

CHAPTER I INTRODUCTION

There are six sections that include in this chapter. The first section is the Background of the Study, the second is Research Question, the third is Scope and Limitation of the Study, the fourth is Objective of the Study, The fifth is Significance of the Study and the last is Definition of Key Terms.

A. Background of the Study

Native Speakers (NSs) and Non-Native Speakers (NNSs) is a substantial issue in English Language Teaching (ELT) which has fueled debate among language educators. This issue is mainly about the dichotomy between native and non-native speakers in the educational sector. Qian and Jingxia (2016), for example, demonstrate that Chinese college students prefer native English teachers rather than non-native. Their preferences are because of the superior ability of native speakers in pronunciation. In addition, Llurda and Heguet (2003) demonstrate the debate between NSs and NNSs that the primary teachers in Spanish appeared to be more influenced by the native speakers explaining that half of them would hire more NSs than NNSs for teaching in a language school. This indicates that the roles of NSs are quite apparent for inspiring local teachers for language teaching.

There are several reasons why NSs are still favored and dominant in language teaching. According to Murray (2012), native English speakers are considered to be prestigious as they are not only a resource for teaching but also largely represents English as Lingua Franca. This statement shows that native English is being spotlighted issue which is many people are a concern to discuss. Besides, Qian and Jingxia (2016) argue that during the process of learning, native English speakers are often seen as the main reference for learning. This is because many English tests such as TOEFL, TOEIC, and IELTS use standard English or NSs as a standard test which is used world-wide (Medgyes: 2001). Therefore, Canagarajah (1999 in Moussu 2008:63) argues that native English-speaking teachers will be better teachers in EFL contexts, because of their unique cultural

knowledge, whereas non-native English-speaking teachers would be better teachers in ESL contexts, because of their multicultural experience.

Besides having multicultural experience, NNSs tend to have strong stress on the accuracy, forms, grammar rules, and formal registers (Medgyes, 2001). In addition, Medgyes (2001) demonstrate that NNSs are superior in using the English language in a different situation, which means that they spontaneously to speak English in diverse communication. They are spontaneously changing their language performance in certain situations. Moreover, Llurda (2005) argues that Non-Native English teachers were perceived as relying on textbooks, applying differences between the first and second languages, using the first language as a medium of instruction, being aware of the negative transfer and psychological aspects of learning, being sensitive to the needs of students, being more efficient, knowing the students' background, and having exam preparation as the goal of their teaching. The statement indicates that NNSs are good in bilingualism which makes the students understand the instruction from their teacher better.

In addition, they have positive relationships with the students in the classroom. Moreover, in Netherland NNSs are dominant as teacher agents, they are innovative to create powerful collaborative learning for all students to demonstrate in classroom management, (Haiden, et al, 2015). In addition, NNSs can relate the lesson and culture simultaneously in the learning process.

Instead of the strength of NES, there are also the weaknesses of NSs besides linguistic perfection and culture when they are using English in a different context. Cook (1999) indicates that “many native speakers are unaware how their speech differs from the status form, as shown, for example, in the growing use of nonstandard between you and I for between you and me even in professional speakers such as newsreaders” (p. 186). This reference explains that NSs less awareness in using English. This condition also indicates that NNSs also have weaknesses, these weaknesses are also found in NNSs. Li-Yi (2011) argues that in Taiwan, parents consider Non-Native English Student Teachers (NNESTs) are incompetent due to their lack of overseas experience, regardless of their qualifications. It explains that more parents prefer to choose NSs as their teacher

because they are better at their qualifications. In addition, Qian and Jingxia (2016) in their study indicates that students think that non-native English has many grammatical mistakes and phonetic mistakes. However, Li (2006) suggests that students expect their English teachers of both native and non-native to offer more chances to students to practice the English language and more chances to contact with teachers to get more opportunities to communicate and improve their English language.

Having recognized the strength and weaknesses of NSs and NNSs, a further study should take into consideration of how the strengths and weaknesses of NSs and NNSs can inspire teachers or pre-service teachers on their professional development. This study, therefore, is intended to examine the roles of native and non-native speakers for teachers' professional development.

B. Limitation of the Study

Based on the problem of the study, the scope of this study is the impacts of the roles of NSs and NNSs for teacher professional development at one of the Islamic private schools in Gresik.

The limitation of this study is limited to linguistic competence, pedagogic competence that are NSs or NNSs apply in the classroom. For linguistic competence such as pronunciation, grammar correct that teachers relate with language skills. Besides, for pedagogic competence that focuses on how the teachers can handle students' situations in the learning process.

C. Statement of the Problem

By recognizing the important roles of NS and NNS in professional development and related to theory, this study has a purpose to explore the following research questions: What are the roles of Native and Non-Native Speakers for Teacher Professional Development?.

D. Purpose of the Study

Based on the problem of the research, it can be stated that this study aims at exploring the roles of NSs and NNSs for teacher professional development. The professional development either NSs or NNSs in linguistic competence and pedagogic competence in English Language Teaching (ELT).

E. Significance of the Study

In doing this study, the researcher expects this study to give understanding to the readers and introduce strategies and techniques for teachers. This study gives benefits to increase their qualification in professional development. The benefits are expected to:

1. Teacher
 - a. This study helps the teacher to know the roles of NSs and NNSs based on linguistic competence and pedagogic competence for teacher professional development in ELT;
 - b. This study helps the teacher to know the roles of NSs and NNSs in ELT;
 - c. This study is employed the teacher to explore how NSs and NNSs have inspired them in the learning process.
2. NSs and NNSs
 - a. This study is employed NSs and NNSs to know the strength and weaknesses of native and non-native in ELT;
 - b. This study is utilized for NSs and NNSs as reference research for their studies in ELT.

F. Definition of the Key Terms

While a variety of definitions of the term have been suggested, this study uses some definition. The definition is described below:

1. Native speakers: According to Lee (2005), a native speaker is someone who acquired the language in early childhood and maintains the use of the language. This means that they have basic knowledge and natural spontaneous discourse;
2. Non-Native speakers: According to Medgyes (1992) used the term 'pseudo-native' to categorize someone close to but not the native speaker of English. They have lower sociolinguistic of the way using a language especially English;
3. Professional development: According to Hargreaves and Fullan (1992: 2) there are three aspects of professional development was described. First, teacher development as knowledge and skills development, second, teacher development as self-understanding, and teacher development as ecological change.