

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter presents the findings from the research, which were gathered through interviews, documentation, and online classroom observation. The information is connected to how a teacher used the 2013 curriculum to help students absorb character values.

The sixteen observations were divided into four sessions for each teacher. In addition to making observations, the researcher conducted an interview. The primary focus of this research is on teachers and students. The researcher discovered that teachers and pupils internalize certain traits from the teacher roles that are used by them. The following writing provides the following description of it:

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

The researcher observed that every English teacher explains the topic being taught in accordance with the textbook. The English teachers all used examples from the students' everyday lives as examples.

When interviewed, both teachers agreed that it is preferable to provide examples to pupils who are having trouble understanding. Students go further and apply the examples in casual conversations with friends on chat or their make a video and combine to become one full video. Both teachers agreed that in order to teach English effectively, they needed to study more than their students did. If they don't

have a solid grasp of the subject, they won't be able to get the lesson across to the students. They added that they must give several examples because some of the students who have been given the content have difficulty comprehending the lesson, therefore the teacher must give illustrations that are very simple for pupils to understand like videos from youtube or record their voice on teaching introduction.

The English Book published by the Ministry of Education and Culture was used in all subjects. Additionally, the teacher used other sources to supplement the textbook's examples and content. Teacher A and teacher B used videos or simple example from the internet that related to the topic of lesson.

When conducted the interview, teacher A, she said that she used the textbook to give students more exercise and want to make the students practice in answering question that related to national exam that would their faced in the next semester. As a teacher that used videos or website for learning process, teacher B said "*teacher must be more creative than students in finding learning material because everything has been made easy by the internet such as blog, videos, and website that provide the material.*".

## **2. Teacher as facilitator**

All English teachers work as facilitators for their students' learning, guiding them through the process by employing resources like textbooks and online media as well as engaging in conversation and interaction with them. A teacher can also make learning interesting by involving students in active, creative activities..

All English teachers used the Education Ministry's book as a learning resource during the observation process. Each of them also made use of another medium. For instance, they use videos and links to websites based on the current learning topic. The teacher made learning engaging, creative, and enjoyable by using the media. For instance, when teaching about describing individuals, teacher B might show a video and let the students to engage in free-form discussion depending on how the film relates to the lesson being taught that day.

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

The research's component of a teacher acting as an organizer includes organizing classroom activities, organizing the material, and organizing students to participate in a variety of activities. Before entering the classroom, every English teacher organizes the materials, tasks, and instructions based on observation and interviews.

All of English teacher organized the students' absent during teaching and learning process. It is related to the activities that the students would do. Teacher A organized the online classroom activity by making the students write their name in the chat. Meanwhile Teacher B organize the online classroom by giving group assignments so the students are more active in learning together.

When all English teachers were interviewed, they all agreed that having students work in pairs or groups can maximize the effectiveness of online classroom activities and the delivery of the information they organize for lesson plans. When pupils are divided up, according to Teacher A, she only gives them enough time to

create a brief dialog or chat, which they then record and practice. Then they combine to one full video and collect to teacher. A group activity allows students to incorporate all of their opinions, according to instructor B, giving them a variety of responses to questions.

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

The English teacher serves as a demonstrator, explaining the content to the students and having them practice it. The teacher is acting as a demonstrator at this time and is focused. All English teachers who instruct pupils in English as a foreign language regularly practice speaking the language in the online class. At the time of the observation, every English teacher would be in the center. It is based on the lessons they provided. For instance, teacher B did not specify that they taught grammar. The subject was explained by teacher B. While this is going on, teacher A would rather read their students' assignments or view their task recordings.

According to the interview, every English teacher stated that many pupils had trouble speaking terms they were not accustomed to. Sometimes the tone of the sentence they speak does not correspond to the intended meaning. Students frequently used incorrect terms that they blended into their English accents. As a result, Teacher A claims that if they want their students to speak English fluently, they should at the very least record the practice or demonstration in group chat. They are used to hearing things clearly and directly. Teacher A asserts that in order to effectively fulfill the duty of a demonstration, a teacher must possess a command of proper word pronunciation and sentence intonation.

## **5. Teacher as evaluator**

To determine when and how the teacher evaluates students, the researcher watched the entire learning process from the beginning to the finish. The researcher discovered during the six inspections that each teacher was evaluated differently and for a different amount of time. When acting in the capacity of evaluators, teachers A and B assess pupils orally and in writing. After going over the content with the class, or occasionally at the end of the day, the teacher evaluates the students.

All of the English teacher evaluate students in certain period of time. All of English teacher evaluate students by doing exercise at the textbook or record the practice of the tasks assigned to them in group chat of classroom. It can be done at the end of classroom at the day or it can be finished with the specified time.

In an interview, every English instructor admitted that they evaluate their pupils' understanding of the lesson or other content in addition to this. Additionally, it provides feedback on the techniques or methodologies used in the teaching and learning process. Teacher A stated that if the learning objectives cannot be met, either the teacher or the students are at fault. So that the teacher can assess the students' abilities and deficiencies.

According to the research, teachers used a variety of roles in the learning process to inculcate in pupils a variety of character qualities so that they would grow up to be respectable members of society and members of their surroundings. Such as:

### **1. Religiousness**

Based on observations, the researcher noticed that teacher instill religious values, such as before starting learning where the teacher starts with *salam* then recite *basmalah* and ends learning with *hamdalah*. In this manner, student's religious character will get ingrained whenever they begin an activity or meet someone.

### **2. Dicipline**

During the learning proses the researcher noticed that teacher instill dicipline values through student attendance and specific time in sending assignments that have been given to students. Also gives punishment to students who do not collect the assignment on time. Similar to how a student's report card will be worth less if they don't turn in their homework, they won't pass the subject.

### **3. Appreciation**

The teacher always give appreciation to students who have done the assignments given by the teacher and the influence of teacher appreciation on students is so great that it requires teachers to give appreciation in the right way. And giving appreciation to students would show that the teacher appreciates what they do. When students feel valued, they would automatically feel very happy and more confident.

### **4. Independence**

The teacher practice trains the independence of the students through learning and exercises provided by the teacher so that students are more confident and motivated in carrying out tasks such as the teacher giving the task of describing something or someone with their partners or group using English.

#### **5. Reading interest**

the teacher instills the value of reading interest by sending learning materials in online classes so that students read them and the teacher also gives assignments for them to work on, so students are more diligent in reading.

#### **6. Social awarness**

On the observation, the researcher found that teacher always provides the material and assignments of the learning so that students are automatically aware of how they understand the material with assignments given by the teacher and understand what is experienced in the environment around students

#### **7. Responsibility**

On the observation, Forms of responsibility as a student include complying with school rules and regulations do the assignments given by the teacher. Students work on assignments to completion and complete. When the teacher gives assignments that students must do, the teacher only reminds them anyone who hasn't submitted assignments yet. Teachers also calls the student whose taks are incomplete.

During conducted twelve observations or six meeting for two teacher, there are five roles and seven character values emerged during the learning process. The role of the teacher as a resource, facilitator, demonstration, and evaluator are roles that often arisen. And there are character values that appears from the students like religiousness, discipline, appreciation, independence, reading interest, social awareness, and responsibility. While the role of the teacher as a organizer is a role that rarely appears. When conducted observations and interviews, the researcher found that the teacher would just read the name of the students that appears in online classroom. According to observations and interviews, the position of an organizer is rarely used since tutoring requires dedicated time; if it occurs during the learning process, it is a waste of time. Although the term “evaluator” has a broad definition, in this study it frequently referred to the teacher after the students had finished their course material. Although the teacher provided a lot of practice, the evaluation was completed by the end of the 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 MTsN 1 Banjarmasin.

The researcher discovered that all English teachers used the curriculum as a guide for students and provided a variety of activities based on observations made throughout twelve sessions that were divided into six meetings. Similar to what Oemar



(2008) stated, students engage in a variety of activities based on their curricular program to advance their learning and development.

When instructing the children in English, every English teacher used and put to use the teacher responsibilities in the 2013 curriculum. Resource, facilitator, organizer, demonstration, and evaluator are the roles. The teacher responsibilities in 2013 are, according to Alawiyah (2013), resource, facilitator, organizer, demonstrator, tutor, motivator, and evaluator.

The two English teachers use additional sources, textbooks, and examples to help students understand the content they are learning. Each English teacher is an expert on the subject and can respond to questions from pupils. In keeping with Harmer (2007), teachers can serve as resources by responding to students' inquiries, providing examples, and providing knowledge that they are unaware of. According to Usman (2011), teachers must employ a variety of information sources, including the internet and textbooks from different publishers, as resources.

As facilitator, In order to help students understand the topic they are studying, teachers A and B establish effective lines of contact and interaction with them. According to Sanjaya (2006), a teacher's ability to interact and communicate with pupils would boost their enthusiasm to learn. By creating various activities, the teacher also made learning fun and lively. According to Supardi (2013), teachers should be able to develop programs and carry them out using the concepts of engaging, active, and enjoyable learning.

As an organizer, From the beginning to the conclusion, every English instructor begins their role. By placing students' seats in the classroom and facilitating various learning activities, such as group discussions, teachers effectively organize the curriculum and the classroom. It relates to Harmer's (2007) assertion that teachers should set up online classrooms from the start of class till the finish, with a variety of activities, before wrapping up the subject.

As demonstrator, All English teachers give examples of how to pronounce words, talk with the right tone, and converse fluently. By engaging in conversation or reading aloud from a material, a teacher can serve as a language model, claims Harmer (2007).

An evaluator, All English teachers assess their pupils using grading in a variety of methods over a set period of time. It is comparable to Harmer's (2007) assertion that teachers grade pupils in a variety of ways while also providing comments and corrections. According to Usman (2011), teachers assess students as feedback on their teaching approach, technique, or method. Through evaluation, teachers receive feedback on the teaching and learning process and can make improvements to be more effective.

Based on the previous study, Three earlier studies pertaining to this researcher are available. First, Rizqia (2019)'s research focuses on the function of teachers who are native speakers. According to her research, a native speaker can play thirteen different roles, including that of a resource, an organizer, a facilitator, a participant, a transmitter of information, a provider of understandable input, a controller/instructor,

a prompter, an editor, an observer, an assessor, a tutor, and a motivator. Teachers can play a variety of roles in this research, including resource, organizer, facilitator, tutor, and motivator. The second previous study was conducted by Anggun (2019) her research about Character Value on The Reading Text of English Text Book Entitled “Bright”. An English Course Book For Junior High School Students. The objective of her research is to know the character values in the textbook entitled Bright. The last previous study was conducted by Erwin Pohan and Abdul Malik, in the article about Implementing of Character Values in English Language Learning and Teaching. They said in the research that in English Language Teaching, the teacher is an important model to implement the character values to the students in real action model explicitly and in learning and teaching media and material implicitly.