

CHAPTER I

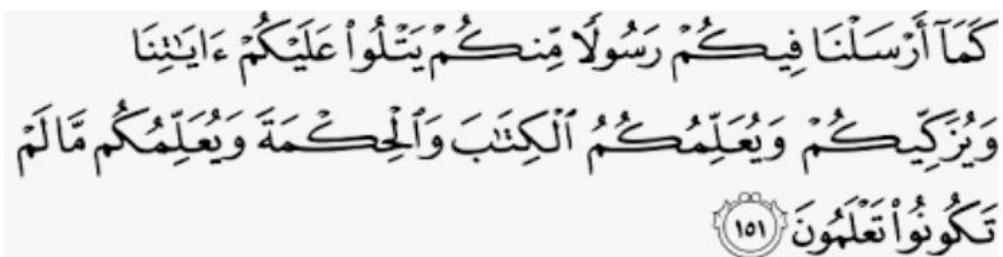
INTRODUCTION

A. Background of Study

In the National Education System Law Number 20 of 2003, education is formulated as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state.

The law already contains the role of the teacher as a facilitator, especially how teachers create a pleasant learning atmosphere, an interactive learning process, develop their potential along with students, build the mental and personality of students and their skills.

The most important task of a teacher is teaching. The word of God in Surah Al-Baqarah verse 151.



The expected learning is an interactive, active, and participatory process. In order to teach effectively, teachers must increase learning opportunities for students. Learning opportunities can be increased by actively involving students in learning. The more and optimal time the teacher gives to teach, the more it shows the seriousness of the teacher in teaching so that it can generate interest or motivation of students to learn. The more students are actively involved in learning, the higher the possibility of learning outcomes achieved.

In the learning process, not only facts or concepts are involved, but also feelings related to emotions, as well as affection. Learning is not limited to what we have designed, but can also involve experiences that are beyond our full awareness, involving at least five of our senses; namely sight, hearing, smell, taste or taste, and touch.

Muhammad Surya (2004), formulated that learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interacting with his environment. In the current context of education, the term facilitator was originally mostly applied to the interests of adult education, especially in non-formal education environments. However, in line with the change in the meaning of teaching which emphasizes more on student activities, recently in Indonesia the term facilitator has begun to be applied in the formal education environment in schools, namely with regard to the role of the teacher when carrying out teaching and learning interactions.

As a facilitator, the teacher plays a role in providing services including the availability of facilities to provide convenience in learning activities for students. Unpleasant learning environment, stuffy classroom atmosphere, untidy tables and chairs, unavailable learning facilities cause students to be lazy to study. Therefore the task of the teacher is how to provide facilities, so as to create a pleasant learning atmosphere for students.

Related to the attitudes and behavior of teachers as facilitators, below are some things that teachers need to pay attention to in order to become a successful facilitator:

Listening and not dominating , Because students are the main actors in learning, as a facilitator the teacher must provide opportunities so that students can be active. Efforts to transfer the role of the facilitator to the students can be done little by little. Be patient, The main aspect of learning is the learning process carried out by the students themselves. If the teacher is impatient to see a process that is not smooth and then takes over the process, then this is the same as the teacher has robbed students of learning opportunities. Respectful and humble, Teachers seek to value students by showing a genuine interest in their knowledge and experience. Want to learn, A teacher will not be able to work with students if he does not want to understand or learn about them. Be equal, Teachers need to develop an attitude of equality so that they can be accepted as friends or work partners by their students. Be friendly and melt, Relationships with students should be carried out in a friendly, relaxed, heart-to-heart nature (interpersonal

relationship), so that students do not feel stiff and shy in dealing with teachers. Not trying to lecture, Students have their own experiences, convictions, and beliefs. Therefore, the teacher does not need to show himself as an all-knowing person, but tries to share experiences with his students, so that a rich understanding is obtained between the two. Authoritative, Although learning must take place in a friendly and relaxed atmosphere, a facilitator should still be able to show seriousness in working with students, so that students will still appreciate it. Not taking sides and criticizing, In the midst of groups of students there are often conflicts of opinion. In this case, the teacher strives to be neutral and tries to facilitate communication between parties with different opinions, to seek agreement and solutions. Be open, Usually students will be more open when trust has grown in the teacher concerned. Therefore, teachers also don't hesitate to be honest if they feel they don't know something, so that students understand that everyone always needs to learn. Be positive, The teacher invites students to understand their situation by highlighting their existing potentials, not on the contrary complaining about their bad things. Keep in mind, the greatest potential of each student is the willingness of his own human being to change the situation.

Wina Senjaya (2008), states that as facilitators, teachers play a role in providing services to facilitate students in the learning process activities. The teacher's role as a facilitator has consequences for changes in the pattern of teacher-student relationships, which were originally more "top-down" to

partnership relationships. In a "top-down" relationship, teachers are often positioned as "superiors" who tend to be authoritarian, full of commands, bureaucratic-style instructions, and even handlers, as indicated by Y.B. Mangunwijaya (Sindhunata, 2001). Meanwhile, students are positioned more as "subordinates" who must always obey instructions and everything that is desired by the teacher.

In contrast to the "top-down" relationship pattern, a partnership relationship between teachers and students, the teacher acts as a learning companion for the students in a democratic and fun learning atmosphere. Therefore, in order for teachers to carry out their role as facilitators, teachers can fulfill the learning principles developed in partnership education, namely that students will learn well if:

1. Learners can fully take part in every learning activity
2. What is learned is useful and practical (usable).
3. Students have the opportunity to make full use of their knowledge and skills in sufficient time.
4. Learning can be considered and adapted to previous experiences and the thinking power of students.
5. Mutual understanding is fostered, both between teachers and students and students and students.

Based on the explanation above, it can be obtained an overview of the role of teacher facilitator in learning English at SMP Negeri 1 Tabunganen. Based on the description above, the efforts that have been made by the

teacher in order to facilitate the learning process and implement the role of the teacher as a facilitator are interesting to be investigated further. Because the role of the teacher as a facilitator is very important at this time because the teacher as a facilitator will be liked by students and students feel comfortable and at home in the learning process.

B. Research question

Based on the background stated above, the problems in this research are:

1. What is the teacher's role as a facilitator in the English learning process at SMP Negeri 1 Tabunganen?
2. What factors hinder the teacher's role as a facilitator in the process of learning English at SMP Negeri 1 Tabunganen?

C. Objective of Study

1. Research Objectives

In accordance with the formulation of the problem stated above, the objectives of this study are:

- a. To find out how the teacher's role in the process of learning English at SMP Negeri 1 Tabunganen?
- b. To find out what are the factors that hinder the teacher's role as a facilitator in the English learning process at SMP Negeri 1 Tabunganen?

2. Research Uses

In accordance with the formulation of the problem and research objectives that have been mentioned, this research is expected to be useful for institutions and research objects for the development of science and for writers.

a. Theoretically

This research is expected to contribute ideas and increase knowledge in carrying out educational innovations and assisting the potential of teachers in teaching in general and the role of teachers as mentors in particular.

b. Practically

1. For Principals

The results of this study are expected to be used as consideration for determining steps to improve teacher performance in motivating student learning so that learning occurs more intensively and learning gains that are more qualified intellectually, emotionally, and spiritually.

2. For Teachers

The results of this study are expected to be used as additional information to determine a more appropriate attitude to determine tips for motivating student learning.

3. For Parents

The results of this study are expected to be used as a consideration in determining attitudes and steps to motivate students' learning.

4. For Future Researchers

The results of this study can be used as additional information to develop further research designs by applying various methods and strategies.

D. Significance of Study

The importance of this research is expected to be useful to provide information for schools, especially for principals and teachers in developing the role of teachers as facilitators in the process of learning English at SMP Negeri 1 Tabunganen. The researcher also hopes that the results of this study will have a good impact, the researcher also hopes that it will be useful as a review for further research that has a similar research topic to this research.

E. Definition of Key Terms

The teacher's role as a facilitator in the English learning process at SMP Negeri 1 Tabunganen, means that a teacher has a very important role in teaching and must facilitate students so that students feel comfortable, especially in learning like now teachers must be able to provide effective learning so that students not bored. Teachers must also be able to develop the learning process by using various applications or learning media so that learning runs smoothly.