first grade class of cooking department one. The result is started from the first indicator or called as ‘the student’s expectation of success’. The total percentage of student’s expectation on success is at 78%, which the student’s high score is on the answer ‘often’. Second is encouragement and needs to study. The total percentage of student’s encouragement of study is at 69%, which the student’s high score is on the answer ‘always and ‘often’ at same total frequent. Third indicator is desire of good future. The total percentage of student’s desire on good future is at 75,15%, which the student’s high score is on the answer ‘often’. Fourth indicator is appreciation of learning. The total percentage of student’s appreciation on learning is at 78%, which the student’s high score is on the answer ‘often’. Fifth is interesting activity in study. The total percentage of student’s interest on activity of study is at 77,4%, which the student’s high score is on the answer ‘often’. The last indicator is convenient zone during learning. The total percentage of student’s confidence on convenient zone is at 72,9%, which the student’s high score is on the answer ‘sometimes’.

On the other finding, table (4.3) mentioned the result of student’s motivation questionnaire in the first grade class of cooking department two. The first indicator mentioned in the table
is the expectation of success. The total percentage of student’s expectation on success is at 73.2%, which the student’s high score is on the answer ‘often’. Second is encouragement and needs to study. The total percentage of student’s encouragement of study is at 66.2%, which the student’s high score is on the answer ‘often’. Third indicator is desire of good future. The total percentage of student’s desire on good future is at 74.7%, which the student’s high score is on the answer ‘often’. Fourth indicator is value of learning. The total percentage of student’s value on learning is at 65.6%, which the student’s high score is on the answer ‘sometimes’. Fifth is interesting activity in study. The total percentage of student’s interest on activity of study is at 75.7%, which the student’s high score is on the answer ‘often’. The last indicator is convenient zone during learning. The total percentage of student’s confidence on convenient zone is at 70.6%, which the student’s high score is on the answer ‘sometimes’.

Percentage of motivation from the two tables (4.2) and (4.3) are later analyzed. Researcher applied the Sugiyono’s pattern (2008) which is quoted by Maidiyah and Fonda (2013:15).

\[
\text{variable (y)} = \frac{\text{Score of Collected Data}}{\text{Ideal Score}} \times 100\%
\]

Percentage motivation (1\textsuperscript{st} variable y) on the first grade class of cooking department 1 = \(\frac{3710}{4950} \times 100\% = 75\%\)
On the other part, percentage of actual score (2nd variable y) on the first grade class of cooking department 2 = \( \frac{3552}{5100} \times 100\% = 69,7\% \)

The two results of percentage score are later analyzed to be categorized. The category of percentage motivation is drawn up as following the pattern below:

Above 80% until 100% categorized as ‘very high’ motivated students.
Above 60% until 80% categorized as ‘high’ motivated students.
Above 40% until 60% categorized as ‘motivated’ students.
Above 20% until 40% categorized as ‘low’ motivated students.
Above 0% until 20% categorized as ‘very low’ motivated students

What have been written in the list of percentage category of motivation provides the guidance to take the summary of the two classes of student’s percentage of motivation. The result of student’s motivation percentage in the first grade class of cooking department one is 75%. The other result mentioned the student’s motivation percentage in the first grade class of cooking department two which is 69,7%. The two result scores show that both of two classes which given the questionnaire are categorized as ‘high’ motivated students.
b. Description and Analysis of the Classroom Observation

The descriptions below are the findings that have been searched by the researcher. The observation executed two times in 17th February and 20th February 2015. The first observation, 17th February, held in the classroom first grade of cooking department 1 (X TG I). On 20th February, the second observation was conducted in the classroom first grade of cooking department 2 (XTG II). The findings also combined with what have been observed by the English teacher of the first grade.

There are four indicators that applied by the researcher to measure the students’ motivation during learning process. They are encouragement and needs of studying, expectation of success, appreciation of learning, and interesting activity in learning. Below is the observation results received from the learning process.

1.) First Grade Class of Cooking Department I (X TG I)

First indicator of motivation is the need of studying on the students. Most students of the first grade class of cooking department 1 paid attention to the teachers’ explanation during class activity. They actively paid attention in 50 until 60 minutes from two hours of learning activity (70 minutes). In general, when the students face the material that they do not understand, they asked to the teacher or friends. During learning activity, each students asked question two or three
questions. Students used their provided learning time to ask about English subject with the friends. During doing the task, they used the time for finding the answer. However they did the task without revising.

Second indicator of motivation is the students’ expectation to be success in learning. In general, students actively read a book finding out the true answer, so they could finish their task. During finishing a task, they read their own book or borrowing friends’ book. They submitted the task not more than five minutes late from the provided time. When the task group is given by the teacher, students are actively discussing the task. They asked question, gave opinion, and wrote the discussion result. Contrastively, the teacher needed to command and stimulate students in writing the additional notes, asking question whenever they are facing difficulties and giving opinion. Students preferred to ask with friends in the class. What made the observation interesting was that students were not despair in doing the task. When students are facing difficulties, they are more serious to search the solution of new task than the past task. When the failure was come, they did not repeat anymore.

Third indicator of motivation is the interesting activity in learning. In general, students were enthusiastic in paying
attention to the explanation if the method or media of learning are interesting. It is proven when teacher used interesting media or methods, they paid attention more than 50 until 60 minutes from two hours of learning (70 minutes). The teacher used Liquid Crystal Projector and her laptop to support the effectiveness of teaching. Most of students were enthusiastic in paying attention to the explanation because the discussion group method is drawn their interest.

Fourth indicator is the appreciation of learning. In general, students were not shy to the failure and they want to be better. When teacher instructed to come forward, students are not shy although the answer is false. They searched the correct answer on their desk. They also showed their empathy to the friends who are not success. Students supported each other until they were success although not all part of difficulties is helped. With the teachers’ command repeated, students were not afraid for asking question to the teacher about the material that they did not understand. Teachers commanded repeatedly to make the students brave for giving opinion about the material that they were learned. Generally, students were belief to themselves to do the task based on their capability. The last finding is obtained when the individual task given, students did their task
without opened their book. They only asked each other less than three times.

According to the passage above, the observation is simplified into analyzing of the ideal score asserted in observation guideline which given to the teacher. The score is received based on the following guideline.

**Table 4.4. Scoring for Guideline Observation**

<table>
<thead>
<tr>
<th>Marked Point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘a’</td>
<td>5</td>
</tr>
<tr>
<td>‘b’</td>
<td>4</td>
</tr>
<tr>
<td>‘c’</td>
<td>3</td>
</tr>
<tr>
<td>‘d’</td>
<td>2</td>
</tr>
<tr>
<td>‘e’</td>
<td>1</td>
</tr>
</tbody>
</table>

The pattern to analyze the observation result is same as the pattern used in the previous section which has discussed about motivation questionnaire.

\[
\text{variable (y)} = \frac{\text{Score of Collected Data}}{\text{Ideal Score}} \times 100\%
\]

Percentage motivation (1\textsuperscript{st} variable y) on the first grade class of cooking department 1 = \(\frac{49}{75} \times 100\% = 65.35\%\)

The percentage score above is linked to the student’s motivation category. The result is that students of the first grade class of cooking department 1 (X TG I) categorized in ‘high motivated’ students. However, they are not in ‘very high motivated’ students.
2.) **First Grade Class of Cooking Department 2 (X TG II)**

The same as the observation held in the first grade class of cooking department one, four motivation indicators were applied in the research by the researcher.

First motivations’ indicator is the need of studying on the students. Most students of the first grade class of cooking department 1 paid attention to the teachers’ explanation during class activity. They actively paid attention in 50 until 60 minutes from two hours of learning activity (70 minutes). In general, students were not active for asking to the teacher or friends about the material that they did not understand. During learning activity, students asked only one question. They used their provided learning time to ask about English subject with the teacher or friend just one time. During finishing the task, students used the time for finding the answer without revising.

Second motivations’ indicator is the students’ expectation of success. In general, students actively read a book to find out the true answer during finishing their task. During finishing a task, they are reading their own book or borrowing friends’ book. Students submitted the task not more than five minutes late from the provided time. When the task group was given by the teacher, students actively discussed the task. However, students actively did two activities during discussion. They
only asked question and writing result. With teacher command and some stimulus, students wrote the additional notes, asked question whenever they face difficulties and gave opinion. When students faced difficulties, they were more serious to search the solution of new task than the past task. However when the failure was come, they did not repeat anymore.

Third motivations’ indicator is the interesting activity in learning. In general, students were enthusiastic in paying attention to the explanation if the method or media of learning are interesting. Teacher used interesting media or method, so that students actively paid attention more than 50 until 60 minutes from two hours of learning (70 minutes). The teacher used Liquid Crystal Projector and her laptop to support the effectiveness of teaching. Most of students were enthusiastic in paying attention to the explanation because the method or media of learning were interesting.

Fourth motivations’ indicator is the appreciation of learning. In general, students are not shy to the failure and they want to be better. When teacher instructed to come forward, students were not shy although the answer was false. However, they were not searching the correct answer on their desk. Students showed their empathy to the friends who are not success. Students are helping each other until they are success
but not all part of difficulties is helped. With the teacher command and some stimulus, students were not afraid for asking question to the teacher about the material that they did not understand. Whenever the teachers’ commanded the students more than once, students were not afraid for giving opinion about the material that they were learned. In general, students were belief to themselves to do the task based on their capability. When individual task is given, students did their task without opening a book. They only asked each other less than three times.

Connecting the result on the passage above, the observation result is simplified as same as mentioned in the previous observation description held in the first grade of cooking class department 1. Based on collected score asserted in observation guideline given to the teacher, the result of motivation is stated below.

\[
\text{variable } (y) = \frac{\text{Score of Collected Data}}{\text{Ideal Score}} \times 100\%
\]

Percentage motivation (2\textsuperscript{nd} variable y) on the first grade class of cooking department two = \(\frac{36}{75} \times 100\% = 48\%\)

In summary, students of the first grade class of cooking department 2 (X TG II) categorized in ‘motivated’, but they are not in ‘high motivated’ students.
B. Discussion

1. Students’ Perception of English Teacher.

According to Alagbau as quoted by Akande (2009:1) stated that perception follows factors, as past experiences, present experiences, personality, and motivation, as crucial to understanding how people perceive events. Student percepts on what they see, hear, and touch in school. Perception activity of students is not only tied to focus on their studying process, but also the environment observed by students. Including in environment, English teacher is evaluated and percept on the student’s mind.

a. English Teacher Provides Effective Foreign Language Learning

Undeniably, conducting monolingual teaching is difficult in language learning activity in foreign language classroom. The condition of teacher uses Indonesian language in all aspects teaching of English does not stimulate the student’s activity on interpreting the English word. On the other side, when teacher uses full English speaking in class activity, it will raise the student’s difficulties to absorb the information.

Questionnaire:

Data (15): “Saya memilih guru bahasa inggris sendiri. Dia lebih paham budaya kita. Terutama kadang kadang pakai bahasa daerah, contohnya bahasa Jawa.” (I chose my own English teacher (read: non-native). She understands our culture better. Especially, (she) sometimes uses local languages such as Javanese.)
Data (49): “...Saya lebih paham maksud guru bahasa inggris sendiri. Kalau ada tugas, memberi perintah dengan jelas pakai bahasa Indonesia dulu baru bahasa inggris...” (I prefer to understand my own English teacher’s intention (read: non-native). If there is a task, (she) gives instruction clearly by using Indonesian first and then using English language...)

Data (63): “Guru bahasa inggris sendiri, karena lebih paham kalau diterangkan dengan guru sendiri. Kalau guru sendiri pakai bahasa Indonesia sedikit-sedikit.” (my own English teachers (read: non-native), because it is more understandable if explained by my own teachers. My own English teacher uses few Indonesian.)

Data (64): “Guru bahasa inggris sendiri. Soalnya guru sendiri tahu cara membuat murid mau belajar dengan bahasa yang baik. Tidak cuma pakai bahasa Inggris tetapi juga pakai bahasa Indonesia...” (My own English teacher (read: non-native). Because my own teachers know how to make students want to learn the language well. Not only uses the English language but also Indonesian.)

Interview:

“Guru bahasa Inggris saya sendiri. Karena kalau guru bule (native) kan belum tentu mengerti bahasa Indonesia. Kalau kita tanya (red. tanya dalam bahasa Indonesia) kan belum tentu tahu jawabannya. Kalau guru bahasa Inggris sendiri kan lebih tahu bahasa Indonesia”. (My own English teacher (non-native). Because of the teacher is native, it is not sure if they know Indonesian language. When we ask (read: ask in Indonesian language) they are not sure to know the answer. Oppositely, when taught by my own teacher (non-native), he or she knows sure about Indonesian language.) (B.14)

b. English Teacher is Competent in Translating English into the Student’s Mother Tongue.
Conducting learning by direct translation is possible for English teacher. Not only direct translation but also code switching in teaching activity is normally uses by vocational English teacher. The next fact is that code switching, and direct translation are easily to conducted by their English teachers because they have been learned the same first language with their students.

Data (23): “Kalau saya kepengennya diajar guru bahasa inggris sendiri, soalnya beliau kan bisa nerjemahin bahasa inggris ke bahasa Indonesia dengan baik. Kalau sama guru sendiri itu kayanya malah bahasa inggris jadi gampang dipahaminya...” ((According to) me, I am expected to be taught by my English teacher, because she is able to translate English to Indonesian well. Whenever taught by my English teachers, English seems easy to understand.)

Data (28): “Guru bahasa inggris sendiri, karena pas pelajaran kalau dia menerangkan dengan berbahasa inggris kan nanti mau menerangkan artinya.” (My own English teacher (read: non-native), because during lesson, if he explains in English, she will explain the meaning later.)

Data (34): “Guru bahasa inggris sendiri. Karena jika ada istilah susah dan bisa diartikan oleh guru bahasa inggris sendiri, maka kita akan lebih mudah mempelajarinya.” (My own English teacher (read: non-native). Because if there is a difficult term, it will be interpreted by my English teacher, so we will be easy to learn it.)

Data (45): “Guru bahasa Inggris sendiri, karena bisa lebih akrab, siswa tidak gugup ketika diajak ngobrol atau ditanya dengan bahasa Inggris. Karena kalau tidak tahu bisa dibantu dengan artinya.” (My own English teacher (read: non-native), because it can be close, students do not nervous when (they) invited to talk or asked in English. If (I) do not know, it will be added with the meaning.)
c. **English Teacher Offers Students’ Confidence**

Communication

Closed relationship between English teacher and the students erases the student’s fear of uncomfortable feeling with native. There is no communication barrier raises when students speak with non-native teacher. Data (27) and data (P.14) presents that students are confidence to learn English with their English teacher.

**Questionnaire:**

Data (27): “*Guru bahasa inggris sendiri. Soalnya lebih dekat dan lebih berani maju ke depan kalau diajar sama guru sendiri. Saya jadi tidak malu dan canggung kalau maju ke depan.*” (My own English teacher (read: non-native). Because (I am) closer and more brave to come in front of the class whenever I taught by my own English teacher. I am not shy and nervous when (I) come in front of the class.)

**Interview:**

“*Guru bahasa inggris sendiri, soalnya kan beliau lebih dekat dengan kita. Kalau guru bule mau dekat-dekat kita kan canggung dulu, butuh penyesuaian dan belum terbiasa aja.*” (My own English teacher (read: non-native), because she is closed with us. If native teacher want to be closed with us we will be nervous first, need some adapting process and it is not usual.) (P.14.)
d. English Teacher Promotes Good Personality, Teaching Method and Relation to the Students

English teachers in vocational high school 1 Tengaran generally are teachers who adapt the same culture as their social community. Particularly, what students of foreign language expect from their English teacher is not far from the culture characteristics faced by them. English teacher in vocational high school 1 Tengaran is expected to have the same standard culture characteristics with the students. Standard culture can be seen from their personality and performance on teaching.

Data (14): “Iya. Guru yang menjadi pemandu belajar yang baik. Guru yang tidak hanya mencerdaskan siswanya tapi juga memberi contoh yang baik buat siswanya sesuai budaya ketimuran.” (Yes. Teachers who become good guide in learning. Teacher does not only educate students but also give a good example for students according to the East culture.)

Data (16): “Iya. Guru yang punya banyak pengalaman untuk dibagi dengan siswanya. Pengalaman yang menarik untuk memotivasi muridnya.” (Yes. Teachers have a lot of experience to share with the students. Interesting experiences is for motivating the students.)

Data (23): “Teladan banget. Religius, meski ngajarnya tentang bahasa barat-barat itu. Beliau itu jadi contoh gimana jadi guru yang sabar, telaten dan ramah menyikapi murid yang beraneka ragam.” ((She is a) model. (She is) religious, although she teaches the western language. She becomes the example how to be a calm teacher, persevering
and humble on treating various kinds of student’s characteristics.)

Data (22) below is the student’s desire on their English teacher. The data (23) and data (O.12) are the answer of data (22). It shows that students have closed relationship with their teacher.

Questionnaire:

Data (22): “Iya. Guru yang tidak galak dan ramah sama muridnya. Pelajarannya asik dan bisa membuat muridnya paham.” (Yes. Teachers are not fierce and friendly to the students. The lesson was great and could make the students understand.)

Data (23): “Dari segi hubungan guru saya baik, tidak terlalu banding-bandingin siswa yang kurang paham sama yang paham. Semua siswa dianggap anaknya sendiri dan diajar dengan telaten. Saya dengan beliau kadang suka ngobrol.” (Based on relation, my teacher is kind, she does not compare students who doesn’t know and students who know. All of students is assumed as her children and patiently taught. Me and my teacher sometimes have conversation.)

Interview:

“Ramah. Rata-rata dari dulu ngga galak galak semua. Dan guru yang ngga galak memotivasi saya untuk belajar.” (Friendly. In average based on the past, there is no fierce teacher. Teachers who are not fierce motivated me to study.) (O.12)

Data (67) below written as student’s solution to decrease the difficulties by learning with English teacher. Although one student’s statement written in the data (67) below presents the
difficulties on learning grammar, but a results is that she insists on being taught by their English teacher. The English teacher is able to speak English in the confidence way.

Data (67): “Guru bahasa inggris sendiri. Bahasa Inggrisnya jelas dan bisa dipahami muridnya. Kalau diterangkan sama guru sendiri ketika past tense saya kurang paham. Kalau guru native saya khawatir tambah tidak paham.” (My own English teachers (read: non-native). Her English is clear and understandable for the student. When explained by my teacher at past tense section, I can barely understand. If native teacher, I am worried that I will not understand (it))

Related to confidence way of speaking of English teacher, data (3) below is student’s statement that English teacher applies the detail explanation in teaching grammar. She is able to prevent the students’ difficulties in learning grammar.

Data (2): “Jelas dan diulang-ulang sehingga muridnya jadi paham ketika diterangkan. Teliti dalam mengoreksi. Kalau nerangin grammar lumayan paham soalnya dikasih contoh penerapan kalimatnya.” (Clear and repeated, so that students understand when explained. (She) evaluates correctly. Whenever explains grammar, I almost understand because she gives example in a sentence.)

2. Students’ Motivation in Learning English

Motivation of learning language is essentially involves choice about action or behaviors. It includes student’s decision to engage in language learning and how much student’s effort to achieve learning goals. Taking student’s perception on motivation does not
always give the effective result to measure their motivation, because what students percept are different from their action. It is strengthen by the Williams and Burdens’ statements below.

“It is important to emphasize here that motivation is more than simply arousing interest. It also involves sustaining that interest and investing time and energy into putting the necessary effort to achieve certain goals. We make this point because so often from a teacher’s point of view, motivation is seen as simply sparking an initial interest…” (Williams and Burden (1997:121))

<table>
<thead>
<tr>
<th>Table 4.5 Students’ Motivation Percentage and Category</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Students’ Motivation Percentage and Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade Class of Cooking Department 1</td>
</tr>
<tr>
<td>First Grade Class of Cooking Department 2</td>
</tr>
<tr>
<td>Percentage of Distributed Questionnaire</td>
</tr>
<tr>
<td>75%</td>
</tr>
</tbody>
</table>

The table (4.5) above shows that student’s motivation followed by their unseen activity is not same as student’s motivation when it is accompanied by noticeable activity. Students of the first grade of cooking department one based on the result of questionnaire is in ‘high’ motivated students which scored in percentage at 75%. When it is observed, the score students percentage of motivation in the first grade class of cooking department one is at 65.35%. On the other side, students of the first grade of cooking department...
two based on the result of motivation questionnaire is ‘high motivated’ students which in percentage is shown in 69.7%. However, differentiation is found in observation result which shown that students of the first grade class of cooking department two is categorized in ‘motivated’ students. On percentage, they are 48% ‘motivated’.

3. The Factors Came by English Teacher in Raising the Student’s Motivation


“Codeswitching (switching between two or more languages) in naturalistic discourse occurs when a speaker and an interlocutor share more than one language or dialect. It occurs because the speaker finds it easier or more appropriate, in the linguistic and or cultural context, to communicate by switching than by keeping the utterance totally in the same language.”(Lurda(2005:64))

Normally, a discourse can be practiced by code-switching. Not only in normal discourse situation but also in the foreign language classroom activities. Code-switching is used as the bridge to make the conversation easier to understand by two people. In foreign classroom teacher switches the target language or English into first language to reduce the translating time on student’s brain.
One of the statement below or data (40) provides how code-switching becomes the potential factors influencing student’s motivation. One respondent stated that they are not motivated by the teacher due to the high amount of English speaking caused by the teacher.

Data (40): “Tidak tahu karena ngomongnya bahasa inggris terus jadi enggak mengerti.” (I don’t know, because she speaks English continuously, so I don’t understand).

Data (40) provides the result that when the teachers speak target language particularly English, students are in complicated to absorb information that explained by the English teacher. Students are confused and it results in the decreasing involvement of student in learning activities. Two hours learning or ninety minutes of learning is seemingly not enough for some teacher to translate or switch to student’s first language. However, both of code switching and translation if served effectively, student’s motivation to learn English will be increased. The data (15) below is students’ statement that proved motivation is increasing when teacher not fully speaks English during classroom activity.

Data (15): “Iya. Guru yang tidak sering memakai bahasa inggris kalau mengajar, biar muridnya banyak yang cepat paham.” (Yes. Teacher does not always speak English whenever teach, so that many students quickly understand.)
The usage of code-switching whenever the teacher explains the task decreases the student’s difficulties of learning English. However, it does not mean that teacher switching all part of target language or English. Minimally, teacher code-switches English instructions of a task given to the students.

“Karena ada terjemahannya, beliau bisa bahasa Indonesia, jadi bahasa Inggris jadi lebih gampang memahaminya.” (Because the existence of translation, she (read: non-native) is able to know Indonesian language, so English becomes easy to understand.) (A.14)

The interview data above (A.14) is the students talk result that translation plays the beneficial impact in foreign language learning. Macaro as quoted by Lurda, (2005:69) proved the statement why first language is prominent for teaching second or foreign language learning process. He stated that first language builds personal relationship with students, increase knowing of student about complex instruction, control the student’s behavior, checking the student’s fast understanding due to the limited learning time and prove the explicit teaching grammar.

b. The Collaborative Learning with Native Teacher to Promote Interesting Methods of Learning.

“Team teaching, defined as “two teachers together in the classroom, actively involved in instruction” (Carless & Walker, 2006, p. 464), appears to be one of the most effective means of collaboration, whether between novice
and experienced teachers or NS and NNS teachers.” (Braine (2010:85))

‘Team teaching’ between non-native teacher and native teacher is one solution proposed by George Braine. It is suggestive and appropriate to apply by English teacher especially vocational English teacher. It is not only about team teaching, but also collaborative study on how to teach foreign student. Collaborative study or ‘team teaching’ will be supportive to create the students of foreign language learner to be ‘very high’ motivated learners.

Factually, as the existence of native teacher is appropriate to support teaching in a foreign classroom. On the other hand, it cannot be assumed that English teacher in vocational high school 1 Tengaran offers everything best in a class. Both of English teacher and native teacher need to collaborate in part of developing professionalism in teaching. The data (7) and (45) are written to give capture that English teacher as non-native teacher are recommended to learn with native teacher.

Questionnaire result:

They usually asserts innovation in teaching and (it is) not monotonous.

Data (45): “Guru luar negri. Karena pengetahuan guru native lebih banyak. Cara ngomongnya menarik.” (native teachers. Because of knowledge of native teachers is more. They speak in interesting way.)

Interview result:

“Bule. Soalnya guru bule itu kan ngomongnya udah beda to mbak. Saya pengen tahu cara ngomongnya dan pengetahuan guru bule itu biasanya banyak.” (Native teachers. Because they speak in different, I want to know how they speak and the knowledge of native teacher usually more.) (J.11.)

c. The English Teacher Stimulation via Closed Relation with the Students

English teachers in vocational high school 1 Tengaran are local teachers who are able to identify their characteristics of social community. They are able to know the needs desired by the members of the community in part of language. Data (58) and data (59) below presented the strength of English teacher in knowing student’s intention in learning process. Experience and the knowing of student’s characteristics are the strengths coming from English teacher. Therefore, two strengths develop the closed relationship between English teacher and their students.

muridnya.” (My own English teachers (non-native). My English teacher knows her students well. What her student wants is known by her. And she knows student’s characteristics faster.)

Data (59): “Guru bahasa inggris sendiri. Karena lebih mengerti keadaan dan kemampuan siswanya seperti apa. Punya pengalaman yang tidak jauh beda seperti siswanya pas dulu masih SMK.” ((I chose) my own English teachers (non-native), because she understands the condition and the ability of their students better. She has an experience that is not different as their students when she was in vocational school.)

The interview data below (P.14) is student’s statement that presented the closed relationship with her English teacher.

“Guru bahasa inggris sendiri, soalnya kan beliau lebih dekat dengan kita. Kalau guru bule mau dekat-dekat kita kan canggung dulu, butuh penyesuaian dan belum terbiasa aja.” (My own English teacher, because she is closed with us. If the native teacher want to be closed with us we are nervous first, need some adapting process and it is not usual.) (P.14))

Closed relationship with English teacher results the student’s expectation in non-native teacher. Data (3) and data (14) below are two respondent’s statements that experience and interesting method of learning served by English teacher stimulate them to learn. Group work and experience sharing are appropriate to apply in learning process effectively by English teacher with enhancing closed relationship with students.

Data (3): “Tambahan kegiatan belajar yang tidak membosankan, ditambah selingan permainan atau kerja kelompok yang menarik. Belajar tidak harus didalam kelas
atau di ruangan.” (Additional learning activities are not boring, and the icebreaking game, or attractive group work. Learning does not have to be (held) in the classroom or in the room.)

Data (11): “Iya. Guru yang mau berbagi pengalaman menarik ketika belajar dan guru yang mau memberi contoh yang baik buat muridnya.” (Yes. Teacher intends to share interesting experience when learning and teacher intends to give good example for the students.)
CHAPTER V

CLOSURE

This chapter presents the conclusion and suggestion following the finding of study. The first section is the conclusion of discussion and research finding. The other section is the suggestion which contains recommendation for students, English teacher, and further researchers.

A. Conclusion

The prominent part of presenting conclusion is to reveal the answer of the research questions. Based on the research that has been conducted in the vocational high school 1 Tengaran, below are the conclusions of the research. The conclusion is presented as the answers of the research questions. They reveal the statement of the problem of the research.

1. The students’ perceptions about their English teacher in the first grade of vocational high school 1 Tengaran are categorized by coding the student’s statements. According to sixty seven students of the first grade of vocational high school 1 Tengaran, the summary of their perception are categorized into four parts. First, one of the English teachers in vocational 1 Tengaran provides the effective foreign language learning. Second, one of the English teachers in vocational 1 Tengaran is competent at student’s mother tongue translation. Third, one of the English teachers in vocational 1 Tengaran teacher offers students’ confidence communication. Fourth, one of the English
teachers in vocational 1 Tengaran teacher promotes better personality, teaching method and relation to the students.

2. The students’ motivations in learning English of the first grade of vocational high school 1 Tengaran. Students of the first grade of cooking department one based on the result of questionnaire is in ‘high’ motivated students which scored in percentage at 75%. When it is observed, the student’s percentage of motivation in the first grade class of cooking department one is at 65,35%. On the other side, students of the first grade of cooking department two based on the result of motivation questionnaire is in ‘high motivated’ students which in percentage is shown at 69,7%. However, different result is found during observation process. It shows that students in the first grade class of cooking department two are categorized as ‘motivated’ students. On percentage, they are 48% ‘motivated’.

3. There are three factors came by English teachers which are supportive to develop the students’ motivations in learning English. First is the effective code-switching and translating during learning process which is offered by English teacher. Second, the collaborative learning between English teacher and native English teacher. Third, the teacher stimulation for developing student’s contribution in learning process. The stimulation offered effectively by English teacher and it is accompanied by closed relationship between English teacher and the students.
B. Suggestion

According to the research conclusions on the previous section there are some suggestions asserted by the researcher.

1. The students of the first grade class of cooking department one in vocational school 1 Tengaran is motivated to learn English. However, the situation should be persisted and developed by student’s contribution in learning. Student’s perception toward English teacher which is supportive for teacher has to be accompanied with the student’s engagement on learning process. Students are recommended for not only ‘motivated’ but also engage in the process of learning through effective learning process.

2. The finding shows that students in the first grade of vocational school 1 Tengaran is called as ‘motivated’. That condition should be enhanced by people near them who are supportive. English teacher can be the external motivation why students come to the class and contribute to the learning activity. They are suggested to create the better code-switching and translation during learning process, create collaborative learning with native English teacher to promote interesting methods of learning, and stimulate student’s contribution in learning process through closed relationship.

3. Further researchers hopefully able to conduct and develop another research about English teacher. Researcher also expected to enlarge the research related to the scope of English teacher. The researcher is
suggested to create a research which is not aimed to assert mistakes or weaknesses of English teacher but suggestively the research offers the solution and recommendation for English teacher.


APPENDICES
List of Appendices:

1. Table 4.2 and 4.3
2. Motivation Questionnaire and Students’ Opinion of English Teacher
3. Guideline of Students’ Motivation Observation
Table 4.2 Analysis of Student’s Motivation based on Distributed Questionnaire of the First Grade Class of Cooking Department 1

<table>
<thead>
<tr>
<th>Indicators of learning motivation</th>
<th>Number of questionnaire</th>
<th>Always/5</th>
<th>Often/4</th>
<th>Sometimes/3</th>
<th>Seldom/2</th>
<th>Never/1</th>
<th>Score</th>
<th>Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation of success</td>
<td>1,2,3,4,5, and 6</td>
<td>F 58</td>
<td>Score Fr (%) 29.3</td>
<td>F 80</td>
<td>Score Fr (%) 40.4</td>
<td>F 44</td>
<td>Score Fr (%) 22.2</td>
<td>F 14</td>
</tr>
<tr>
<td>Encouragement and needs to study</td>
<td>7,8,9,10, 11,12, and 13</td>
<td>F 52</td>
<td>Score Fr (%) 22.5</td>
<td>F 52</td>
<td>Score Fr (%) 22.5</td>
<td>F 80</td>
<td>Score Fr (%) 36.4</td>
<td>F 42</td>
</tr>
<tr>
<td>Desire of good future</td>
<td>14,15, and 16</td>
<td>F 21</td>
<td>Score Fr (%) 21.2</td>
<td>F 44</td>
<td>Score Fr (%) 44.4</td>
<td>F 24</td>
<td>Score Fr (%) 24.2</td>
<td>F 9</td>
</tr>
<tr>
<td>Appreciation of learning</td>
<td>17,18,19, 20,21,22, 23, and 24.</td>
<td>F 86</td>
<td>Score Fr (%) 32.6</td>
<td>F 89</td>
<td>Score Fr (%) 33.7</td>
<td>F 68</td>
<td>Score Fr (%) 25.8</td>
<td>F 18</td>
</tr>
<tr>
<td>Interesting activity in learning.</td>
<td>25,26, and 27</td>
<td>F 27</td>
<td>Score Fr (%) 27.3</td>
<td>F 34</td>
<td>Score Fr (%) 34.3</td>
<td>F 30</td>
<td>Score Fr (%) 30.3</td>
<td>F 7</td>
</tr>
<tr>
<td>Convenient zone during learning</td>
<td>28,29, and 30</td>
<td>F 19</td>
<td>Score Fr (%) 19.2</td>
<td>F 34</td>
<td>Score Fr (%) 34.3</td>
<td>F 38</td>
<td>Score Fr (%) 38.4</td>
<td>F 8</td>
</tr>
</tbody>
</table>

∑Y | 3714 |

Percentage of ∑Y | 3734/33x5x30 x 100% | 75% |
<table>
<thead>
<tr>
<th>Indicators of Learning Motivation</th>
<th>Number of questionnaire</th>
<th>Always/5</th>
<th>Score Fr (%)</th>
<th>Often/4</th>
<th>Score Fr (%)</th>
<th>Sometimes/3</th>
<th>Score Fr (%)</th>
<th>Seldom/2</th>
<th>Score Fr (%)</th>
<th>Never/1</th>
<th>Score Fr (%)</th>
<th>Score</th>
<th>Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation of success, 1,2,3,4,5, and 6</td>
<td>44</td>
<td>21,6</td>
<td>73</td>
<td>35,8</td>
<td>67</td>
<td>32,8</td>
<td>14</td>
<td>6,86</td>
<td>6</td>
<td>2,94</td>
<td>747</td>
<td>73,2</td>
<td></td>
</tr>
<tr>
<td>Encouragement and needs to study 7,8,9,10, 11,12, and 13</td>
<td>40</td>
<td>16,8</td>
<td>57</td>
<td>23,9</td>
<td>89</td>
<td>37,4</td>
<td>41</td>
<td>17,2</td>
<td>11</td>
<td>4,62</td>
<td>788</td>
<td>66,2</td>
<td></td>
</tr>
<tr>
<td>Desire of good future 14,15, and 16</td>
<td>23</td>
<td>22,5</td>
<td>42</td>
<td>41,2</td>
<td>25</td>
<td>24,5</td>
<td>11</td>
<td>10,8</td>
<td>1</td>
<td>0,98</td>
<td>381</td>
<td>74,7</td>
<td></td>
</tr>
<tr>
<td>Appreciation of learning 17,18,19, 20,21,22, 23, and 24.</td>
<td>64</td>
<td>23,5</td>
<td>74</td>
<td>27,2</td>
<td>78</td>
<td>28,7</td>
<td>20</td>
<td>7,35</td>
<td>2</td>
<td>0,74</td>
<td>892</td>
<td>65,6</td>
<td></td>
</tr>
<tr>
<td>Interesting activity in learning 25,26, and 27</td>
<td>31</td>
<td>30,4</td>
<td>35</td>
<td>34,3</td>
<td>23</td>
<td>22,5</td>
<td>9</td>
<td>8,82</td>
<td>4</td>
<td>3,92</td>
<td>386</td>
<td>75,7</td>
<td></td>
</tr>
<tr>
<td>Convenient zone during learning 28,29, and 30</td>
<td>20</td>
<td>19,6</td>
<td>27</td>
<td>26,5</td>
<td>43</td>
<td>42,2</td>
<td>11</td>
<td>10,8</td>
<td>1</td>
<td>0%</td>
<td>360</td>
<td>70,6</td>
<td></td>
</tr>
<tr>
<td>ΣY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3554</td>
<td></td>
</tr>
<tr>
<td>Percentage of ΣY</td>
<td>3522/ 34x 5x 30 x100%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>69,7%</td>
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</tr>
</tbody>
</table>
1. Open Questionnaire about the Perception of English Teacher

Directions:
- Read every question correctly.
- Answer the question by writing sentences on the provided boxes.
- Answer the questions honestly based on your opinion.

1.) If you can choose, do you want to be taught by your vocational English teacher or native English teacher? Why?

2.) What is your opinion about your English teacher?
   a. Based on the personality, my English teacher….

   b. Based on the English teacher performance during the teaching process, my English teacher….
c. Based on the way of teaching, my English teacher…

d. Based on the relation to the students, my English teacher…
2. **Motivation Questionnaire**

   a. Read every statement correctly.

   b. Fill the following questionnaire by marking (V).

   - AL = Always
   - OF = Often
   - SM = Sometimes
   - RR = Rarely
   - NV = Never

   c. Answer the questionnaire honestly.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Statements</th>
<th>AL</th>
<th>OF</th>
<th>SM</th>
<th>RR</th>
<th>NV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation of success</td>
<td>1. Whenever task is given, I do it by myself well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Whenever I face difficulties of understanding English material, I usually ask question to the teacher first.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Whenever I face difficulties of understanding English material, I usually ask question to my friends first.</td>
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<tr>
<td></td>
<td>4. If I do individual English task, I will find the answer by reading books and repeating it again. After assuming it true, I submitted it.</td>
<td></td>
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<tr>
<td></td>
<td>5. If my English score is bad, I will try to fix it on the next quiz.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>6. If my English score is well, I will not be quickly satisfied with the score and I will be more enthusiasm to learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouragement and needs to study</td>
<td>7. Before English subject is started, I have read the books related to the subject material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>8. Whenever my English teacher explains, I always focus to her/his explanation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>9. Whenever spare time is provided, I chose to discuss about subject with friends or teacher.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>10. Whenever break session is provided, I</td>
<td></td>
<td></td>
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<tr>
<td><strong>read books in the library.</strong></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11. If English homework or task is given, I will submit it on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12. At my home, I always review the English material given by the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. I am active to write the additional material which is not mentioned in my English books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Desire of good future**

| 14. I am industrious to study English because I know its benefits in the future. |
| 15. I am industrious to study English due to pursuing good future. |
| 16. In order to achieve my desire on the future, I have been preparing it by industrious study. |

**Appreciation of learning**

| 17. I want to be a success student, so that whenever an English exam is given, I am intended to pursue the best score. |
| 18. To make my teacher and parents proud of me, I study English frequently. |
| 19. I like to help my friends when they face difficulties in understanding English material. |
| 20. If I achieved the best English score, I will not be quickly satisfied with the score and I will be more enthusiastic to learn. |
| 21. If I achieved the worst score, I will be more industrious to study so that I can get the good score on the next quiz. |
| 22. If I commanded to come forward to answer English quiz, I am not shy to come forward though my answer is not always true. |
| 23. If I am failed in finishing English task, I will not intend to be failed anymore. |
| 24. If I am given a new task or past task, I will be enthusiastic to finish it. |

**Interesting activity in learning,**

| 25. I am active to ask and give opinion during the English subject is held because my teacher explains English material interestingly. |
| 26. I am enthusiastic and focused better when my teacher teaches me by using |
interesting media. For example, LCD.

27. I am enthusiastic and focused better when my teacher teaches me by using interesting method. For example, discussion.

Convenient zone during learning

28. Despite of focusing at noisy or not noisy condition in the class, I insist on being focused to receive the English material.

29. I always focus to receive the subject material even though disturbance of my friend’s voice is existed.

30. If my English task is finished, I will evaluate again and I will not choose to play or chat in the class.

3. Open Questionnaire about Teacher’s as Motivating Factor in Learning English

Directions:
- Read every question correctly.
- Answer the question by writing sentences on the provided boxes.

1. Answer the questions honestly based on your opinion. In your view, what factors motivate you to learn English?

2. Is the teacher become the factor that motivates you to learn English? If your answer is ‘yes’, what kind of teacher that motivate you to learn?
Respondent,

(.................................................)
GUIDELINE OF STUDENTS’ MOTIVATION OBSERVATION

1. Day and Date
2. Class of Observation
3. Time Executed

Direction

A. Read every statements and sentences which mentioned in the description of observation table correctly.
B. Fill the guideline of student’s motivation observation.
C. Give the mark (v) based on the frequent activity done by the observed students.
D. The motivation Result is analyzed after observation. It later shows the motivation percentage of their English learning.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation Description</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In general, students are paying attention to the teachers’ explanation during class activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students are actively paying their attention more than 60 until 70 minutes from two hours of learning (70 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Students are actively paying their attention more than 50 until 60 minutes from two hours of learning (70 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Students are actively paying their attention more than 40 until 50 minutes from two hours of learning (70 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Students are actively paying their attention more than 30 until 40 minutes from two hours of learning (70 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Students are actively paying their attention less than 30 minutes from two hours of learning (70 minutes)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>In general, students are actively asking to the teacher or friends about the material that they do not understand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. During learning activity, students are asking question more than five questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. During learning activity, students are asking question three until five questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. During learning activity, students are asking question two or three questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. During learning activity, students are asking only one question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. During learning activity, there is no student who ask question.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>In general, students are using their provided learning time to discuss about English subject with teacher or friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students are using their provided learning time to ask about English subject with the teacher or friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Students are using their provided learning time to ask about English</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>3.</strong></td>
<td>Students are using their provided learning time to ask about English subject with the friends.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Students are using their provided learning time to ask about English subject with the teacher or friend just one time.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Students are using their provided learning time to read a book.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Students are using their provided learning time to do activities that are not related to learning or playing in class.</td>
<td></td>
</tr>
</tbody>
</table>

**4. In general, students are active to do the task given by their teacher.**

| a. | During doing the task, students are using the time for revising and finding the correct answer. |
| b. | During doing the task, students are using the time for revising and finding the correct answer, but the other time is used for asking to the friends’ |
| c. | During doing the task, students are using the time for finding the answer without revising. |
| d. | During doing the task, students are using the time for finding answer while chatting or doing activities which do not related to the task. In fact, their tasks are done. |
| e. | During doing the task, students are using the time for finding answer while chatting or doing activities which do not related to the task. Therefore, their tasks are finished in late. |

**5. In general, students are actively reading a book to find out the true answer during finishing their task.**

| a. | During finishing a task, they are reading many kinds of English book, dictionary or reading book that have been borrowed by the library. |
| b. | During finishing a task, they are reading their own book or borrowing friends’ book. |
| c. | During finishing a task, they are reading their own book. |
| d. | During finishing a task, they are using their memory but just little time in reading their book. |
| e. | During finishing a task, they are not serious to finish and they are not reading a book. |

**6. In general, students are finishing their task on time.**

| a. | Students are submitting the task earlier than the provided time. |
| b. | Students are submitting the task on time. |
| c. | Students are submitting the task not more than five minutes late from the provided time. |
| d. | Students are submitting the task not more than eight minutes late from the provided time. |
| e. | Students are submitting the task more than eight minutes late from the provided time. |

**7. In general, when the task group is given by the teacher, students are actively discussing the task.**

<p>| a. | Students are actively asking, giving opinion, and writing the discussion result. |
| b. | Students are actively doing two activities during discussion. (asking and giving opinion, asking and writing result, etc) |
| c. | Students are doing one activity during discussion (only asking question, giving opinion, or writing the discussion result.) |
| d. | Students are only listening to other friend during discussion. |</p>
<table>
<thead>
<tr>
<th>8.</th>
<th><strong>In general, students are actively asking to the teacher, giving opinion, and writing additional material.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Without teacher command, students are actively writing the additional notes. Not only that, but also asking question whenever they are facing difficulties, and giving opinion whenever opportunity is given.</td>
</tr>
<tr>
<td>b.</td>
<td>Without teacher command, students are actively writing the additional notes. Not only that, but also asking question whenever they are facing difficulties. However they are rarely giving opinion.</td>
</tr>
<tr>
<td>c.</td>
<td>Without teacher command, students are actively writing the additional notes. Not only that, but also asking question whenever they are facing difficulties. However they are uncertain to give opinion, so that they are almost not giving any ideas.</td>
</tr>
<tr>
<td>d.</td>
<td>With teacher command and some stimulus, students are writing the additional notes, asking question whenever they are facing difficulties and giving opinion.</td>
</tr>
<tr>
<td>e.</td>
<td>Students are not showing their serious activity of writing the additional notes. Not only that, but also rarely asking question and giving opinion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th><strong>In general students are not despair in doing the task.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>When students are facing difficulties in learning, they are asking a question to the teacher, reading a book or doing anything to make they find the solution.</td>
</tr>
<tr>
<td>b.</td>
<td>When students are facing difficulties, they are seriously searching the solution. However, if there is no solution, they will search it in the other time.</td>
</tr>
<tr>
<td>c.</td>
<td>When students are facing difficulties, they are more serious to search the solution of new task than the past task. However, if the failure is come, they will not repeat anymore.</td>
</tr>
<tr>
<td>d.</td>
<td>When students are facing difficulties, they are more serious to search the solution of new task than the past task. However, if the failure is come, they are not serious to do the task.</td>
</tr>
<tr>
<td>e.</td>
<td>When students are facing difficulties, they are not doing anything to find the solution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.</th>
<th><strong>In general, students will be enthusiastic in paying attention to the explanation if the method or media of learning are interesting.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Teacher used interesting media or method, so that students are actively paying their attention more than 60 until 70 minutes from two hours of learning (70 minutes)</td>
</tr>
<tr>
<td>b.</td>
<td>Teacher used interesting media or method, so that students are actively paying their attention more than 50 until 60 minutes from two hours of learning (70 minutes)</td>
</tr>
<tr>
<td>c.</td>
<td>Teacher used interesting media or method, so that students are actively paying their attention more than 40 until 50 minutes from two hours of learning (70 minutes)</td>
</tr>
<tr>
<td>d.</td>
<td>Teacher used interesting media or method, so that students are actively paying their attention more than 30 until 40 minutes from two hours of learning (70 minutes)</td>
</tr>
<tr>
<td>e.</td>
<td>Teacher used interesting media or method, so that students are actively paying their attention less than 30 minutes from two hours of learning</td>
</tr>
</tbody>
</table>
11. **In general, students are not shy to the failure and they want to be better.**
   a. When teacher is instructing to come forward, students are not shy although the answer is false. They are not afraid to come in front of the class for another time.
   b. When teacher is instructing to come forward, students are not shy although the answer is false. They are searching the correct answer on their desk.
   c. When teacher is instructing to come forward, students are not shy although the answer is false. However, they are not searching the correct answer on their desk.
   d. When teacher is instructing to come forward, students are not afraid. However, when their answer is false, they are afraid to come in front of the class anymore.
   e. When teacher is instructing to come forward, students are afraid to come in front of the class.

12. **In general, students are showing their empathy to the friends who are not success.**
   a. Students are helping each other until they are success.
   b. Students are helping each other with their maximum effort but almost success.
   c. Students are helping each other until they are success but not all part of difficulties is helped.
   d. Students are not helping each other and they are offering the question “why did you fail?”
   e. Students are keeping silent toward their friends’ difficulties.

13. **In general, students are actively asking to the teacher.**
   a. Without teachers’ command, students are not afraid for asking question to the teacher about the material that they do not understand. They are asking with the reason why the question is spoken.
   b. Without teachers’ command, students are not afraid for asking question to the teacher about the material that they do not understand.
   c. With the teacher command and some stimulus, students are not afraid for asking question to the teacher about the material that they do not understand.
   d. With the teachers’ command repeated, students are not afraid for asking question to the teacher about the material that they do not understand.
   e. Without command or not, students are afraid for asking question to the teacher about the material that they do not understand.

14. **In general, students are actively giving opinion during learning process.**
   a. Without teachers’ command, students are not afraid for giving opinion about the material that they are learned. They are asking with the facts why the opinion is spoken.
   b. Without teachers’ command, students are not afraid for giving opinion about the material that they are learned.
   c. With the teacher command and some stimulus, students are not afraid for giving opinion about the material that they are learned.
   d. With the teachers’ command repeated, students are not afraid for
giving opinion about the material that they are learned.

c. Without command or not, students are afraid for giving opinion about the material that they are learned.

15. In general, students are belief to themselves to do the task based on their capability.

a. When individual task given, students are doing their task without opening a book or asking each other. They like to revise the answers. Whenever the answers are assumedly correct, they are submitting the answer to the teacher.

b. When individual task given, students are doing their task without opening a book or asking each other. They are not revising the answers.

c. When individual task given, students are doing their task without opening a book. They are asking each other less than three times.

d. When individual task given, students are doing their task without opening a book. However, they are asking each other more than three times.

e. When individual task given, students are doing their task by opening a book. They are frequently asking each other.

Note:

The total number of point ‘a’ = ....x 5 =
The total number of point ‘b’ = ....x 4 =
The total number of point ‘c’ = ....x 3 =
The total number of point ‘d’ = ....x 2 =
The total number of point ‘e’ = ....x 1 =

Total score =
Maximum score= 75
Motivation result = Achieved Score/75 x 100%
Motivation result = .....75 x 100% = ..... 

If students’ percentage score is above 80% until 100%, they are categorized as ‘very high motivated’ students.

If students’ percentage score is above 60% until 80%, they are categorized as ‘high’ motivated students.
If students’ percentage score is above 40% until 60%, they are categorized as ‘motivated’ students.

If students’ percentage score is above 80% until 100%, they are categorized as ‘low’ motivated students.

If students’ percentage score is above 80% until 100%, they are categorized as ‘very high motivated’ students.

According to observation result and motivation percentage, students observed by me categorized as: ……………

Tengaran, ……….
Observer,

Amy Iswardani, S.Pd.
NIP. 197810282009022003
A. Angket Terbuka tentang Persepsi terhadap Guru Bahasa Inggris

Petunjuk:
- Bacalah setiap pertanyaan dengan teliti.
- Silakan jawab pertanyaan dibawah ini dengan menulis kalimat pada kolom yang telah tersedia.
- Jawablah dengan jujur sesuai pendapatmu.

1. Jika boleh memilih, kamu ingin diajar guru bahasa inggris kalian sendiri atau guru native (guru luar negeri)? Mengapa?

2. Bagaimana pendapatmu tentang guru bahasa inggris kamu?
   a. Dari segi sikap, guru bahasa inggris saya…
   b. Dari segi penampilan dalam mengajar, guru saya…
B. Angket tentang Motivasi Belajar Bahasa Inggris

Petunjuk:

- Bacalah setiap pernyataan dengan teliti.
- Silakan beri tanda centang (v) pada kolom pilihan yang sesuai dengan pendapatmu.
  - SL = selalu
  - SR = sering
  - KK = kadang kadang
  - JJ = jarang
  - TP = tidak pernah
- Silakan dijawab dengan jujur.

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Pernyataan</th>
<th>SL</th>
<th>SR</th>
<th>KK</th>
<th>JJ</th>
<th>TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adanya hasrat dan keinginan berhasil</td>
<td>Apabila ada tugas bahasa Inggris, maka saya berusaha mengerjakan sendiri sebaik mungkin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Apabila mengalami kesulitan memahami materi pelajaran bahasa inggris, biasanya saya akan bertanya kepada guru terlebih dahulu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Apabila mengalami kesulitan memahami materi pelajaran bahasa inggris, maka saya akan bertanya kepada teman terlebih dahulu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Apabila mengerjakan tugas individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| d. Dari segi cara mengajar, guru bahasa inggris saya... | | | | | |
bahasa Inggris jawaban saya salah, maka saya akan mencari jawaban yang benar dengan cara membaca buku dan mengulanginya berulang ulang, setelah yakin benar baru dikumpulkan.

5. Apabila nilai ulangan bahasa inggris jelek, maka saya akan berusaha memperbaikinya pada ulangan mendatang.

6. Apabila nilai ulangan bahasa Inggris bagus, maka saya tidak cepat puas dengan hasil tersebut dan semakin bersemangat mempelajarinya.

Adanya dorongan dan kebutuhan dalam belajar.

7. Sebelum pelajaran bahasa Inggris dimulai, saya sudah membaca buku yang ada hubungannya dengan materi pelajaran tersebut.

8. Apabila guru bahasa Inggris sedang menerangkan, saya selalu fokus memperhatikan beliau.

9. Apabila ada waktu luang, saya memilih untuk berdiskusi tentang pelajaran dengan teman maupun dengan guru.


11. Apabila ada tugas atau PR Bahasa Inggris, saya mengerjakan dan mengumpulkannya tepat waktu.

12. Di rumah, saya selalu mengulangi kembali pelajaran bahasa Inggris yang diberikan oleh guru.

13. Saya aktif mencatat tambahan materi dari guru jika materi tersebut tidak ada dalam buku bahasa Inggris.

Adanya harapan dan cita-cita masa depan

14. Saya rajin dan giat belajar Bahasa Inggris karena tahu manfaatnya dimasa mendatang.

15. Saya rajin dan giat belajar bahasa Inggris karena ingin mencapai apa yang cita-cita.

16. Untuk mencapai apa yang dicita-citakan, saat ini saya sudah mempersiapkannya dengan tekun belajar.

Adanya penghargaan dalam belajar

17. Saya ingin menjadi murid berprestasi, maka apabila ada ulangan bahasa Inggris, saya ingin mendapatkan nilai yang bagus.
<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Supaya membanggakan guru maupun orangtua, saya belajar bahasa Inggris dengan tekun.</td>
</tr>
<tr>
<td>19</td>
<td>Saya senang membantu teman ketika sedang mengalami kesulitan dalam memahami pelajaran bahasa Inggris.</td>
</tr>
<tr>
<td>20</td>
<td>Apabila mendapat nilai bagus, saya tidak lekas puas tetapi bertambah semangat untuk mempelajarianya.</td>
</tr>
<tr>
<td>21</td>
<td>Jika ulangan memperoleh nilai kurang bagus, maka saya akan belajar lebih giat lagi agar di ulangan berikutnya mendapat nilai yang bagus.</td>
</tr>
<tr>
<td>22</td>
<td>Apabila diminta maju ke depan mengerjakan soal bahasa inggris, saya percaya diri untuk maju ke depan walaupun jawabannya belum tentu benar.</td>
</tr>
<tr>
<td>23</td>
<td>Apabila mengalami kegagalan dalam mengerjakan tugas bahasa Inggris, saya enggan mengulanginya.</td>
</tr>
<tr>
<td>24</td>
<td>Apabila diberi tugas, lama atau baru, saya tetap bersemangat untuk mengerjakannya.</td>
</tr>
<tr>
<td>25</td>
<td>Adanya kegiatan yang menarik dalam belajar.</td>
</tr>
<tr>
<td>26</td>
<td>Saya aktif bertanya dan memberikan opini ketika pelajaran bahasa Inggris sedang berlangsung karena penyampaian materi bahasa Inggris dari guru menyenangkan.</td>
</tr>
<tr>
<td>27</td>
<td>Saya antusias dan lebih fokus ketika guru mengajar dengan media pembelajaran yang menarik menurut saya. Misalnya power point dengan LCD.</td>
</tr>
<tr>
<td>28</td>
<td>Adanya lingkungan belajar yang kondusif</td>
</tr>
<tr>
<td>29</td>
<td>Saya tetap fokus menerima pembelajaran walaupun ada gangguan suara dari obrolan teman.</td>
</tr>
<tr>
<td>30</td>
<td>Apabila tugas bahasa Inggris sudah selesai dikerjakan, maka saya menelitinya kembali dan memilih untuk tidak bermain atau ngobrol di kelas.</td>
</tr>
</tbody>
</table>
C. **Angket Terbuka tentang Guru sebagai Faktor Motivasi**

Petunjuk:
- Bacalah setiap pertanyaan dengan teliti.
- Silakan jawab pertanyaan dibawah ini dengan menulis kalimat pada kolom yang telah tersedia.
- Jawablah dengan jujur sesuai pendapatmu.

1. Menurut kamu, apa yang memotivasi kamu dalam belajar?

2. Apakah guru kamu menjadi salah satu hal yang memotivasi kamu dalam belajar bahasa Inggris? Jika iya, guru yang seperti apa yang mampu memotivasi kamu?

Pengisi angket

(..........................................................)
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Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Rifqi Anila Erlangga, S.Fil., M.Hum.

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : Dovi Erna Susanti
NIM : 113111103
Jurusan : Turbiyah
Judul Skripsi :

THE INVESTIGATION OF STUDENTS’ PERCEPTION OF NON NATIVE ENGLISH TEACHER AND THEIR ENGLISH LEARNING MOTIVATION IN THE FIRST GRADE OF VOCATIONAL HIGH SCHOOL I TENGAHAN

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua
Wakil Ketua
Badan Akademik dan Pengembangan Lembaga

Dr. Agus Waluyo, M.Ag
NIP. 19750211 200003 1 001
PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 TENGARAN

SURAT KETERANGAN
NOMOR : 423.4 / 154 / 2015

Berdasarkan surat dari Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga nomor : Sti.24/K-1?TL.004/493/2015 tanggal 11 Februari 2015 tentang ljin Penelitian, Kepala SMK Negeri 1 Tengaran Kabupaten Semarang menerangkan bahwa :

Nama : Dwi Erna Susanti
NIM : 11311103
Mahasiswa : STAIN Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI).

Telah melaksanakan penelitian untuk menyusun skripsi / tugas akhir dengan judul "THE INVESTIGATION OF STUDENTS' PERCEPTION OF NON NATIVE ENGLISH TEACHER AND THEIR ENGLISH LEARNING MOTIVATION IN THE FIRST GRADE OF VOCATIONAL SCHOOL I TENGARAN" DI smk Negeri 1 Tengaran Kabupaten Semarang.

Demikian surat keterangan ini kami buat agar dapat dipergunakan seperliya.

Tengaran, 20 Februari 2015

Kepala Sekolah

[Signature]

NIP. 19650801 19880301 2 012
PERNYATAAN KEASLIAN TULISAN DAN KESEDIAAN PUBLIKASI

Saya yang bertandatangan di bawah ini:

Nama   : DWI ERNA SUSANTI
NIM     : 113-11-103
Fakultas: TARBIYAH
Jurusan : TADRIS BAHASA INGGRIS

Menyatakan bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan jiplakan dari karya orang lain. Pendapat temuan orang lain yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Skripsi ini diperkenankan untuk dipublikasikan pada e-repository IAIN Salatiga.

Salatiga, 29 September 2015

Penulis

Dwi Erna Susanti
NIM: 1131103