

CHAPTER V

CLOSURE

A. Conclusion

The researcher discovered five roles and seven character values in the 2013 curriculum utilized at MTsN Banjarmasin after doing the research and evaluating the data regarding the teachers' roles in the Online English teaching and learning process. Resource, facilitator, organizer, demonstration, and evaluator are the roles. While the character values that emerge in students who are taught include religiosity, discipline, appreciation, independence, reading curiosity, social awareness, and responsibility. The two teachers that are the focus of this study are. Teacher A and Teacher B that utilized each function. Only employs six roles: resource, facilitator, organizer, demonstration, motivator, and assessor. The instructor was an expert on the subject. As a facilitator, the teachers used media or activities to generate active learning. Teachers planned activities and assigned seats for their students. Teachers served as demonstrators for the course material. Teachers evaluate pupils at specific intervals to gauge how well they are absorbing the subject. All of the roles that the teachers played in ensuring that the educational process followed the lesson plan created in accordance with the 2013 curriculum.

B. Suggestions

Based on the findings of research, the researcher would like to propose the suggestions, as follows:

1. The research was anticipated to help English teachers become better at teaching English. The importance of each position is crucial for raising students' attention, particularly in learning English. Teachers need to be more innovative and increase their knowledge.
2. Students should be more engaged and practice their learning activities.

When the teacher explains the content to the class, the students must pay attentively.

To compare and enhance the research on the teacher's role in the 2013 curriculum in other locations for the next researcher, if there has been a development of the teacher's role.