

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The findings of the data that researchers obtained from the field were data from observations and interviews. In this case, the researcher did not experience any problems in digging or searching for information. Interviews conducted by researchers are semi-structured interviews with English teachers. The type of interview that the researcher conducts is so that the interview process runs in a relaxed and open manner, but in order not to be separated from the topic of discussion, the researcher also has an outline of what the researcher will ask the object of research or to the teacher.

The teacher's role as a facilitator in learning English in the theoretical study described earlier, the teacher's role as a facilitator plays a role in providing services to facilitate students in teaching and learning activities. So the role of the teacher here is as a means for students so that learning English language education can be realized. However, the teacher also cannot be said to be fully a source of learning or in other words, students do not have to depend solely on the teacher. As explained by the English teacher, that: So this is how the teacher must provide learning resources and learning media to students. But the teacher also cannot be

said to be the main source of learning for students, because not all learning resources are only obtained from the teacher, can be obtained from objects at school, can be inanimate objects or living objects. For example, English books at school that can be read to get used to pronouncing vocabulary. So in other words, students here are also trained to be independent, not only depending on the teacher to gain knowledge, but also being able to use the books provided by the school. In the observations that have been made by the author as explained by the English teacher that the school provides books for students' reading material during recess. Providing a place for students to read is also included in the teacher's role as a facilitator. Because at SMPN 1 Tabunganen, a library has been provided where students can read the books they want during their break. In the observations that have been made by the author, this is indeed true. In this school, students' books are found in the library arranged in cupboards or bookshelves. In addition, the teacher as a facilitator can also implement and plan teaching and learning activities, hold competitions related to reading English, and of course provide collections of books relevant to education, either by subscribing to magazines or newspapers. Providing reading references in question is not only in the form of books but also in the form of files which will be given to students during learning activities in class or when there are educational events outside of learning.

From the results of observations and interviews with English teachers, their roles as facilitators in shaping English learning are:

Providing references or collections of books relevant to education or stories, in the form of files or books. Provide a place for students to read such as a library. But not all things are planned according to the teacher's will because the nature of students is different in terms of learning. From the results of research conducted by the author, the role of the teacher as a facilitator in shaping students' English learning is almost the same as getting used to reading or knowing easy-to-understand vocabulary. Between the two sources interviewed by the author, both of them indicated that there was no significant difference in the roles they played. As a facilitator, the teacher's role in shaping students' English learning is very influential. Because the teacher is like a ladder or bridge to help, direct, and show the way to be achieved. What is meant as a bridge here is that the teacher can provide relevant reading references so that students are interested and the teacher's goals in shaping students' English learning can be realized in accordance with expectations. Not only providing references in the form of books, the teacher also provides a place for students to read comfortably. So that it is easier for students to read during recess or when the lesson is empty. With the facilities provided, students will be helped in achieving educational goals.

In addition, observations were made when the English teacher was teaching in the classroom by applying the teacher's principle as a facilitator. Research on how English teachers manage learning in the classroom, involves students. Learning materials delivered by English

teachers are also observed, including the media and methods used. At the opening stage, the researcher observed closely when the English teacher opened the lesson which began by greeting and praying. In this opening stage, several roles of facilitator are applied, namely the English teacher trying to involve the active role of students, opening the lesson with greetings and praying and then proceeding with asking students if anyone wants to ask.

According to the researcher's observations, English teachers have tried to open up good communication at the beginning of learning and facilitate the learning process by preparing materials, media devices and learning equipment. The attitude of the English teacher, according to the author, is highly accepted by students because it is polite, friendly, open and invites students to participate.

Observation when the English teacher is teaching with focus group discussion techniques in class. The researcher observed for one hour the discussion process and how the English teacher guided the discussion so that the discussion process was very enjoyable for students.

The steps for the English teacher to guide focus group discussions in the classroom based on the researcher's observations can be described as follows:

- 1). Group formation stage

Introduction and involvement of members into groups with the aim that members understand the purpose of group discussions.

Understanding group members allows group members to actively play a role in English learning activities in the classroom in order for the English teacher to strengthen (reinforcement), which in turn can foster interest in students to follow the course of focus group discussions. The activity carried out by the English teacher at this stage is to express the meaning and purpose of group discussions in order to sharpen the material for foreign language discussions. The English teacher explains the ways and principles of group activities; group members introduce themselves and express themselves; and play familiarity games in a warm and cheerful atmosphere that is well guided by the English teacher.

The results obtained at this other observation stage were that the English teacher managed to play a role in guiding the group discussion by breaking the atmosphere and building intimacy with fellow group participants so that the discussion on the material was very intimate and interesting. The roles applied by the English teacher are building open communication with students, not being authoritarian, providing opportunities for students and each group to ask and refute, be friendly and friendly to students, not favoritism to the group.

The results obtained at this observation stage show that the students are very close to the teacher and the English teacher does not lose his authority as a teacher but still knows the limits of the teacher.

## 2). Activity stage

The English teacher provides material about vocabulary with previously prepared picture media which will be discussed together by students in focus group discussions. Previously, the English teacher gave a little explanation about the description of the material to be discussed. Then each group is given the widest possible opportunity to express their ideas in opinion, asking questions, explaining, giving examples, expressing personal experiences and responding to the topics discussed. All students are involved in multi-directional interaction and communication. A warm atmosphere can be created, members share opinions and give opinions so that students in the class who were previously less confident can change their attitudes to become more daring to appear in public and dare to express opinions. The warmth and enthusiasm of the English teacher in facilitating the focus group discussion process has an important aspect in the behavior and learning outcomes of the student group. Warmth and enthusiasm is a visible part of the interaction of teachers and students.

## 3). Termination stage

When the learning phase was about to end, the researcher observed how the English teacher ended the learning process. The English teacher stated that the activity would end. He then expressed his impressions during carrying out learning and discussions with students. The results obtained at this final stage are in the form of positive impressions that

students convey about the implementation of English teachers teaching and they feel they have benefited because English teachers in teaching are very pleasant and liked by students.

The role of the English teacher as a facilitator is carried out through discussion of the material in groups. The role of the English teacher as a facilitator is quite effective as an effort to strengthen students' confidence in the school environment, because in this activity students are invited to practice interacting with other students in a group which discusses the material presented. From this, students gain various experiences, knowledge and ideas. From that topic, students can learn to develop values and apply joint steps in responding to the material presented by the English teacher.

The teacher's role as a facilitator in the English learning process, before carrying out learning the teacher carries out his role by acting as a facilitator, the teacher plays a role in providing services to facilitate students in the learning process activities. Wina Sanjaya teacher provides all learning tools before learning begins (such as syllabus, curriculum, lesson plans, evaluation and assessment materials, the teacher provides learning facilities in the form of methods, media and learning equipment, the teacher acts as a partner, not a superior, the teacher carries out the duties and functions specified in the law and the teacher does not act arbitrarily to the students.

The Factors Inhibiting the Role of Teachers as Facilitators:

1). Lack of experience factor

During the observations and interviews, both teachers felt and admitted that they still lacked experience in applying teacher theory as a facilitator. Because the role as a facilitator is not easy, sometimes the two teachers still carry out their old roles such as dominating the class, giving less space for all participants to give responses, still sometimes taking sides with students, criticizing students so that it has an impact on students' fear of asking questions. suggestions and ask and provide answers. This attitude was also seen when several times the teacher had to open the book because he forgot what he should be doing in class in facilitating students.

2). The factor is the teacher's lack of insight regarding the teacher's theory as a facilitator

The second inhibiting factor is the lack of insight and information regarding the duties and functions of teachers as facilitators. This has an impact on the teacher's lack of flexibility in applying the theory of the teacher's role as a facilitator. Teachers sometimes still look stiff, lack confidence and occasionally feel stuck when facilitate students in class.

3). The factor of the lack of school facilities

It must be admitted that complete school facilities are very helpful in the teaching and learning process. This includes helping the teacher's role in carrying out and implementing its role as a facilitator. From the author's observations, school facilities are lacking, for example, there are no e-



mail, infocus screens, or equipment that can help teachers reduce their long roles such as lectures, questions and answers and discussions. Due to the lack of school facilities, teachers are less than optimal in carrying out their role as facilitators when teaching.

There are also no books provided by the school regarding the role of the teacher as a facilitator. The lack of textbooks or reading books to add insight to teachers has an impact on the lack of insight and information teachers and teachers have to find themselves. Because the school only mediates books for students in the library as student reading material to increase reading learning.

- 4). The teacher's old habit of teaching is too strong to influence the teacher's style when teaching

The results of observations and interviews show that the teacher's old habits when teaching strongly influence the teacher's role as a facilitator. Teachers are used to teaching using worksheets so it takes adjustment and time to leave this method. Teachers are also used to lecturing in front of the class so that they occasionally appear and affect the process of implementing the teacher's role as a facilitator who should no longer use the lecture approach. But overall the teacher's efforts to get out of old habits have seen results.

- 5). Lack of teachers conducting comparative studies in schools that are considered to have succeeded in implementing the teacher's role as facilitator

The absence of comparative studies causes less than optimal results so that they are still not helpful even though comparative studies can actually accelerate teachers' proficiency in applying the theory of the teacher's role as a facilitator.

The lack of comparative studies has an impact on the absence of comparisons obtained by teachers as to what teachers really and should be as facilitators, and how the principles must be carried out by teachers.

From these five factors, it can be said that the inhibiting factor is not maximally the role of the teacher as a facilitator in SMP Negeri 1 Tabungnen can be said to consist of two factors, namely internal factors and external factors. Internal factors are the lack of experience and lack of mastery of the teacher's theory as a facilitator. Meanwhile, external factors are the lack of supporting facilities owned by schools such as media, books and reading materials regarding the role of teachers as facilitators.

## **B. Discussion**

In this thesis, there are two theories that are referred to and referred to regarding the role of the teacher as a facilitator, namely the theory from Wina Sanjaya and the theory from Sindhunata. These two theories complement each other and are used in this thesis.

According to the theory proposed by Wina Sanjaya, the teacher's role as a facilitator is: "The teacher's role is to provide services for students facilitate students in learning process activities". This theory explains that

as a facilitator the teacher is obliged to provide services and provide learning facilities and infrastructure to students so that the learning process can run smoothly.

From the theory above, it can be emphasized that the teacher's role as a facilitator brings consequences to changes in the pattern of teacher-student relationships, which were originally more "top-down" (top-down) into a partnership relationship.

According to Sindhunata, 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. Meanwhile, students are positioned as "subordinates" who must always obey. follow the instructions and everything the teacher wants.

Meanwhile, the English teacher carries out his role, preferring to have the opportunity to face students in teaching and learning interactions by providing facilitation. Teachers encourage and channel the enthusiasm of students. The role of the teacher as a facilitator is that the teacher has the task of providing guidance, direction and guidance for the learning process in the classroom.