

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter present the result of this research that collected based on the classroom observation and interview. The data found are related to how is the role that teacher used in 2013 curriculum in teaching and learning process.

The observations conducted twelve times and divided into four times for every teacher. Besides observations, the researcher also conducted the interview three times. There are three teachers as the main focus of this research. The researcher found the teacher roles that used by every teacher. The following writing describes it below, as follows:

##### **1. Teacher as resource**

Based on observations, the researcher noticed that all of the English teachers explain the material that taught in accordance with the textbook. Sometimes, the teacher got question from the students. All of the teachers answer every question and give them many examples. Some examples that the teacher gave is related to the students' real life.

When conducted interview, all of the teacher said if students did not understand about the material it is better to give them more example.

Moreover, students use the examples in simple conversation with their friend. All of the English teacher also said that they have to learn more than students to be a good teacher in teaching English. If they do not mastery the material well, they can not make students understand the lesson. They also said, they have to provide many examples, because of there is some students that received the material quick than other students.

All of the subject used the English Book by the Ministry of Education and Culture. In addition, to provide more example or material in textbook, teacher also used other source. Teacher A and B used internet to find out some material or example that related to the topic of lesson. Meanwhile, teacher C use English textbook by Intan Pariwara publisher.

When conducted the interview, teacher A said *“teacher should be creative to find or modify the material of lesson. We can use internet to find it.”* As a teacher who also used internet as other learning source, teacher B said *“Nowadays, there are many blog that contain learning material. We can find learning material if learning material in textbook is hard to explain to students.”* Meanwhile, when conducted interview with teacher C, he said that he used another textbook to give students more exercise and want to make the students practice in answering questions that related to national exam that will their faced in next semester.

## **2. Teacher as facilitator**

As facilitator, all of English teacher facilitate the students during learning process such as using learning source from textbook, using tools or media and be able to communicate and interact with students. Teacher also make an active, creative learning, and also create learning process be fun.

When conducted observation, all of English teacher used book by Education Ministry as learning source. Besides it, all of them used another media. For example, they brought picture and sticky note based on the learning material at the day. Teacher used the media to make an active, creative and fun learning. For example, when teaching about expression teacher A and B show a picture and let the students to be free thinker by let them to make a conversation based on the picture that related to the material at the day or wrote their opinion about something at the sticky note.

When conducted interview, all of the English teacher said being a facilitator was important during teaching process. Teacher B said, as a facilitator, teacher is a connector between learning material and students. All of the English teacher said, sometimes teacher bring media to the classroom if the topic should use media to make students understand easily. Teacher C said, teacher C invite students to language laboratory if teacher C want to

teach about listening section. However, during observation, teacher C did not invite the students to language laboratory.

### **3. Teacher as organizer**

The component of teacher as an organizer in this research are organize the material, organize classroom activity and organize students to do various activity. Based on observation and interview, all of the English teacher organize the material, task, and instruction of activity before come to the class. They made class with various acticity such as in group or in pairs.

All of English teacher organized the students' seat during teaching and learning process. It is related to the activities that the students will do. Teacher A organized the classroom activity by making the students in pairs with students' chairmates. The material at the day was expression, so teacher A devided them in pairs to make conversation. Teacher B devided classroom by counting one until four to make a group discussion. Meanwhile, teacher C, devided students by setting their seat in letter U. So that students have right group, left group and middle group.

When conducted interview with all English teacher, all of them said organized students in pairs or group can make the time of classroom activity being effective and the material that they organize in lesson plan conveyed to students. Teacher A said, when she devided students in pairs they only give them five minutes to make a short dialog or conversation, then come

forward to practice it. Meanwhile, teacher B and C said in group activity, students can share all of their own opinion and combine it, so that they have many options in answering questions.

#### **4. Teacher as demonstrator**

As a demonstrator, the English teacher demonstrate the material, convey to students and practice it. As demonstrator that demonstrating lessons, teacher as centered at this time. As a teacher who teaches English as Foreign Language, all of the English teacher always practice speaking English in front students. When conducted observation, all of English teacher be a center at this time. It is based on the material that they taught. For example, when teaching grammar, teacher A did not say they teach grammar. However, she used gesture to show up the activity that she did. Then she explained the material. Meanwhile, teacher B and C prefer to listen their students' conversation or reading text aloud. Then corrected their pronouncation or their intonation.

Based on the interview, all of the English teacher said many students had difficulty in saying words they were not used to say. Sometimes the intonation of the sentence that they pronounce does not match what was supposed to be issued. Students often made mistake words and mixed it with their accent into English. Therefore, according to Teacher B if want to make students speak English fluently, at least the teacher practices or demonstrates

first in front of them. So they are accustomed to hear directly and correctly. According to Teacher C, in applying the teacher's role as a demonstrator the teacher must mastery how to pronounce word correctly and how to intonate good sentences.

### **5. Teacher as tutor**

Teacher being a tutor is to guide students closely and private. It is need additional time that maybe can not conduct in classroom. Based on observation, only teacher A that tutoring students in learning process. She came to the students that looks passive when learning process.

When conducted interview to all English teacher. Teacher A said, as a tutor means teacher guide students in every meeting or outside the classroom. Teacher should know students background, to guide them. When guide students, teacher will know what is students' ability and students' lack. Teacher B and C said, guide students is difficult, because it need more time than classroom. Teacher should close to students to know what is students' problem and help them solve it. Teacher C said, school provide additional time out of schedule at school, but it is only for faced national exam.

### **6. Teacher as motivator**

Teacher as motivator have three component. There are, enthusiasm in teaching, giving compliment and advice, and giving students reward and punishment. Based on the observation and interview. Researcher found that

the teacher applied their role as motivator when all of English teacher looks enthusiasm in teaching. All of the English teacher did not passive or just sit in front of and teaching. All of the English teacher are standing in front of class and sometimes, they walking around the classroom.

Besides, all of English teacher always motivate them by giving compliment such as like "*Good job!*" "*Give applause!*" for students who complete assignments correctly. Based on interview, teacher A state that motivates students is how to keep students' motivation to keep focused on learning. It is similar with teacher B, every the end of learning process, teacher B always said "Keep learning and practice, yaa". Teacher C said "You have to learn diligently, to face the national exam. Lots of listening exercises. On another occasion, teacher C also motivated his students to continue their education until higher level. Teacher C seemed really care about his students, but in two meetings teacher C spent more time for giving advice. So the learning material is not finished in one meeting.

All of English teacher also giving reward and punishment to motivate students in learning English. When conducted interview, teacher A and B said, they used grading to make my students focus during the learning process. It makes students' spirit and motivates them to do their exercise. However, there are still some students who look lazy.

## 7. Teacher as an evaluator

The researcher observed from the beginning of learning process until the end to find out when and how the teacher evaluate students. During the observations, which made four times for each teacher, the researcher found that all teachers evaluated in different ways and certain period of time. Teacher A in applying the role as an evaluator, teacher A evaluate students by using written test and oral test. Meanwhile, teacher B and C used written test. Teacher evaluate students after the teacher explained the material or sometimes in the end of topic at the day.

All of the English teacher evaluate students in certain period of time. All of English teacher devided evaluate into two section. First, evaluate students by doing exercise at the textbook or practice in front of classroom. It can be done at the end of classroom at the day. Second, they are evaluate students in the end of material, in this activity, teacher made their own questions.

When conducted interview, all of English teacher said they do evaluate not only for assessing students whether they understand the lesson or material that the teacher have learnt or not. It also give feedback toward technique or method that they use on teaching and learning process. Teacher B added, if the objectives of study can not be achieve, it means there is



mistake between teacher or students. So that, by doing evaluate teacher can know what was students' ability or students' lack.

During conducted twelve observations, there are seven roles emerged during the learning process. However, not all roles appear at every meeting. The role of the teacher as a resource, facilitator, organizer, and motivator are roles that often arisen. While the role of the teacher as a demonstrator, tutor and evaluator are role that rarely appears. When conducted observations and interviews, the researcher found that the teacher would demonstrate the material if the lesson required a demonstration that given directly by teachers. Based on observations and interviews, the role as a tutor rarely appears because the role as a tutor must provide special time, if it takes place during the learning process it waste time. The role as an evaluator actually has broad meaning, but in this study the teacher's role as an evaluator often appeared when the learning material has been completed. The teacher gave a lot of practice but the evaluation is done by the end of the material in one chapter.

## **B. Discussion**

This section presented a discussion of the research finding from observations and interview with the theories collected in chapter two about the

teachers' role in 2013 curriculum in English teaching and learning process at MAN Tanah Laut.

Based on observations among twelve meetings that divided into four meeting, the researcher found that all of the English teacher followed the curriculum as guide for students and gave students various activity. It is similar with Oemar (2008) state that based on curriculum program, students carry out various activities to reach their development and growth in learning.

All of English teacher used and applied the teacher roles in 2013 curriculum when taught the students. The roles are resource, facilitator, organizer, demonstrator, tutor, motivator and evaluator. As claimed by Alawiyah (2013) state that the teacher roles in 2013 are resource, facilitator, organizer, demonstrator, tutor, motivator, and evaluator.

As resourcer, the three English teacher mastery learning material, give students various example and use other source or textbook. All of the English teacher mastery the material and answer students' questions. It is related to Harmer (2007) teacher can take part as resource by answering students' questions, give example and give information that they do not know. Teacher as resource also use other source, such as internet and textbook by another publisher, as claimed by Usman (2011) teacher have to use various kinds of information sources.

As facilitator, teacher A, B and C build a good communication and interaction with students to facilitate students with the material it is a line with Sanjaya (2006) state that teacher should have to ability in communicate and interact with students to increase students' motivation in learning. Teacher also made learning process become active and fun by making some activities. It is claimed by (Supardi, 2013) that teacher is to be able to create programs and implement them with the principles of active, creative, and fun learning.

As an organizer, all of the English teacher start their role from the beginning until the end. Teachers' organize the material and classroom well by setting students' seat at classroom and to do various activity such as group discussion in learning process. It is related to Harmer (2007) state that teacher should organize classroom from the beginning until the end of class with various activities and closing the lesson.

As demonstrator, all of the English teacher demonstrate and practice how to pronounce word, speak in correct intonation and conversation well. According to Harmer (2007) teacher can be the model of language by dialog or reading aloud of text.

As a tutor, teacher A tutoring students closely and privately to know what are students' strengths and weakness during teaching process. It is related to Supardi (2013) tutor is the intimate role than others. Teacher gives special attention to the students as a personal contact, but he did not ignore other students.

As motivator, all of the English teacher are enthusiasm in teaching English. They were active and walking around the classroom when give explanation and sometimes to motivate students. As claimed by Sanjaya (2006) teacher should be an active figure and enthusiastic to give motivation in learning process. Giving motivation to students can stimulate them to learn. In additon, giving advice, reward and grading can be motivation for students to be active in learning English. It is related to extrinsic motivation, Brown (2001) state that extrinsic motivation obtained from external stimulate such as reward and grading.

An evaluator, all of English teachers evaluate students by assessing them using grading with various ways and in certain period. It is similar with Harmer (2007) he state that as an assesor, teacher giving feedback, correcting and grading students in various way. Moreover, teachers also evaluate students as a feedback about their teaching technique, strategy or method, as claimed by Usman (2011) through evaluation teacher got feedback on the teaching and learning process and can improve to be more optimal.

Based on the previous study, there are three previous study that related to the this researcher. First,the research that conducted by Alawiyah (2015) her research is about the role of native speaker teacher. Her research mention there are thirteen roles of native speaker, namely, resource, organizer, facilitator, participant, transmission teaching, comprehensible input provider, controller/instructor, prompter, editor, observer, assessor, tutor and motivator.

Some of roles are related to this research such as, teacher as resource, organizer, facilitator, tutor and motivator. The second previous study was conducted by Hulalango (2015) her research about the English teachers' role in teaching and learning at SMA N 1 West Bolangitang. The subject of her research were two English teacher. Meanwhile, the subject in this research were three English teacher. She used Harmer theory, it is related to this research that used Harmer theory. The role that the teachers used are controller, organizer, assessor, resource, tutor and observer. Some of roles are related to this research, such as teacher as organizer, resource and tutor. The last previous study was conducted by Archana, they said in their research that in English Language Teaching (ELT), especially when English is connected to Class Room Teaching (CRT), it plays a very significant role in get the student's attention. A teacher should play various roles such as learner, facilitator, assessor, manager and evaluator. Meanwhile, some of roles that found at that research are related to this research namely, teacher as facilitator and evaluator.