

## ABSTRACT

Nurha, Firdayanti. 2020. *The Roles of Native and Non-Native Speakers for Teacher Professional Development*. Undergraduate Thesis, English Education Department. Faculty of Teacher Training and Education. University of PGRI Adi Buana Surabaya. Advisor: Irfan Rifai, S.Pd., M.Pd., Ph.D.

**Keywords:** *native and non-native speakers, teacher professional development*

Native Speakers (NSs) and Non-Native Speakers (NNSs) are substantial issues in English Language Teaching (ELT) which have fueled debate among language educators. This issue is mainly about the dichotomy between native and non-native speakers in the educational sector. This thesis examines the dichotomy of native and non-native speakers for teacher professional development. The focus of this study is the roles of NS and NNS in two scopes of TPD (Teacher Professional Development) such as linguistic competence and pedagogic competence.

In addition, the data of this study were collected from semi-structured interviews and artifact analysis from three teachers in one of Islamic High Schools in Gresik. The teachers teach from the tenth and eleventh grades of Islamic high school. Furthermore, the semi-structured interview based on the teachers' perspectives about the impact of the roles NS and NNSs. All data were transcribed in verbatim and it analyzed in thematic analysis.

The findings of the current study show that the teachers know the roles of Native and Non-Native speakers' in linguistic and pedagogical competence for teacher professional development. Either NS or NNS can give inspire each other in the way to teach, collaborate and create lesson plans together, create fun and interesting assessment for their students.

## ABSTRAK

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**Kata Kunci :** *Penutur asli, bukan penutur asli, pengembangan profesi keguruan.*

*Native speakers* (NSs) dan *Non-Native Speakers* (NNSs) adalah isu penting dalam bahasa Inggris Language Teaching (ELT) yang telah memicu perdebatan di antara pendidik bahasa. Masalah ini terutama tentang dikotomi antara penutur asli dan bukan-penutur asli di sektor pendidikan. Tesis ini meneliti dikotomi asli dan non-penutur asli untuk pengembangan profesional guru. Fokus studi ini adalah peran NS dan NNS dalam dua cakupan TPD (pengembangan profesi guru) seperti kompetensi linguistik dan kompetensi pedagogik.

Selain itu, data penelitian ini dikumpulkan dari kajian semi-terstruktur dan analisa artefak dari tiga rekan pengajar di salah satu sekolah tinggi Islam di Gresik. Para guru mengajar dari kelas kesepuluh dan kesebelas sekolah tinggi Islam. Selanjutnya, wawancara semi-terstruktur Berdasarkan pendapat guru tentang dampak dari peran NS dan NNSs. Semua data ditranskripsi dalam verbatim dan dianalisis dalam analisis tematik.

Temuan penelitian saat ini menunjukkan bahwa para guru tahu peran dari NS dan NNS dalam hal kompetensi linguistik dan kompetensi pedagogik untuk pengembangan profesi keguruan. Antara NS dan NNS bisa memberi inspirasi satu sama lain dalam hal cara pengajaran, berkolaborasi dan menciptakan rencana pembelajaran bersama, dan menciptakan penilaian menarik serta menyenangkan bagi siswa.