ABSTRACT

Habibah, Lailatul. 2011. *The difference between native speaker and non-native speaker teachers on students' English achievement at the tenth grade of SMA Walisongo Gempol Pasuruan.* English Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya . Advisor: Prof. Arief Furqon, Ph. D

Key words: Native, non-native, difference, English achievement

English has emerged as an important language since the last century. Indonesia government decided that English is included in the national curriculum. Since than, every school has done some efforts to provide a quality English teaching. SMA Walisongo has full time native speaker to teach English. This study was conducted to find the difference between native speaker and non-native speaker teacher on students' English achievement in SMA Walisongo. It aims to find if there is any difference between native speaker teacher and non-native speaker teacher on student's English speaking achievement.

The setting of the study was SMA Walisongo, Gempol - Pasuruan and the population was the tenth grade while the sample was X-6 and X-3. The instruments used to obtain the data were test and documentation. Test was applied in order to know the ability of the students in both classes where the test was from the school it self that include speaking, listening, reading and writing. In addition, the documentation was applied in order to know the students' score of English subject during in the second semester.

The result showed that there is no significant difference between native speaker and non-native speaker teacher on students' English achievement because the mean score of native class was 81, 7 and non-native class was 81. And also hypothesis shows that Ho was rejected where t-value is lower than t-table.

Based on the research findings, some suggestions were given for the betterment of teaching process of English. It is recommended that the school also could have a native speaker in regular class. With this, it is expected that they can directly interact with the native and can make them more motivated in learning English. For the teacher both native and non-native, it is hoped that they could develop themselves to be more creative in creating enjoyable class. For the future researcher, it is suggested to investigate the other debate on native speaker in English language teaching and learning in different cases.

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