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APPENDICES

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Unipa Surabaya

THESIS REVISION FORM

Student's Name : Firdayanti Nurha
Student's Reg. Number : 165300060
Department : English Language Education
Thesis Examination Date : 28 January 2020
Thesis Title : The Roles of Native and Non-Native Speakers for Teacher Professional Development
Examiner 1 : Fajar Susanto, S.S., M.Pd.
Examiner 2 : Irfan Rifai, S.Pd., M.Pd., Ph.D.

NO	Materials	Examiner 1	Examiner 2
1.	Chapter 1: Background of the Study		
2.	Chapter 5: Suggestion		
3.	Grammar and Punctuation		
4.			
5.			

The deadline for the corrected or revised thesis: two weeks after the thesis examination

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
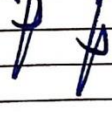**UNIVERSITAS PGRI ADI BUANA SURABAYA**
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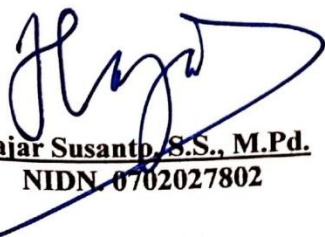*http://fkip.unipasby.ac.id*

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RECORDS OF THESIS SUPERVISION SESSIONS

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No.	Dates	Materials	Advisor
1.	20 - 11 - 2019	Introduction	
2.	28 - 11 - 2019	Introduction: Revised	
3.	06 - 12 - 2019	Chapter II	
4.	11 - 12 - 2019	Chapter III	
5.	19 - 12 - 2019	Chapter IV: Finding and Discussion	
6.	24 - 12 2019	Chapter IV: Finding and Discussion Revised	
7.	03 - 01 - 2020	Chapter IV: Finding and Discussion Revised	
8.	08 - 01 - 2020	Chapter IV: Finding and Discussion Revised	
9.	10 - 01 - 2020	Chapter V: Conclusion and Suggestion	
10.	15 - 01 - 2020	Abstract	
11.	17 - 01 - 2020	Chapter I, II, III, IV, V.	

The thesis supervisions have been completed on 17ᵗʰ January 2020,

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Unipa Surabaya

Nomor   : 738/Ak.2/FKIP/XI/2019   21 November 2019
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yang Terhormat,
Kepala SMA Nahdlatul Ulama 1
di Gresik

Sesuai dengan kurikulum Universitas PGRI Adi Buana Surabaya, untuk penyelesaian akhir masa studi, mahasiswa diwajibkan menulis skripsi. Berkaitan dengan ini, mohon dengan hormat *Bapak/Ibu Kepala SMA Nahdlatul Ulama 1 Gresik berkenan memberikan izin* penelitian kepada mahasiswa :

Nama   : Firdayanti Nurha
NIM   : 165300060
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Roles of Native and Non-Native Speakers for Teacher Professional Development
Waktu penelitian : 28 November 2019 s/d 14 Desember 2019

Demikian atas bantuan dan kerjasamanya disampaikan terima kasih.

Dekan,

Dr. Suhari, S.H., M.Si
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Tembusan :

1. Wakil Dekan I
2. Kaprodi

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SURAT KETERANGAN
Nomor : 277/SMA/NU.1/S.7/I - 2020

Yang bertanda tangan di bawah ini:

Nama	: **Drs. H. AGUS SYAMSUDIN, M.A**
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Jurusan	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas PGRI Adi Buana Surabaya

Telah melakukan penelitian di SMA Nahdlatul Ulama 1 Gresik, dengan judul :

" The Roles of Native and Non-Native Speakers for Teacher Professional Development "

Waktu penelitian : tanggal 28 November 2019 s/d 14 Desember 2019

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Gresik, 21 Januari 2020
Kepala SMA NU 1 Gresik,

Drs. H. Agus Syamsudin, M.A

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THE INTERVIEW QUESTIONS

LINGUISTICS COMPETENCE

1) In your opinion, How NES and NNES are pronouncing or while speaking English in the classroom?
2) Are the students understanding or not about the pronunciation between NES and NNES?
3) What vocabularies are used for NES and NNES? Are they use formally or informally?
4) How the impact of the students when NES or NNES speak formally or informally?
5) Is the vocabulary used for NES or NNES can make the students are understanding or not?
6) If the students feel difficult to understand the vocabulary, How NES and NNES have overcome this problem?
7) When NES and NNES write sentences in English, are they using a complex sentence or not?
8) Are they use grammar rules or not?
9) When NES and NNES are teaching in the classroom, are they emphasize using grammar rules or not?
10) In four skills of English (Reading, Writing, Listening, Speaking). What is a specific skill that NES and NNES use in the learning process?.

PEDAGOGIC COMPETENCE

1) Is there the aim of NES and NNES to reach a good situation or handle the students in the classroom especially for classroom management?
2) What is the strategy for NES and NNES to handle the students and make a good situation in the classroom?
3) How NES and NNES handle and manage the students in the classroom?
4) Are they give reproof or punishment if the students are still crowded in the classroom?
5) In your point of view, NES and NNES are preferred choosing to teach many or few students?

6) If the students are so many, Are NES and NNES feel difficult to handle the students in the classroom?
7) How they are overcome this problem?
8) What is a strategy or they will do if they have the students that have a problem or still confused about learning material?
9) How the behavior of NES and NNES to overcome this problem?
10) What is the solution to make the students more understand about learning material?
11) What teaching style is used for NES and NNES when they are teaching in the classroom?
12) How are NES and NNES to motivate their students and encourage them to more interest and pay attention to the learning process?
13) How NES and NNES know the skill is needed for their students in learning English?
14) How are NES and NNES to get closer to their students when they are in the indoor or outdoor classroom?
15) How are NES and NNES dressed up in the school? Are they wearing formal or informal clothes?
16) What is the impact for the students if NES and NNES are dressed up formally or informally?
17) What is the obstacle from NES and NNES when they are teaching in the classroom? Ho to overcome that obstacle?
18) What is the way NES and NNES evaluate their students after they explain the material?
19) Are they use standardized tests from the government?
20) The last question from this interview, you are a junior teacher in the school. Who is the specific person to give a significant role in linguistic, classroom management, teaching practice? Is NES or NNES? What is the impact on your professional development? Could you please give a reason for that?

THE INTERVIEW TRANSCRIPTION

Extract 1.1.2

Mrs. Zahya: "Kalau kita berbicara seperti biasa standar anak-anak kebanyakan juga mengerti apa yang kita ucapkan. Kalau dikelas otomatis kita bicara dengan lumayan keras supaya anak-anak memperhatikan".

Mrs. Zahya: *"We were spoken, as usual, the students easy to understand what we said. In addition, we automatically spoke loudly so the students pay attention in the classroom".*

Extract 1.2.1

Mrs. Zahya: "Kebetulan native ini first learner jadi dalam waktu dua minggu sebenarnya bisa Bahasa Indonesia akhirnya mix Bahasa gitu dan dia translate ke Bahasa contohya dia menginstruksikan sesuatu seperti "after this you have to come forward and after that please present it to me". Kemudian ketika dia bertanya "do you understand?" dan anak-anak masih belum paham dia akan menerjemahkan ke Bahasa seperti "Setelah ini kalian maju mempresentasikan ke saya ya". Dan juga dia mengartikan you sebagai anda jadi dia menggunakan anda kepada semua lawan bicaranya jadi lebih formal tentunya".

Mrs. Zahya: "*Coincidental, native is the first learner whereas for two weeks he can speak Bahasa Indonesia but mixing with English. However, he translates the words "you" means anda. So, he uses 'anda' with all people and surely he speaks more formally. Sometimes, he uses high vocabulary and various vocabulary to other teachers and talks about a certain topic".*

Extract 1.3.1

Mrs. Zahya: "Sometimes no, itu hanya depend on the material misal kebetulan bahas mengenai tenses maka dia

mengajar sesuai rule, jika bukan tenses gaya bicaranya ya tidak menggunakan tenses, for example: yang dipelajari selama ini kalau ada 'a' ketemu dengan 'the' vokal bacanya 'di' itu juga tidak berlaku atau tidak sesuai dengan yang kita pelajari selama ini pas dilapangan beda"

Mrs. Zahya: *"Sometimes no, it depends on the material for example he explained about tenses so, he will teach with grammar rule. However, if he does not explain about tenses for speaking style native does not use it. For example: as we learn that there is 'a' adjoin with 'the' for vocal we are reading 'di' and it does applicable for real situation ".*

Extract 1.3.1

Mrs. Zahya: "Of course speaking, NS cenderung untuk menigkatkan skill speaking ke anak-anak, contoh the power of kepepet jadi mereka harus speak English dan memberikan dampak ke mereka agar berusaha untuk berbicara Bahasa Inggris. Ditambahl lagi, dia menejermahkan ke bahaa Indonesia contoh memberi intruksi pada siswa, seperti "setelah ini kamu maju kedepan dan tolong preentasikan ke saya" etelah itu dia bertanya kembali "apakah kalian mengerti?" and siswa masih elum mengerti dia akan mengganti ke Bahasa Indonesia "setelah ini kalian maju mempresentasikan ke saya ya".

Mrs. Zahya: *"Of course speaking, NS tends to increase speaking skill to the students, for example, "the power of kepepet" it means the students should respond to him with speak English. It gives an impact to push the students to have an effort to speak English. Furthermore, He translates into Bahasa to instruct the students for example "after this, you have to come forward after that please present it to me". After that, he asks again "do you understand?" and the students*

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*do not understand so he changes into Bahasa "Setelah
ini kalian Maju mempresentasikan ke saya ya".*

Extract 1.4.2

Mrs. Zahya: "Kalau grammar pasti iya begitu dan juga kita kan
punya silabus maupun RPP jadi keempat skill harus
seimbang".

Mrs. Zahya: *"Because we have silabus or RPP (Rencana
Pelaksanaan Pembeajaran), lesson plan e.g on
appendix, so the language skills do in balance
manner.*

Extract 2.1.1

Mrs. Zahya: "Untuk mengingatkan karena dia bukan dari
pendidikan dan dia berasal dari politik atau mungkin
ini adalah pertama kalinya dia mengajar di sekolaj.
Jadi Untuk pertama kali dia merasa grogi untuk
memberikan peringatan pada iswanya tapi setelah
waktu yang cukup lama dia bisa berinteraksi dan
memberikan teguran seperti berkata "ayo kerjakan"
pada siswanya"

Mrs. Zahya: *"For reminding and he does not have basic for
education and he comes from political or maybe this is
the first time he was taught in this school. So, in the
first time he feel nervous to give reminding for his
students but after a long time he can interact and give
polite reminder such as he said 'ayo kerjakan' to the
students.*

Extract 2.1.2

Mrs. Zahya: "Sebagai guru memberikan teguran langsung kepada
siswa jika mereka tidur selama guru menjelaskan
topic, contohnya mereka berka "ayo bangun. Kamu
tidak lihat temanmu mengerjakan pekerjaan mereka?
Kenapa kamu malah tidur?" atau kadang memanggil
nama mereka"

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Mrs. Zahya: *"As NNSs are direct reprimand to the students if they are sleeping during the teacher explain topic, for example they said that "come on student, get up, Do you see your friends do their work? Why are you sleeping?" or sometime they called name of the students".*

Extract 2.1.2

Mrs. Zahya: "Satu minggu sebelum mengajar dikela, Native dan Guru membuat lesson plan bersama dan kami berdiskusi tentang games yang mana menyenangkan dan dapat diaplikasikan kepada iswa, dan beberapa maalah yang mereka hadapi selama dikelas".

Mrs. Zahya: *"One week before teaching in the classroom, NS and NNSs are create lesson plan together and we discuss games which is fun and applicable to the students and any problems that they are faced in the classroom".*

Extract 2.3.1

Mrs. Zahya: "Dia menddekatkan diri dengan memberikan guyonan and membuat mereka tertawa. Dia juga berusaha mendekatkan diri untuk menurukan stress dari siswanta. Ditambah lagi, untuk membuat siswa tertarik pada topil Native membutuhkan bantuan guru untuk mencari persama jika ada topic yang sama dalam Bahasa Indonesia".

Mrs. Zahya: *"He tries to get closer to students with give jokes and make them laugh. He does the effort to get closer to decrease uptight from the students. In addition, to make the students interested in the topic as native needs help the teacher to compare if there is similar topic or explanation from Bahasa Indonesia".*

Extract 2.3.2

Mrs. Zahya: "Jadi kalo kami karena erring ngobrol dank arena kita ketemu setiap hari, siswa kadang menyampaikan

masalah langsung pada kita. Untuk memotivasi mereka, guru biasanya memberikan topk yang sama dengan Bahasa Inggris, contohnya ada yang sama topiknya tentang Majas, jadi ada Majas Onomatopoeia jika ada perbedaan bunyi contohnya suara buku jatuh "Gedebuk" itu juga berbeda di Amerika. Jadi memicu siswa untuk tahu, dan juga kita berkolaborasi untuk membandingkan topik Bahasa Indonesia dan Bahasa Inggris".

Mrs. Zahya: *"If we have a frequent chat and because we meet every day, students sometimes get the trouble or complaint directly to NNSs. To motivate them, non-native speakers are usually giving a topic that is similar with English, for example, some topics are the same and different in English materials, for example, learn about the Majas, there is a majas Onomatopoeia if the sound problem of different examples of the falling book Sounds "Gedebuk". There is another difference from America so students feel interested and start to know about the material. When native or non-native speakers explain the topic, they usually collaborate with each other to compare the topic English and Bahasa Indonesia".*

Extract 2.4.1

Mrs. Zahya: "Dia menggunakan games yang ada kaitanya dengan topic, jika beberapa siswa kalah, mereka mendapat hukuman untuk menjawab pertanyaan dari Native"

Mrs. Zahya: "*He used games that has relation with the topic, if some students are loser, they got punishment to answer the questions from native".*

Extract 2.4.2

Mr. Raya: "Dia elalu menilai projek siswa tidak hanya dari pengetahuan mereka atau kompetensi tapi dia selalu memiliki pandangan yang berbeda, contohnya menilai

dari keunikan, mudah digunaka dan dipelajari oleh mereka".

Mrs. Raya: *"He always assess student' project not only for their knowledge or competence but he always has other perspectives to them, for example, he assesses the students' project based on unique, easy to use and learn for them".*

Extract 2.5.1

Mrs. Zahya: "Native lebih fleksibel karena dia bukan berasal dari pendidikan, ketika ada lah satu siswa membuat kesalaha, contohnya permainan kosa kata bahwa salah satu sisswa harus menjawab ver 2 dari go, take, drink. Kalau mereka salah, Natve hanya berkata "oke good, okay nice" dia hanya berpiki bahwa pentingnya yaitu siswa biacara dan mengapresiasi keberanian mereka. Ditambah lagi, ketika ada salah satu siswa tertidur dia hanya mengingatkan dengan menepuk pundaknya".

Mrs. Zahya: *"Native more flexible maybe he does not from education, when one of his students make mistake, for example, games of vocabulary that a student should mention Verb 2 for go, take, drink. However, this student false to mention one of those words but, native said "okay good, okay nice" he was thought that the important one is the students want to speak and he appreciates for brave. Also, when one of the students slept then native just remind them and pat their shoulder to get up".*

Mrs. Zahya: "Lebih tegas untuk mengatasi masalah, contohnya ketika salah satu siswa tertidur di kelas akhirnya guru akan mengingatkan langsung untuk bangun. Karena itu, mere lebih persiapan sebelum mengajar dan mempersiapkan leson plan pada hari itu".

Mrs. Zahya: *"More assertive to solve problems for example when one of the students slept in the classroom then the*

teacher directly remind them to get up. Furthermore, they are more prepare before teach and prepare a lesson plans appropriate for that day.

Lesson Plan Teacher Warm-up Guide (Lesson 13)

Lesson 13 – Teachers Warm up Guide

[Verse 1]

Do you ever feel like a plastic bag
Drifting thought the wind
Wanting to start again

Do you ever feel, feel so paper thin
Like a house of cards
One blow from caving in

Do you ever feel already buried deep
Six feet under scream
But no one seems to hear a thing

Do you know that there's still a chance for you
'Cause there's a spark in you

[Pre-Chorus]

You just gotta ignite the light
And let it shine
Just own the night
Like the Fourth of July

[Chorus]

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"

You're gonna leave 'em in awe, awe, awe

[Verse 2]

You don't have to feel like a waste of space
You're original, cannot be replaced
If you only knew what the future holds
After a hurricane comes a rainbow

Maybe a reason why all the doors are closed
So you can open one that leads you to the perfect road
Like a lightning bolt, your heart will glow
And when it's time, you'll know

[Pre-Chorus]

You just gotta ignite the light
And let it shine
Just own the night
Like the Fourth of July

[Chorus]

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst

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Make 'em go "Oh, oh, oh!"
You're gonna leave 'em in awe, awe, awe

[Bridge]

Boom, boom, boom
Even brighter than the moon, moon, moon
It's always been inside of you, you, you
And now it's time to let it through

[Chorus]

'Cause baby you're a firework
Come on show 'em what your worth

Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"
You're gonna leave 'em in awe, awe, awe

[Outro]

Boom, boom, boom
Even brighter than the moon, moon, moon
Boom, boom, boom
Even brighter than the moon, moon, moon

Using Like or As: Simile

Comparison not using like or as: Metaphor

Giving Human qualities to something not human: Personification

Written like the sound: Onomatopoeia

Exaggeration: Hyperbole

The example of exercise for the students.

Lesson Thirteen: Matching Exercise

1. But every touch is ooh la la la   Metaphor

2. I sometimes wish I'd Never been born at all

3. And you've got a smile that could light up this whole town   Simile

4. I was lightning before the thunder

5. We push and pull like a magnet do   Hyperbole

6. Boom, badoom, boom, boom, badoom, boom, bass
   Yeah that's that super bass

7. This girl is on fire   Personification

8. I'll go, I'll go and then you go, you go out and spill the truth

9. I came in like a wrecking ball

10. But I would walk 500 miles / And I would walk 500 more
    Onomatopoeia
    Just to be the man who walks a thousand miles / To fall down at your
    door