

**TEACHERS' ROLE IN TEACHING ENGLISH TO
HETEROGENEOUS STUDENT IN ONE CLASS
(A Study at First Grade in SMP Negeri 1 Rejang Lebong
In Academic Years 2019 - 2020)**

THESIS

This thesis is submitted to fulfill
the requirement for 'Sarjana' degree
in English Language Education



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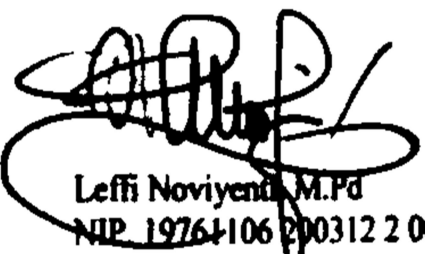
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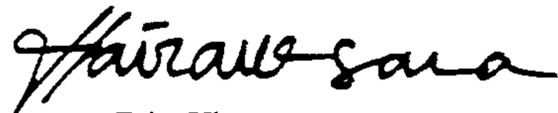
PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled **“Teachers’ Role in Teaching English to Heterogeneous Students in One Class (A Study at First Grade in SMP Negeri 1 Rejang Lebong in Academic Years 2019 - 2020)”**

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Last but no least, the writer hops that this thesis will be useful to those who are intersted in this field of study.

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A handwritten signature in black ink, appearing to read 'Zaira Ulsana', with a stylized, cursive script.

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Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

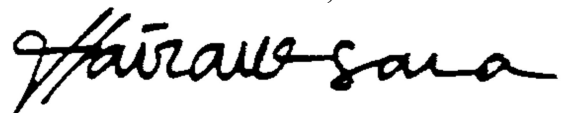
Alhamdulillah, the researcher had finished this thesis entitled **“Teachers’ Role in Teaching English to Heterogeneous Students in One Class (A Study at First Grade in SMP Negeri 1 Rejang Lebong in Academic Year 2018-2019)”**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In writing this research, there are many people who helped me in many ways, because of that I greatly debted to :

1. Dr. Rahmat Hidayat, M.Pd., M.Ag as the Rector of IAIN Curup.
2. Dr. H. Ifnaldi as the Dean Faculty of *Tarbiyah* IAIN Curup
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4. My special thanks to Leffy Noviyenty, M.Pd and Henny Septia Utami, M.Pd as my advisor and co-advisor who had been a constant source of knowledge, strong encouragement and sustained critical support, opinion and gave many useful suggestions and corrections for its improvement. It has indeed been a great privilege and joy to work under the guidance and scaffolding of her.

5. My big thanks also to Desfitranita, M.Pd as my academic advisor who had given the researcher chance to do this research and also thanks for knowledge, support and motivation.
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10. My great thanks to my beloved brother Endang Saputra, Abdul Munir and Joe Berlin for all spirit that you give to me and also thanks to my best friend Tia, Riskan, Andi who had colored my days in college.

The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal'alam. Wassalamu'alaikum Wr.Wb.

Curup, Agustus 2019
The Researcher,



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MOTTO AND DEDICATION

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not burden a soul beyond that it can bear

(Qs. Al-Baqarah : 286)

“In order to succeed, we must first believe that we can”

“Dare to live the life you have dreamed for yourself. Go forward and make your dreams come true”

“It always seems impossible until it’s done”

“Nothing is impossible, the word itself says “I’m possible!”

Allah, thanks you for anything I have. Thank you for letting me to finish this thesis as soon as my hope. There is no power nor might except by you, Allah.

The researcher dedicated this thesis to:

- ❖ My beloved parents (Rohadi Martoyon and Eka Susilawati) thank for everything without both of you I am nothing.
- ❖ My lovely siblings (Lia Rio Nika, Ari Sumantri, Romas Bastian, Nia Faiza, Nadia Anil Usna and Ali Arief).
- ❖ My besty brother Endang Saputra and Abdul Munir.
- ❖ Someone who always loves and care to me.
- ❖ Everybody who always love and care to me, I cannot mention one by one.

ABSTRACT

Zaira Ulsana. 2019. Teachers' Role in Teaching English to Heterogeneous Students in One Class (A Study at First Grade in SMP Negeri 1 Rejang Lebong in Academic Year 2019-2020)

Advisor : Leffi Noviyenty, M.Pd

Co-Advisor : Henny Septia Utami, M.Pd

This research was aimed at finding out what role does the teacher play in teaching English to heterogeneous students in one class and the implication of teachers' roles toward students understanding at SMP Negeri 1 Rejang Lebong. This is a mixed-method research which presented in descriptive way to describe it. The researcher used three technique for collecting data namely observation, interview and questionnaire. Interview and observation were refer to qualitative method and the questionnaire was refer to quantitative method. This research involves English teachers and students as participants. The sample were selected by purposive sampling. The finding, showed that teacher used ten roles namely as facilitator, tutor, controller, assessor, director prompter, organiser, observer, resource and participant. And also nine roles showed positive implications, it can be seen by percentage over 50%. Meanwhile, for role as participat showed negative implication, it can be seen by percentage under 30%. The researcher suggest to the English teacher to understand the character of their students better, so the teacher can use his role maximally and can make the learning process more fun and make the material easily to be understood.

Key words: Teachers' Role, Heterogeneous Students, Implication

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CHAPTER 1

INTRODUCTION

A. Background

The increasing level of use of English as an international language, Indonesian government has eliminated English lessons, especially at the elementary school level. This is stated in the Curriculum of 2013 that English subjects are not included in the list of subjects taught on elementary school level.¹ The Minister of Education and Culture said that English language would only be a matter of self-development or part of a choice extracurricular. But it is also not listed in the 2013 curriculum. The ones listed there are extracurricular activities in elementary school including Scouts (mandatory), Junior Red Cross Yourth (PMR), and Student Health Units (UKS) (the latter two being selected extracurricular activities).² The main reason of why English subject in Elementary school was eliminated, because many young people currently unable use *Bahasa Indonesia* correctly, by removing English subject for elementary school so students could strengthen their *Bahasa Indonesia* skills before studying foreign language. whereas, the application and time allocation given at the elementary School level will not exceed the learning of Indonesian as a

¹ Nely Arif, *Removing English as Compulsory Subject From Primary School On The 2013 Based On Teachers' Opinion*, (Lecture. Language and Art Department: Jambi University, Vol.5, 2015), p.1

² Kurnia Sari Aziza, *Mata Pelajaran Bahasa Inggris, Penjaskes, dan TIK di SD di hapuskan*, (Jakarta: PT. Kompas Media Nusantara, 2013)

National language. Then, *Bahasa Indonesia* itself is still used as the language of instruction in other subjects. They argue that early childhood actually feels very burdened if required to learn English. They consider English to make children don't know their own language. The curriculum changes in Indonesia bring problem for English subject in Elementary school. The subject can not be found in Kurikulum 2013 (K-13), while it was one of subjects stated in previous curriculum known as KTSP. It becomes current issue in education area. According to stakeholders, English subject should not be included as subject for Elementary School students, because it is more important for the students to learn *Bahasa Indonesia* as first and national language. In onother hand, some people state that it is important because English is international language that should be learnt by everyone in the world. Then, Elementary School is the right level to start introducing English as foreign language because of the students' golden age.³ They will get easier to learn this subject in the next school levels. In fact, English as foreign language is very important to be learnt since early age especially for the students in Elementary School. They have to learn English in line with *Bahasa Indonesia* that being learnt as their first language. Elementary School students as young learners need to get English as one of subject in their school, because they have high interest in learning new things such as English that starting commonly used in daily life

³ Komang Trisnadewi, *Penguasaan Bahasa Inggris Anak Usia Dini Dengan Pengajar Native Speaker*, (Bandung: JB School, 2012), p. 1

However, there are some Elementary schools still implementing English subject in their school. For example, SDIT RR, SDUA Taman Harapan, SDIT KU, SD XAVERIUS 20 Curup, SD Kristen PELITA, MIN 1 Rejang Lebong, MISS GUPPI No 13 Tasik Malaya and SD Negeri 02 Rejang Lebong. This raises new problems when they continue their study at junior high school because of the emergence of a gap in English language skills. It rises because there is no placement test in SMP at Rejang Lebong to divide students based on their respective abilities. It drives the student in class should be learn the same material with different ability and different educational or commonly known as heterogeneous students. In order to minimized the heterogeneity of students learning abilities, the teacher should be facilitated the diverse abilities of students. In heterogeneous classes, problems regarding heterogeneity of students' abilities become obstacles in the implementation of good effective and efficient learning for all students. Based on the interview from a English teacher in SMP 1 Negeri Rejang Lebong She stated "Teachers sometimes cannot continue the material because they have to repeat parts that are not yet clear in the class or choose to continue the material by thinking (the important thing is the material is finished). With the least amount of time, sometimes the latter is more chosen and entrusts the students to learn more independently".⁴ In heterogeneous classes, the number of students who have more ability is usually less than students with

⁴ Interviewed, English Teacher SMP 1 Rejang Lebong , at 20 January 2019

less ability. So that the achievement of the material should be adjusted to more students or average

abilities, and provide intensive teaching to students with less ability. If this is done with an inappropriate learning model, it will be difficult to achieve it. Based on pre – observation in classroom activity, the teacher describes that student who have English background in elementary school can be easier to absorb the material given. In another hand, it is difficult to understand for those who do not have it. These all become the problem for teacher in elaborating materials to students.

Based on pre- observation from of several Junior High School in Curup, only SMP Negeri 1 Rejang Lebong have the most heterogeneous students. Focus on SMP Negeri 1 Rejang Lebong, researcher found there are significant gap found between students who have English subject background at the elementary schools level and students who have not it. The reseacher do the test to the first grade students, students who have not English subject background are diffucult to understand the material that give by the teacher, it make the teacher have to explain the material repeatedly. And also In one of the class in SMP Negeri 1 Rejang Lebong of class the researcher found about a half of student have English subject background in their elementary school, another students do not have it. Additionally, SMP Negeri 1 Rejang Lebong are completely students from all of elementary school which have English subject as the lesson.

Since English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teacher has an important things in the learning process. If teachers is able to do their role well, of course the students will not feel difficult to understand the material that give by the teachers. However, not all teachers are able to do their role well. Not all teachers are sensitive to the students' attitude when process of teaching and learning feel boring. Therefore, an English teacher is expected to play a role to solve the problem in teaching English. Another rationale of this research is related to the importance of English Language Teaching in Indonesia. English becomes one of the subjects in junior high school that is measured in the national final examination. So from the issue above as a researcher interested in order to know what role does teacher used in teaching English to heterogeneous students in one class is good or not as an evaluation of orther English teachers and orther schools to apply teachers' role.

B. Research Question

In this research, it is better to identify the problems covering the research. To make the study clearer the writer identifies the problems as follows:

1. What role does the teacher play in teaching English to heterogeneous student in one class?
2. What are the implications of teachers' role toward students understanding?
 - a. To students who have English subject background in Elementary school?

- b. To students who have not English subject background in Elementary school?

C. The Objective of The Research

This research aims at finding the answer to the questions stated in the problem statements. Thus, the objectives of the study are to know:

1. The roles of teacher uses in teaching English to heterogeneous student in one class.
2. The implication of teachers' role toward students understanding
 - a. For Students who have English subject background in Elementary school
 - b. For Students who have not English subject background in Elementary school

D. Definition of Key Terms

1. Teachers' Role

Teachers' role refers to teachers' pedagogic role, which is related to convictions about language and the teaching and learning of it. These roles are manifested in teachers' teaching approaches, selection of materials, activities, judgments, and behaviors in the classroom.⁵ Role In this research is the role of teacher, it is how the teachers play a role in teaching so that each student gets the same teaching in English subjects

⁵ Borg, M. *Key Concepts in ELT: Teacher' Belief*, (ELT Journal,2001), p. 186-187

2. Heterogeneous Student

Heterogeneous grouping refers to (a) grouping arrangements in which whole classes of students of varying intellectual ability learn together in one classroom or (b) within-classroom grouping in which students of varying abilities learn together in cooperative learning arrangements.⁶ In this research, heterogeneous students are the first grade students of SMP Negeri 1 Rejang lebung who have different background, some students have learn English in elementary school level and meanwhile some others have not.

c. Implication

Implication is the effect that an action or decision will have on something else in the future.⁷ According to Islamy, implication is everything that has been produced by the process of policy formulation. In other words, the implications are the consequences caused by the implementation of certain policies or activities.⁸ In this research, implication is something are the things that are likely to happen as a result of teachers' role in teaching English toward students understanding.

⁶ Larry G. Daniel, Research Summary: *Heterogeneous Grouping*, (National Middle School Association (NMSA), 2007)

⁷ Hornby, *Oxford Advanced Learners' Dictionary*, (China: Oxford University Press, 2005), p.680

⁸ Irfan Islamy, *Prinsip-Prinsip Perumusan Kebijakan* (Jakarta: Bumi Aksara, 2002), p. 114-115

E. Significant of The Research

1. Theoretical

This research will help the readers to understand the role of teacher for teaching English to heterogeneous students especially at first grade of Junior High School. The finding of this research also will enrich the information about teaching English to heterogeneous students.

2. Practical

a. The English Teacher

The result of this research can be additional informatin for the other English teacher about the role of teacher in teaching English to heterogeneous students in order to improve student learning outcomes.

b. Stakeholders

Through this research, the stakeholders expected to evaluate the existing of the curriculum about the elimination or shift of English language subjects in elementary schools as a consideration to improve the human resources needed.

c. Future Researcher

The research is expected in giving the contribution of any value to the other researcher in conducting the further research of the similar topic. This research can attract the further researchers to conduct the extent research related to the main concern of this research which is the role teachers' in teaching English to heterogeneous students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teaching English For Young Learners in Indonesia

Unlike in its neighbouring countries, such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language, English in Indonesia is more likely to be taught and learnt only as a foreign language. As state by Broughton et al, a foreign language in this context is taught in schools, often widely, but it does not play an essential role in national or social life.⁹ This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom and a foreign language is a language learnt only during formal education.

Teaching English as Foreign Language for Indonesian young learners is not an easy task. The consideration should be taken into account to the a the concept of language acquisition and language learning before designing the instruction for them.¹⁰ Children cannot concentrate on one thing for a long

⁹ Geoffrey Broughton, et all, *Teaching English As A Foreign Language*, (London and New York: Routledge, 2003), p. 6

¹⁰ An Fauzia Rozani Syafei, *Teaching English To Indonesian Young Learners*, (Jakarta: Kencana, 2016), p. 10

period so that lesson must be divided into several sessions that last no longer 10 minutes.¹¹ According to Scott and Ytreberg, their own understanding comes through hands and eyes and ears.¹² It means children tend to have shorter attention spans and a lot of physical energy. They are very much linked to their surroundings and are more interested in the physical and the tangible phenomena. They easily get bored, losing interest after a short period of time.

According to Harmer in Rismareni, One main reason for teaching English to young learners is the convenience of their age for language acquisition. The belief that “younger is better” and children learn much more quickly and efficiently is generally appreciated by many especially by the supporters of Critical Period Hypothesis. Another reason for the popularity of teaching English to young learners is because it is a lingua franca today, which means a common language used for communication between two people whose languages are different. Thus, parents want their children to learn English as early as possible so that they will be able to benefit from English as an important part of their academic and business career in the future. Seeing children with

¹¹ Nurasyah, *Teaching English To Young Learner*, (Banda Aceh: English Education Journal, 2017), p. 82

¹² Wendy A. Scott and Lisbet H. Ytreberg, *Teaching English To Children*, (London New York: Longman, 1990), p. 2

good ability in English give many benefit.¹³ Children learn languages easily and more quickly than adult.

Teaching young learners is by no means the same as teaching adults. In teaching young language learners, Pinter points out a number of reasons why children can benefit from learning a foreign language. It can develop children's basic communication abilities in the language. Communication abilities need to stimulate as early as possible. Teaching English also encourages enjoyment and motivation for language learning especially when it is in fun way. In addition, children can also promote learning about other cultures and develop children's cognitive skills as well as develop children's metalinguistic awareness. Learn language means learn about culture.¹⁴

It means, English as a foreign language is very important to be learnt since early age. They will get easier to learnt this subject in the next school levels. They have to learn English in line with *Bahasa Indonesia* that being learnt as their first language. Young learners have high interest in learning new things such as English that starting commonly used in daily life.

¹³ Pransiska Rismareni, *Requirements Of Teaching English For Young Learner: An Overview In Padang, West Sumatra* (Sumatra Barat: Faculty Of Education, UNP, 2016), p. 251

¹⁴ *Ibid.*

a. Concept of Young Learners

There are various definition of the age of young learners. Teaching English to Young Learners is guiding and facilitating Young Learners in aging 5-12 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign languages learners.¹⁵

Young learners is children between the ages of about 5 years old.¹⁶ According to McKay, young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling.¹⁷

From those statements, we may conclude that Young Learner are students who are studying in Elementary or Junior High School aging 7-12 and they are studying English as foreign language for about one up to four years. It can be at pre school or kindergarten. But in some case, they can be have no English at all

¹⁵ Syafei, *Op Cit.*, p. 3

¹⁶ Shelagh Rixon, *Young Learners of English Some Research Perspectives*, (London: Longman, 2000), p. v

¹⁷ McKay, *Assesing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), p.1

b. Characteristics of Young Learners

Some experts on young learners says that the characteristics which young learners shares are as follow:¹⁸

1. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.
2. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.
3. They tend to be keen and enthusiastic learners,
4. They learning can be closely linked with their development of ideas of conceptss, because it is so close to their initial experiences of formal schooling.
5. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

Furthermore, it can be concluded that the characteristics of young learners are very different from adult learners. They are very active and need to be stimulated through physical activities. They are also easily interested new things that they had never known before. Because of that, teaching English as foreign language is something unique for them. Teachers need to

¹⁸Syafei, *Op Cit.*, p. 9

be creative and have big challenge in teaching and learning process, and also the teacher must know about the uniqueness and characteristics language the children for better result in teaching English.

c. English Subject in Indonesia Curriculum

English is learnt as foreign language by the students at schools. According to Purwaningsih in Sepyanda, the development of curriculum in Indonesia, especially for English subject, can be categorized into several periods; they are curriculum 1975, curriculum 1986, curriculum 1994, *Kurikulum Berbasis Kompetensi* (KBK) and *Kurikulum Tingkat Satuan Pendidikan* (KTSP). On the previous curriculum, English has been introduced to be taught at schools. Especially in Elementary School, it was begins since the implementation of *Kurikulum Berbasis Kompetensi* (KBK). It became more intense when KTSP implemented where the Elementary School students got English as subject known as *Muatan Lokal*.¹⁹

Kemendiknas states that there are three goals of the English teaching in KTSP. First, it means to develop communicative ability in the target language, both in oral and written form, communicative ability consists of listening skill, speaking skill, and writing skill. Second, it means to stimulate students' awarness of the importance of the mastery of English as a foreign

¹⁹ Marsika Sepyanda, *The Important of English Subject in Elementary School*, (Sumatra Barat: ELTAR, 2017), p. 212

language. Last, it means to develop students' understanding toward the relation between language and culture and shaping the knowledge of culture, so that students will have an insight of cross cultural understanding, which enables them to engage in diverse sociocultural contexts. It is clear that the main target of the curriculum is mainly developing students' intercultural communicative competence.²⁰

Masduqi explain that curriculum development in Indonesia is always up to date in catching up the development of English teaching theories in the world. The emphases that are started in the recent curriculum clearly indicate the understanding of what communicative competence is and how the approach sees language teaching in foreign language contexts. In other words, it is still relevant with the development of current theories and practices in teaching English as foreign language.²¹

Since Kurikulum 2013 (K-13) has been implemented, English is not taught in Elementary School subject. It does not belong to primary time allocation where it depends on the school policy to take English as extracurricular subject or not. In other words, the development of teaching English as foreign language in Elementary school has stopped.²²

²⁰ *Ibid.*,

²¹ *Ibid.*, p. 213

²² *Ibid.*,

So, curriculum has change following the education development. The differences in the use of the curriculum as the basic teaching approach will give different inputs.

2. Heterogeneous Student

Heterogeneous can be used to describe almost anything - population, classrooms, collections. Heterogeneous consist of various elements of different nature or different types; various.²³ Heterogeneous groups can be formed by taking into account gender aspects, socioeconomic and ethnic backgrounds, and academic abilities. In heterogeneous grouping systems, group members consist of students who have different abilities. There are students who are capable of high, medium and low.²⁴

Heterogeneous grouping is a type of distribution of students among various classrooms of certain grade within a school. Children of approximately the same age are placed in different classrooms in order to create a relatively even distribution of students of different abilities as well as different educational and emotional needs. Gifted children will be scattered throughout the various grade level classrooms, rather than all together in one class.²⁵ The learning

²³ Kamus Besar Bahasa Indonesia, Departemen Pendidikan Nasional, (Jakarta: PT Gramedia Pustaka Utama, 2011), Edisi 4, p. 493

²⁴ Suyanto, asep jihad, *Menjadi guru profesional: strategi meningkatkan kualifikasi dan kualitas guru di era global*, (Jakarta: Erlangga, 2013), p. 142

²⁵ Carol Bainbridge, *Heterogeneous Grouping in the Classroom Placing Students of different ability in the same classroom has pros and cons*, Accessed on Monday at 13.08 p.m, available on www.verywellfamily.com/heterogeneous-grouping-1449185

atmosphere of heterogeneous groups may not be as good as that of homogeneous groups because in heterogeneous groups, conflict can be more serious due to different perspectives and backgrounds.²⁶

It means, Heterogeneous grouping is a class dwelt by student with various type study and character. Heterogeneous grouping which means gathering students of different abilities in the same groups to support academic growth of students with diverse background knowledge and abilities. Heterogeneous classes will allow the instructor's energy to drain. This happens because the ability of one student to another is very lame.

3. The Role Of teacher

According to Brown, teachers can play many roles in the course of teaching and this might facilitate the learning. Their ability to carry these out effectively will depend on a large extend on the rapport they establish with their students, and on their own level of knowledge and skills.²⁷

Harmer points out the role of teacher depends what the teacher wants his/her students to achieve; the teacher should be able to switch between various roles and be aware of how to carry them out.²⁸

²⁶ Schullerry & Schullerry, *Are Heterogeneous or Homogeneous Groups More Beneficial to Students?* *Journal of Management Education*, 2006, 30(4), 542-556

²⁷ Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents Englewood Cliff, 1994). p. 166

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: 2001), p. 57

There are several roles of teachers in order to make conducive to teaching and learning process and to create interactive classroom which concluded by Harmer and Brown. His theories could be relevant with this research because he classified about the teachers' roles in detail so that it will make the researcher get easier in conducting the studies. After combining their theories, it can be summarized as follow:

a. As a Controller

The teacher as a controller of everything that goes on in the classroom. Acting as a controller the teacher controls the whole class and all the activities that take place in the classroom. Teacher controlled activities or classroom situation is different from the situation of group activities. As a controller the teacher takes the lead of all activities like giving instruction, take roll, organise drills, reading aloud, exemplify the qualities of a teacher-fronted classroom and all the things that a teacher does. Master controllers determine what the students do, when they should speak, and what language forms they should use. They can often predict many students responses because everything is mapped out ahead of time, with no leeway for divergent paths. The teachers who believe in transferring information or knowledge becomes the medium to students mostly feel comfortable by being a controller. These teachers feel at ease participating in the image of a controller as the controller also means the source of knowledge. In a teacher controlled classroom the teacher gives the announcements, instruction,

explanation asked or required by the course, controls the students and monitors them. These are the common role that is seen in situation when the teacher is a centre of all the power. On the other hand, it has some negative effects. Most importantly, most of the teachers do not go beyond these activities rather they continue with them which make students feel suffocated in the monotonous classroom. Students get less talk time and hardly can speak or ask questions.²⁹ However, to improve this situation a teacher can create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and which the freedom of expression given over to students makes it impossible to predict everything that they will say and do.³⁰

Nevertheless, some control on your part is actually an important element of successfully carrying out interactive techniques. In the planning phase especially, a wise controller will carefully project how a technique will proceed, map out the initial input to students, specify directions to be given, and gauge the timing of a technique. So, granted that allowing for spontaneity of expression involves yielding certain elements of control to students, nevertheless, even in the most cooperative of interactive

²⁹ Harmer, *Op Cit.*, p. 58

³⁰ Brown, *OpCit.*, p. 167

classroom, the teacher must maintained some control simply to organize the class hour.³¹

b. As an Organiser

Being an organiser is considered as an important role of a teacher. An organiser means managing a classroom with a variety of activities. A teacher as an organiser plays some duties such as giving proper instructions, information, telling students how they are going to do the ctivity, making proper seating arrangements, creating group activities and sum up the class lecture. So as an organiser s/he has to organise all the activities and things from the beginning till the end of a class.³²

Firstly, students should be given supplemental instruction in order to be successful. They should be provided with proper instructions so that they can do the task with an ease. The instructions should be as simple as possible and also demonstrate about the task. Proper instruction is an important part of organising a lecture because if the students are not given proper and right instuctions then they will face problems and will not understand the task they are required for.³³

Secondly, a teacher should be aware of students' participation and activities. S/he should make sure that students are ready for the task. When they are ready teacher should give the needed instructions what they have to

³¹ *Ibid.*

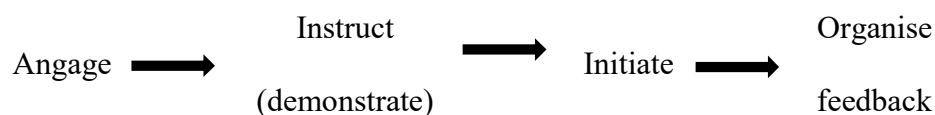
³² Harmer, *Op Cit.*, p. 58

³³ *Ibid.*

do at the beginning and the rest of it. Students may be divided into groups, in pair or individual activities. However, the teacher should organise the tasks in a way so that students feel something new will happen and they get benefit from it.³⁴

Finally, students should finish their task in the allotted time and if they do not the teacher will let them know that it is time to stop. After that the teacher will give feedback and sum up the class. Thus, a teacher plays his/her role as an organiser.³⁵

Summarise the role of organiser as follows:



c. As an Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. The role as an assessor means assessing the students' level of learning, giving feedback and correction and grading them. Most teachers are seen as assessors in the classroom. Teachers offer the help if students do not understand something, they give feedback over their activities and also grades them in different ways. Where teacher act as assessors, offering feedback on performance, handing out grades, saying whether students can pass to the next level, etc.

³⁴ *Ibid.*, p. 59

³⁵ *Ibid.*

As an assessor the teacher the teacher checks the students' exam or test papers and corrects the mistakes. A teacher should always be fair in assessing students' grades and must always be sensitive to the students' possible reactions³⁶.

Students need to know how and for what they are being assessed. Teacher should tell them what we are looking for and what success looks like so that students can measure themselves against this. Teacher might say, for example, that in today's piece of writing I will be looking especially at punctuation or in this communication activity I am more interested to your fluency than your accuracy. Students then have a clear idea of what they need to concentrate on.³⁷

d. As a Prompter

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.

When learners are involved in a role-play activity, literally 'lose the thread of what is going on or lost for words' the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or

³⁶ *Ibid.*, p. 59-60

³⁷ *Ibid.*

become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.³⁸

e. As a Participant

This role improves the atmosphere in the class when the teacher takes part in an activity. Teacher join in an activity not as a teacher, but as a participant. However, the teacher takes a risk of dominating the activity when performing it.

Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering .³⁹

f. As a Resource

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. Learners might ask how to say or write something or what a word or phrase means. Learners might want to know information in the middle of an activity about that activity or they might want information about where to look for something- a book or a web site for example. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary. As a resource the teacher can guide learners to use available

³⁸ *Ibid.*, p. 60

³⁹ *Ibid.*, p. 60-61

resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.⁴⁰

The implication of the resource role is that the student takes the initiative to come to teacher who are available for advice and counsel when the student seeks it. Some degree of control, of planning, of managing the classroom is essential.⁴¹

g. As a Tutor

The teacher acts as coach when students are involved in project work or self-study. The teacher can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking. So, a tutor is a combination of a prompter and resource. Here a teacher works with small groups and individuals in large groups. This role can be a great way to pay individual attention to a student. When students work in small it is easy for a tutor to go around and give attention to each members of the group. A tutor can stand in that groups; attentions on every mermber of large group. Thus a tutor should help them individually so that every student gets the teacher's help or advice.⁴²

However, a tutor should help or guide his/her students but s/he should not break in the task too much or too little. It can also lead to a

⁴⁰ *Ibid.*, p. 61

⁴¹ Brown, *Op Cit.*, p. 168

⁴² Harmer, *Op Cit.*, p. 62

student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

h. The Teachers as Facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. The *facilitating* role requires that you step away from the managerial or directive role and allow students, with your guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.⁴³

i. The Teacher as Director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama. As students engage in either rehearsed or spontaneous language performance, it is teacher job to keep the process flowing smoothly and efficiently. The ultimate motive of such direction, teacher must always be to enable students eventually to engage in the real-life drama of improvisation as each communicative event brings its own uniqueness.⁴⁴

⁴³ Brown, *Op Cit.*, p. 167-168

⁴⁴ *Ibid.*, p. 167

j. As an Observer

The last role that the teachers have is that being a good classroom observer. This may need teacher good performance by acting of being an observer, then teacher may holding a role of giving them such useful feedback, having judgment of how far the successful of the material being carried out and activity they took into the lesson so that they can make any improvement even a change in the future if it is necessary.⁴⁵

The students are observed to give feedback and grades. Students should be observed individually and attentively. They should be observed by their every activity. Teacher can note while observing their performances so that it helps him/her to asses them in future. Although the students are observed they should not be distracted. Teacher should observe them in a way so that they do not distract from their work.⁴⁶

Submission of subject matter is only one of the various activities in learning as a dynamic process in all phases and processes of student development. In more detail the teacher's task are centered on:

- 1) Educating with emphasis provides direction and motivation to achieve goals both short and long term.
- 2) Providing facilities for achieving goals through adequate learning experience;

⁴⁵ Harmer, *Op Cit.*, p. 62

⁴⁶ *Ibid.*

- 3) Helping the development of personal aspects such as attitudes, values, and adjustment.⁴⁷

From the explanation above, the researcher focus on the role teacher according to Jeremy Harmer. All of the roles above are already in Harmer, it's just that the mention is differen.

Its means, there are several important roles that can underline that the teacher is not only educating, teaching and training, but the teacher is also a ontroller, organiser, assessor, prompter, participant, resource, tutor, facilitator, director, and observer. As a teacher you also have to mastering knowledge, among others, has extensive knowledge in order to be able to carry out their duties as a teacher who becomes an example or role model of students.

From the explanation above, it can be concluded that the role of teacher has an important things in the learning process. If teachers is able to do their role well, of course the students will not feel difficult to understand the material that give by the teachers. However, not all teachers are able to do their role well. Not all teachers are sensitive to the students' attitude when process of teaching and learning feel boring. The role of these

97 ⁴⁷ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhi*, (Jakarta: Rineka Cipta, 2003), p.

teachers cannot be replaced by technologies such as radio, television, the internet and the network.

4. Implication

Implication is the effect that an action or decision will have on something else in the future.⁴⁸ According to Islamy, implication is everything that has been produced by the process of policy formulation. In other words, the implications are the consequences caused by the implementation of certain policies or activities.⁴⁹

It means implication is a effect or consequence that in get whan object in give a treatment and the impact will can be see in certain durations.

B. Review of Related Finding

Before the researcher appointed out this research. Some of students have done the research about teachers' role. The first research that the researcher has found with the title "The Teachers' Teaching Style Variations in the English Classroom Activities: A Study on the English Teachers of SMPN 2 Ambarawa" conducted by Irra Wahidiyati. The objective of her research are to explain the teachers' teaching style variations in the English classroom activities. And the advantages of the teachers' teaching syle variations in the English classroom activities. It was conducted by using descriptive qualitative way. The result showed

⁴⁸ Hornby, *Op Cit.*, p. 680

⁴⁹ Irfan Islamy, *Prinsip-Prinsip Perumusan Kebijakan* (Jakarta: Bumi Aksara, 2002), p. 114-

that the three English teachers in SMPN 2 Ambarawa have their own teaching styles variations. But the way to show their teaching style variations is similar to each other. Teachers' teaching style is teacher's manner with variations in gesture, voice. Their variations in gestures are that they used facial expression, hand and body gestures, and head gestures. The advantages of those teaching styles were, the students become more attracted in answering the questions because of the teachers' different voices and all the students could hear them, they could catch the important point because of teachers' emphasizing, and they did not feel bored in the class. They understood the materials well because the teachers used some gestures to explain the materials, they were more enthusiastic in joining the class, and finally they would always be ready with their work and they will be diligent students.

The second research that the researcher has found with the title "The English Teachers' Role in teaching and learning process". conducted by Yulin Hulalango. The objective of her research are to know what role does the teacher used in teaching and learning process. in Her research is focused on teachers' roles in teaching and learning by Harmer theory. It was conducted by using descriptive qualitative way. The technique of collecting the data are observation and interview. Her research involves teachers who handled class X3 and X6 and the second participant are students as participants tenth grade students in the class X3 and X6. The analysed data used taxonomy analysis. The result the English teachers that handle X3 focused only six roles; those are the teacher as controller, organizer, assessor, resource, tutor and observer. Whereas, the teacher that handled class X6

focusen only five roles; those are teacher as controller, organizer, assessor, tutor and observer. So that, the students feels unmotivated and lazy in learning English.

The third research that the researcher has found with the title “English Language Teaching and Learning For Young Learners at SD IT Cahaya Bangsa Mijen Semarang”. conducted by Muhammad Muzakki Aufa. The purpose of his study is to explain the English Language Teaching and Learning For Young Learners at SD IT Cahaya Bangsa Mijen Semarang in term of English teaching materials, teaching methods, and learning assessment. It was conducted by using qualitative way. The result of this study showed that there was a certain lesson plan which arranged by the teacher. Language materials were covered in the textbook which was provided by Yudhistira Publisher. The textbook was designed specifically for young learners. Several teaching and learning methods were cooperative learning, problem solving, audio lingual method, grammar translation method, total physical response, and direct method. The English learning assessments were test and non-test. Questions were true false questions, matching questions, and multiple choice questions. Non-questions were checklist and ranting scale.

Based on the related finding above, the researcher finds the differences in conducting this research. Most of those research focus the teachers’ role, teachers’ teaching style variations and strategies in teaching English. But here, the researcher adds the teachers’ role in teaching English to heterogeneous students in one class. The researcher focused on teachers’ role by Harmer and Brown theory.

CHAPTER III

RESEARCH METHODOLOGY

This part describes the method use to conduct the research. It consist of kind of the research, subject of the reaserch, technique of collecting data, research instruments, enhanching validity and reducing bias, and data analysis technique.

A. Research Design

The kind of this research was mixed-methods research design. A mixed methods research is the combination between qualitative and quantitative approach to collect and analyze data.⁵⁰ Mixed-methods research combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. The purpose of mixed-methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative and qualitative methods alone.⁵¹

It means that mixed-methods research is a design which is combining two kinds of research where the first thing is the researcher conducted about kinds of teachers' role in teaching English to heterogeneous students in one class and the implications of teachers' role toward students understanding.

⁵⁰ Jhon W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (Third Edition)*, (Los Angeles, London, New Delhi,, Singapore: SAGE Publications, Inc, 2009), p. 203

⁵¹ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies For Analysis and Application (Tenths Edition)*, (Boston: Pearson Education, 2012), p. 483

Then, researcher presents this research based on the real data which find in the field without some addition or assumption of the researcher and presenting it in the explanation form of descriptive method. In this research, problem of teachers' role in teaching English to heterogeneous students would be found and had to be eased. The specific kind of this research is case study.

Since this research described the current condition of the case regard to students in heterogeneous class understanding in English by roles that teacher used in teaching English at the first grade in SMP Negeri 1 Rejang Lebong, case study is appropriate design to be applied.

B. Subject of The Research

The participants of this research were English teachers and students. The first participants are two English teacher who handle first grade students. The second, in taking data about the implications of teachers' role toward students understanding, the participants are the students of class VII A, VII B, VII E, VII G, and VII I. They were chosen by purposive sampling. Purposive sampling itself is used if description rather than generalization is the goal. Purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that will be taken as a number of sample and one of type of purposive sampling is criterions. Where is sample that chose to all participants who met defined

criteria.⁵² The data of students in SMP Negeri 1 Rejang Lebong. Each class has 36 students, are served on the table below:

The data of students											
Class	A	B	C	D	E	F	G	H	I	J	K
Have English subject background	19	17	7	9	16	10	17	7	16	7	8
Have not English subject background	17	19	29	27	20	26	19	29	20	29	28

These are some considerations based on this research characteristics such as: the class which have heterogeneous students. It means between students who have English subject background and students who have not English subject background are balance. Therefore, in this research, there are eleven class in SMP Negeri 1 Rejang Lebong. Based on the consideration, researcher took five class who have heterogeneous students.

C. Technique For Collecting The Data

To answer the research question, the researcher employed three techniques of collecting data namely observation, interview and questionnaire.

1. Interview

The first technique of collecting data that the researcher used was interview. Interview used for collecting formation which is not obtained from the obsevation. Interviewing (i.e., the careful asking of relevant questions) is an important way for a researcher to check the accuracy to

⁵² *Ibid.*, p. 141

verify or refute the impressions he or she has gained through observation.⁵³

It means doing interview in the research is a manner that must be carried out to get the data accurately. Interview yhat used in this research is semi-structured interview. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. Moreover, Gay further explains that semi-structured interview is to take advantages of strengths of interviews.⁵⁴ It means, the researcher can add some questions out of the interview guidelines to know more as additional data. In this research, it used to find out the role does the teacher play in teaching English to heterogeneous students in one class and students in heterogeneous class understanding in English by roles that teacher used.

2. Observation

Observation was used to trengthen the data got from interview about the roles used by teachers. It also used to find out the implementation of them. Observational data itself is attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations. Like Patton states in Research Method in Education the researcher is given the opportunity to look at what is taking place rather

⁵³*Ibid.*, p. 386

⁵⁴*Ibid.*, p. 387

that at second hand.⁵⁵ It means, the researcher collect the information by way of investigator's own observation, without interviewing the respondents. The information obtained relates to what currently happening.

In this research, researcher used non participant observation. Non participant observation means the researcher does not participate in the learning process which is investigated. The researcher only looked what teachers did in the classroom to make that each student gets the same teaching in English Subject.

From the observation data, the researcher elculated time used to do roles by calculating is percentage, for example; in one meeting, teachers perform their his role as a controller for 3 minutes. To know percentage of each teachers' role, the number of time to do that role is divided by the number of time to teach English in one meeting, and than times 100%.

3. Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.⁵⁶ The questionnaire was refer to quantitative method. It is refers to device for securing answers to questions by using a form which the respondent fills in by himself. Its consists of some questions printed or typed in a definite order. These formed are actually mailed to the respondent who was expected to read and

⁵⁵ Cohen, Lois et al, *Research Methode in Education*, (USA: Taylor and Francis e-Library), p. 322

⁵⁶ Gay, *Op Cit.*, p.388

understand the question and reply to them by writing the relevant answers in spaces provided. The questionnaire of this research was designed in the form of a mixed-type questionnaire. The researcher decided to collect the data by using question with partial pre-coding. Questionnaire was very important to get more detail data for those answer the research questions.

In conclusion, the using of questionnaire here was mixed-type questionnaire with partial pre-coding with purpose to make convincing that the implication of teachers role toward student understanding. The researcher distributed questionnaire to subject of the research who had determine in this research. The respondent only need to write check (✓) to the selected answer in the column, but researcher have also allowed for the respondents to give answers which reseacher hadn't though of in advance.

4. Document Analysis

Sukmadinata described documentation as “a technique to collect the data by assembling and analyzing the documents, either written documents, pictures, or electronic ones.”⁵⁷ The resecher used document analysis to find out the result average of students’ score between students who have English subject background and students who have not it.

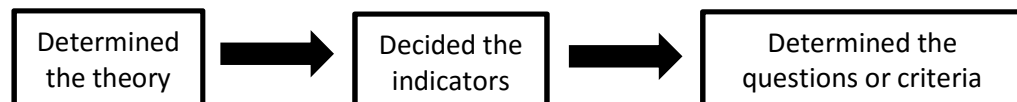
⁵⁷ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung:Remaja Rosdakarya, 2007), P. 221

D. Research Instrument

a. Interview guidance

The researcher used interview guidance namely a list of question to investigate the students in heterogeneous class understanding in English by roles that teachers used and teachers' role used in teaching English to heterogeneous student in one class at SMPN 1 Rejang Lebong. Interview guidance and questionnaires are basically the same kind of instrument- a set of questions to be answered by the subjects of the study. The advantages of this instrument are that the interviewer can clarify any questions that are obscure and also can ask the respondent to expand on answers that are particularly important or revealing.⁵⁸

In constructing the interview guidance and checklist performance, the researcher did some steps as the following:



Frame work 1. Steps in constructing interview guidance and checklist

First, the researcher determined the related theory towards the research question to decide the indicators. After deciding all indicators, the researcher determined the questions or criteria to get the data or information.

⁵⁸ Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7th Edition) p. 119

Table 1. Interview Guidance
Teachers' roles used in teaching English to heterogeneous
students in one class

No	Roles	Indicators	Questions
1	As a Controller (The teacher takes the lead of all activities)	1. The teacher gives instruction while the teaching and learning process is taking place.	1. Do you give instructions in the process of teaching and learning?
			2. How do you give instructions to your students? Please provide some examples (if any)!
		2. The teacher organizes drilling activities.	3. Do you organize drilling activities in the classroom?
			4. How do you organize such drilling activities? Please provide some examples (if any)!
		3. The teacher controls the students and monitors them.	5. Do you monitor your students?
			6. How do you monitor your students? Please provide some examples (if any)!
		4. The teacher is the center of all the power in the classroom	7. Do you handle every single decision related to learning in the classroom?
			8. How do you control to handle such decision making? Please provide some examples (if any)!
2	As an Organizer (The teacher manages the classroom with a	1. The teacher tells the students what activities they are going to do.	1. In teaching, do you inform students about the learning activities they are going to do?
			2. How do you inform students about the learning activities they are going to

	variety of activities)		do? Please provide some examples (if any)!
		2. The teacher gives clear instructions about what are exactly going to be done in the classroom.	3. Do you give instructions about what your students are going to do?
			4. How do you give instructions about what your students are going to do? Please give examples (if any)!
		3. The teacher puts students into pairs or groups.	5. Do you assign pair-work or group-work activities to students?
			6. How do you assign pair-work or group-work activities to students in the learning process? Please give some examples (if any)!
		4. The teacher closes things down when it is time to stop.	7. Do you pay attention to time management while teaching?
			8. How do you apply an idea time management in teaching? Please provide some examples (if any)!
		5. The teacher organizes content feedback: questions or detailed discussion.	9. Do you give feedback to students?
			10. How do you give feedback to students? please give some examples of feedback which you provide!
3	As an Assessor (The teacher provides students with	1. The teacher provides feedback and correction for students.	1. Do you provide feedback and correction for students?
			2. How do you provide feedback or correction? Please give some examples (if any)!

	feedback regarding their performance and grades them in distinct ways)		
		2. The teacher gives evaluation about how well students have performed the assigned learning activities.	3. Do you evaluate your students' performance?
			4. How do you evaluate your students' performance? Please give some examples (if any)!
		3. The teacher assesses students.	5. Do you assess your students' ability?
			6. How do you assess your students 'ability? Please give some examples (if any)!
		4. The teacher indicates whether or not students are getting their English right.	7. Do you identify whether your students' English is right or not?
			8. How do you identify the extent of correctness or mistakes (errors) of your students' English? Please give some examples (if any)!
4	As a Prompter (The teacher encourages students to participate and makes suggestions about how students may proceed the learning activities)	1. The teacher helps the students when they are lost in the activities by giving them clues or tips.	1. Do you give some clues to students in order to support them in case they are facing some challenges in learning?
			2. How do you give such clues? Please provide some examples (if any)!
		2. The teacher helps students if they do not understand the instruction.	3. Do you help explain some points in a more detail when your students seem that they do not understand those points?
			4. Please give some

			examples as regards your way to explain some difficult points to your students!
5	As a Participant (The teacher takes part in an activity)	1. The teacher joins in students' learning activity in the class, for example, in a group-work activity.	1. Do you engage in teaching and learning activities in the classroom?
			2. How do you engage in teaching and learning activities in the classroom? Please provide examples (if any)!
6	As a Resource (The teacher completely masters the learning material)	1. The teacher is pedagogically ready to supply information and language input at any time when students need such information and input.	1. Are you always ready to supply information and language input at any time as needed?
			2. How do you facilitate the information sources and language input during the teaching and learning process? Please provide some examples (if any)!
		2. The teacher can guide learners to use available resources such as the internet, books, dictionary, and etc.	3. Do you help supply your students with learning resources?
			4. What kind of learning resources that you supply for students? please give some examples (if any)!
7	As a Tutor (The teacher combines both prompter and resource role during the teaching and learning process)	1. The teacher works with individuals or small groups.	1. In the learning process, do you work with students either individually or in group?
		2. The teacher points students in	2. How do you cooperate with students in the process of teaching and learning? please provide some examples (if any)!
			3. Do you lead your students in a better way when they

		directions they have not yet thought of taking.	are stuck in learning?
			4. How do you lead your students in learning? please give some examples (if any)!
		3. The teacher allows more personal contact and real chance for students to feel supported and helped	5. Are you open with students who want to get more personal motivation related to learning?
			6. How do you establish a teacher-student relationship in support of motivating your students? please give some examples (if any)!
		4. The teacher helps solve students' problems in learning.	7. Do you help students solve their problems in learning?
			8. How do you help students deal with their problems in learning? please provide some examples (if any)!
		1. The teacher facilitates the process of learning	1. Do you facilitate the process of learning?
			2. How do you facilitate the process of learning? Please provide some examples (if any)!
8	As a Facilitator (The teacher makes learning easier for students)	2. The teacher makes the learning process easier for students	3. Do you make an effort to make the learning process easier for your students?
			4. How do you make the learning process easier for your students? please give some examples (if any)!

		3. The teacher capitalizes on the principle of intrinsic motivation.	5. Do you prioritize in order that your students have intrinsic motivation in learning?
			6. How do you help students to have intrinsic motivation in learning?
9	As a Director (Teacher is like the conductor in a drama who keeps the process of teaching and learning efficient)	1. The teacher enables to engage the students in the learning process.	1. Do you always give opportunity for students to be completely engaged in the learning process?
			2. How do you provide the opportunity for students to be fully engaged in the learning process? Please provide some examples (if any)!
		2. The teacher makes the class be structured	3. Do you lead students in order to be discipline in the learning process?
			4. How do you lead students to be discipline in learning? please give some examples (if any)!
10	As an Observer (The teacher is a good classroom observer)	1. The teacher observes what students do especially in oral activities and observes the opportunity to give useful feedback either individually or in group.	1. Do you observe your students' learning activity in order that you can give feedback for them?
		2. The teacher observes the learning materials	2. Please give examples of your way to observe your students as well as your way to give feedback for them!
			3. Do you observe the learning materials or activities which you

		and activities.	provide to students?
			4. How do you observe your students' learning activities? Please give some examples (if any)!

b. Checklist Performance

One of the most frequently used of all measuring instruments is the checklist. A performance checklist consists of a list of behaviors that make up a certain type of performance (using a microscope, typing a letter, solving a mathematics problem, and so on). It is used to determine whether an individual behaves in a certain (usually desired) way when asked to complete a particular task. If a particular behavior is present when an individual is observed, the researcher places a check mark opposite it on the list.⁵⁹

In this research, checklist is used in the observation to identify and strengthen the data related to roles used by the teachers in teaching English to heterogeneous students in one class participation. The checklist performance can be seen on the table:

⁵⁹ *Ibid.*, p. 120-122

Table 2. Checklist Performance
The roles used by the teachers

No	Roles	Indicators	Teachers' performance		Activity
			Yes	No	
1	As a Controller (The teacher takes the lead of all activities)	1. The teacher gives instruction while the teaching and learning process is taking place. 2. The teacher organizes drilling activities 3. The teacher controls the students and monitors them 4. The teacher is the center of all the power in the classroom			
2	As an Organizer (The teacher manages the classroom with a variety of activities)	1. The teacher tells the students what activities they are going to do. 2. The teacher gives clear instructions about what are exactly going to be done in the classroom 3. The teacher puts students into pairs or groups 4. The teacher closes things down when it is time to stop 5. The teacher organizes content			

		feedback: questions or detailed discussion			
3	As an Assessor (The teacher provides students with feedback regarding their performance and grades them in distinct ways)	<ol style="list-style-type: none"> 1. The teacher provides feedback and correction for students. 2. The teacher gives evaluation about how well students have performed the assigned learning activities. 3. The teacher assesses students. 4. The teacher indicates whether or not students are getting their English right. 			
4	As a Prompter (The teacher encourages students to participate and makes suggestions about how students may proceed the learning activities)	<ol style="list-style-type: none"> 1. The teacher helps the students when they are lost in the activities by giving them clues or tips. 2. The teacher helps students if they do not understand the instruction. 			
5	As a Participant (The teacher takes part in an activity)	<ol style="list-style-type: none"> 1. The teacher joins in students' learning activity in the class, for example, in a group-work activity. 			

6	As a Resource (The teacher completely masters the learning material)	<ol style="list-style-type: none"> 1. The teacher is pedagogically ready to supply information and language input at any time when students need such information and input. 2. The teacher can guide learners to use available resources such as the internet, books, dictionary, and etc. 			
7	As a Tutor (The teacher combines both prompter and resource role during the teaching and learning process)	<ol style="list-style-type: none"> 1. The teacher works with individuals or small groups. 2. The teacher points students in directions they have not yet thought of taking. 3. The teacher allows more personal contact and real chance for students to feel supported and helped 4. The teacher helps solve students' problems in learning. 			
8	As a Facilitator (The teacher makes learning easier for students)	<ol style="list-style-type: none"> 1. The teacher facilitates the process of learning 2. The teacher makes the learning process easier for students 3. The teacher capitalizes on the principle of 			

		intrinsic motivation.			
9	As a Director (Teacher is like the conductor in a drama who keeps the process of teaching and learning efficient)	<ol style="list-style-type: none"> 1. The teacher enables to engage the students in the learning process 2. The teacher makes the class be structured 			
10	As an Observer (The teacher is a good classroom observer)	<ol style="list-style-type: none"> 1. The teacher observes what students do especially in oral activities and observes the opportunity to give useful feedback either individually or in group. 2. The teacher observes the learning materials and activities. 			

c. Questionnaire

Questionnaire are the most commonly used data collection techniques used by program researchers/ reviewers because they are viewed as affective and efficient. Questionnaire is suitable for very large number of respondents and the area of research is very wide.

In this research, researcher used mixed-type question with partial pre-coding. The researcher design the questionnaires based on the indicators on the main theories from Harmer and Brown. The questionnaire was designed based on the theories provided or research variable from the theories find out the indicators and from the researcher make the questions.

In the process of distribution, the questionnaire was given to the respondents in the form of paper-based questionnaire. The respondent only need to write check (✓) to the selected answer in the column, but researcher have also allowed for the respondents to give answers which researcher hadn't thought of in advance. And the construction of questionnaire is following :

Table 3. Questionnaire
The Implication perceived by students after taught by the teachers along with their roles

1. What do you perceive as the learning implication when your teachers play their role as the controller?

No	Roles	Indicators	Statements of Implication	Tick (✓)
1	As a Controller (The teacher takes the lead of all activities)	1. The teacher gives instruction while the teaching and learning process is taking place.	1. I understand the lesson by listening to the instruction given by the teacher?	

		2. The teacher organizes drilling activities.	2. I can use English grammar well from the drilling activities given by the teacher.		
			3. I can modify English word class well from the drilling activities given by the teacher		
			4. I can anticipate avoiding many grammatical mistakes and errors from the drilling activities given by the teacher.		
		3. The teacher controls the students and monitors them.	5. I can be more discipline after being monitored by the teacher during learning English.		
			6. I can follow the learning steps under the teachers' control		
		4. The teacher is the center of all the power in the classroom	7. As the classroom activities led by the teacher, I can have adequate opportunity to speak English during learning.		
			8. I feel comfortable to learn English in the classroom		
		Please add other responses (if any)			
				
				
				
				

2. What do you perceive as the learning implication when your teachers play their role as an organizer?

No	Roles	Indicators	Statements of Implication	Tick (✓)
2	As an Organizer (The teacher manages the classroom with a variety of activities)	1. The teacher tells the students what activities they are going to do.	1. I can get clear instructions from the way the teacher manages the class.	
		2. The teacher gives clear instructions about what are exactly going to be done in the classroom.	2. I know the tasks or activities which I will do next based on the instruction given by the teacher	
			3. I do not find it difficult to identify what I will do next based on the teacher's instruction	
		3. The teacher puts students into pairs or groups.	4. I take part in the pair-work activities based on the teacher's classroom management	
			5. I take part in the group-work activity based on the teacher's classroom management	
			6. I feel easier to improve my English through pair-work activity as assigned by the teacher	
			7. I feel easier to improve my English through group-work activity as assigned by the teacher	
		4. The teacher closes things	8. I can deal with every step of English learning in the classroom with efficient time	

		down when it is time to stop.	management	
			9. I always have enough time to participate in the process of English learning in the classroom.	
		5. The teacher organizes content feedback: questions or detailed discussion.	10. I can identify my mistakes when the teacher questions me about a particular English use.	
			11. I can understand my mistakes from the discussion led by the teacher.	
			Please add other responses (if any)	

3. What do you perceive as the learning implication when your teachers play their role as an assessor?

No	Roles	Indicators	Statements of Implication	Tick (✓)
3	As an Assessor (The teacher provides students with feedback)	1. The teacher provides feedback and correction for students.	1. I can use English better after corrected by the teacher.	
			2. I always get correction from the teacher when I make mistakes in using English.	

	regarding their performance and grades them in distinct ways)	2. The teacher gives evaluation about how well students have performed the assigned learning activities.	3. I always get a good evaluation at any time after I perform my English language.	
		3. The teacher assesses students.	4. I get the score relevant to my English competences as assessed by the teacher.	
		4. The teacher indicates whether or not students are getting their English right.	5. I can identify my mistakes or errors in English use as I get help to identify them from the teacher.	
			Please add other responses (if any)	

4. What do you perceive as the learning implication when your teachers play their role as a prompter?

No	Roles	Indicators	Statements of Implication	Tick (✓)
4	As a Prompter (The teacher	1. The teacher helps the students	1. I always get an example from the teacher before doing a learning activity,	

	encourages students to participate and makes suggestions about how students may proceed the learning activities)	when they are lost in the activities by giving them clues or tips.	2. I can understand what to be done in the classroom based on the clues given by the teacher.	
		3. The teacher helps students if they do not understand the instruction.	4. I always get help from the teacher if I do not understand a particular learning material or learning activity.	
			5. I always get implicit help in the form some clues from the teacher before I deal with a learning activity in the classroom.	
			Please add other responses (if any)	

5. What do you perceive as the learning implication when your teachers play their role as a participant?

No	Roles	Indicators	Statements of Implication	Tick (✓)
5	As a Participant (The teacher takes part in an activity)	1. The teacher joins in students' learning activity in the class, for example, in a group-work activity.	1. I feel motivated in learning English because my teacher works together with me in the process of learning	
			2. I always have opportunity to have a discussion with the teacher about some challenges or problems related to the English materials	

			3. I enjoy the process of learning especially when the teacher works together with me or in my group	
			4. I feel enthusiastic to engage in a group-work activity because the teacher often joins my group.	
			Please add other responses (if any)	

6. What do you perceive as the learning implication when your teachers play their role as a resource?

No	Roles	Indicators	Statements of Implication	Tick (✓)
6	As a Resource (The teacher completely masters the learning material)	1. The teacher is pedagogically ready to supply information and language input at any time when students need such information and input.	1. I always get all information that I need from the teacher during the learning process.	
			2. I always get adequate English language input that I need from the teacher.	
		2. The teacher can guide learners to use available resources	3. I always get help from the teacher about the learning resource such as good books to be read.	

		such as the internet, books, dictionary, and etc.	4. I always get help from the teacher about the online learning resource that I need to access at home.	
			Please add other responses (if any)	

7. What do you perceive as the learning implication when your teachers play their role as a tutor?

No	Roles	Indicators	Statements of Implication	Tick (✓)
7	As a Tutor (Combine both prompter and resource role during the teaching and learning process)	1. The teacher works with individuals or small groups.	1. I always get guidance from the teacher when doing an individual or group-work learning activity.	
		1. The teacher points students in directions they have not yet thought of taking.	2. I always get the ways of learning which I have not yet considered in prior.	
		2. The teacher allows more personal contact and real chance for students to feel supported and helped	3. I often have a personal discussion about English learning with the teacher so that I feel motivated to learn English.	
		3. The teacher helps solve students'	4. I always get help from the teacher especially to solve some	

		problems in learning.	challenges that I face during learning.	
			Please add other responses (if any)	
			
			
			
			

8. What do you perceive as the learning implication when your teachers play their role as a facilitator?

No	Roles	Indicators	Statements of Implication	Tick (✓)
8	As a Facilitator (The teacher makes learning easier for students)	1. The teacher facilitates the process of learning	1. I always get the information and learning facilities such as sources to be accessed from the teacher.	
		2. The teacher makes the learning process easier for students	2. I feel that learning English becomes easier of guided by the teacher.	
		3. The teacher capitalizes on the principle of intrinsic motivation.	3. I have adequate intrinsic motivation after learning English with the teacher, so I love learning English at home after taught by him.	
			Please add other responses (if any)	

9. What do you perceive as the learning implication when your teachers play their role as a director?

No	Roles	Indicators	Statements of Implication	Tick (√)
9	As a Director (Teacher is like the conductor in a drama who keeps the process of teaching and learning efficient)	1. The teacher enables to engage the students in the learning process.	1. I always have chance to engage in the process of learning.	
		2. The teacher makes the class be structured	2. The learning process that I go through is well managed.	
			3. I become more discipline in the process of learning English.	
			Please add other responses (if any)	

10. What do you perceive as the learning implication when your teachers play their role as an observer?

No	Roles	Indicators	Statements of Implication	Tick (✓)
10	As an Observer (The teacher is a good classroom observer)	1. The teacher observes what students do especially in oral activities and observes the opportunity to give	1. I get useful feedback in learning English because the teacher always observes the process of learning and gives guidance.	

		useful feedback either individually or in group.		
		2. The teacher observes the learning materials and activities.	2. I feel enthusiastic in learning English because the teacher always observes my performance.	
			3. I do not feel afraid of making mistakes because the teacher always observes me and further tells me to improve and avoid making mistakes.	
			Please add other responses (if any)	

E. Enhancing Validity and Reducing Bias

The research prepared three techniques of data collecting, namely doing interview, observation and questionnaire in getting the important data of this research. They were the role does the teacher play in teaching English to heterogeneous student in one class and the implications of teachers' role toward students understanding. The validator was Mr. Rully Morgana, S.Pd.M.Pd is a lecturer of IAIN Curup.

Enhancing validity and reliability of the data and reducing bias, the researcher used more than one data collection by comparing the result of

interview, observation and questionnaire. Then the findings was discussed with advisor to re-check in reach the credibility. Triangulation can work with any subject, in any sitting, and at any level. It improves the quality of the data that are collected and the accuracy of the researcher's interpretations. It can occur naturally, even in informal conversation.⁶⁰ In other words, research bias can be minimized if the researcher spends enough time in the field and employ multiple data collection strategies to corroborate the findings as Bahir states that many researchers agreed that triangulation is typically a strategy for improving the validity and reliability of research of evaluation of findings.⁶¹

F. Technique of Data Analysis

After the researcher got the data from interview, observation and questionnaire, the researcher analyzed them by the steps, namely data managing, reading/ memorizing, description, classifying and interpreting.⁶²

1. Data from observation and interview

To analyze the data from observation and interview, the researcher will analyze it by these steps, they are managing, reading, description, classifying and interpreting.

a. Data Managing

⁶⁰ Fjack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7th Edition, p. 510

⁶¹ Muhammad Bahir, *Reliability and Validity of Qualitative and Operational Research Paradigm*, (Pakistan), p. 41

⁶² Lorraine Rumble Gay et al, *Educational Research Competencies for Analysis and Application*, (New Jersey Gay, 2000), p. 467

It involves creating and organizing the data collected during the research. Data managing is in order to make sure that you have dated, organized and sequenced all field notes, transcripts observer's comments, memos and reflection.⁶³ It means, in this steps the researcher made sure that all the data that had been gotten indicates the completeness answer of the research question. In this research, the researcher organized the data from interview and observation to answer those two research questions that refers to the role does the teacher play in teaching English to heterogeneous students in one class.

b. Reading

Reading involves reading the field notes, transcript, memos, and observer comments to get a sense of your data.⁶⁴ The researcher read all the data to get general description about the data that have been got, so can know how to arrange those well.

c. Description

Description is based on observation and field notes which are to provide the true picture of the settings and events that took place in it. So, the researcher and the reader will have an understanding of the context in which the study took place.⁶⁵ In this step, the researcher starts to describe

⁶³ Muhammad Bahsir, *Loc., Cit.*, p. 41

⁶⁴ *Ibid.*

⁶⁵ *Ibid.*

all the data that can help the researcher to do the next step in analyzing the data.

d. Classifying

The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data.⁶⁶

In this research, the researcher start to classify each of data into several categories based on research questions and indicators.

e. Interpreting

Interpretation is also a part of process of writing the result of a study. Interpreting is the reflective, integrative and explanatory aspects of dealing with a study data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The research is interpreting, data whenever he or she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make

⁶⁶ *Ibid.*, p. 242

explicit what the conceptual basis or understanding of the categories are, and what makes one category different from another.⁶⁷

2. Data from questionnaire

After researcher got the data about the f roles used by teachers in teaching English to heterogeneous students, the data will be collected by the student's response in tabulate, and find out the percentage of the implication of teachers' role by using percentage technique. In the process of distribution, the questionnaire was given to the respondents in the form of paper-based questionnaire. Once the questionnaire had been filled and returned to researcher. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The percentage of each statements was calculated by using the formula. The formula was described as follow:

$$\text{Result} = \frac{\text{Total of each item}}{\Sigma \text{Number of the students}} \times 100\%.$$

The result of data from questionnaire, it showed the percentage and then the category divide 2 category, there are:⁶⁸

- a. >50% - 100% = Positive
- b. < 50% = Negative

⁶⁷ *Ibid.*, p. 250

⁶⁸ Iskani Kasim, *Pengukuran Skala Guttman Secara Tradisional*, (Medan: Universitas Sumatra Utara, 2015), p. 1

CHAPTER IV RESULT AND DISCUSSION

A. Research Finding

The major purposes of this research were to find out what role does the teacher play in teaching English to heterogeneous student in one class, what is the implication of teachers' role toward students understanding. This chapter present the finding taken from interview, observation and questionnaire. This research had been done on July 2019. In collecting data, the researcher used some instruments such as checklist performance for observation, interview guidance for interviewing and also mixed-type question with partial pre-coding for questionnaire.

1. Roles that the teacher play in teaching English to heterogeneous student in one class

The primary data had gotten by doing interview and observation in order to find out what the roles played by the teachers in teaching English to heterogeneous students in one class, the researcher had done interview to two teachers who teach English at SMP Negeri 1 Rejang Lebong on 17th - 18th July 2019 and the observations were done in first grade class started from 17th July - 13th August 2019. The finding showed that from 10 roles presented by Harmer's and Brown's theory.

After interviewed and observed the roles played by the teachers in teaching English to heterogeneous students at first grade in SMP Negeri 1

Rejang Lebong, the researcher had found some data. Can be seen as the following table:

Table 4.0
Result of Roles played by the teachers in teaching English to
Heterogeneous students in one class

No	Roles	Observation (%) (8 Themes of 15 Meeting)
1	Prompter	100%
2	Observer	100%
3	Director	100%
4	Controller	100%
5	Facilitator	100%
6	Assessor	94%
7	Tutor	94%
8	Organiser	94%
9	Resource	69%
10	Participant	25%

From 10 English teacher role, the researcher found that they almost used the same roles . Teacher used all of roles namely prompter, observer, director, facilitator, assessor tutor organiser resource and participant. In additional to make further explanation, the data of roles used by teacher in teaching English to heterogeneous students in one class, are served on the table below:

Table 4.1**The Roles Used by the Teacher**

Teacher	Meeting	Roles	Activity
Teacher A	First meeting	Controller (6 minutes)	<ul style="list-style-type: none"> - Teacher did interaction with the students and he controlled the preparation of the student's things. Teacher checked students tidiness 3 minutes - Teacher asked the students work book, he did it for 1 minute - Teacher checked students presence list 2 minutes
		Observer (7 minutes)	<ul style="list-style-type: none"> - Teacher checked the students to do their homework's, for 3 minute - Teacher observed students' works, for 4 minutes
		Facilitator (30 minutes)	<ul style="list-style-type: none"> - Teacher used the pictures for 10 minutes - Teacher used the infocus, for 15 minutes - Teacher gave chance each pair to present the result of their discussion in front of class, for 5 minutes
		Organiser (7 minutes)	<ul style="list-style-type: none"> - Teacher managed the time to do the task, for 3 minutes - Teacher divided the students into pairs, for 4 minutes
		Director (6 minutes)	<ul style="list-style-type: none"> - Teacher guided students to read the text. Teacher read the text, and then the students repeated after him, he did it for 5 minutes
		Participant (5 minutes)	<ul style="list-style-type: none"> - The teacher participated in giving opinions, he did it for 5 minutes
		Tutor (25 minutes)	<ul style="list-style-type: none"> - Teacher gave explanations of the materials, and what should students do, for 15 minutes

			<ul style="list-style-type: none"> - Teacher gave chances each pair to present the result of their discussion in front of class for 10 minutes
		Prompter (5 minutes)	<ul style="list-style-type: none"> - The teacher gave stimulus to the students to reveal the vocabulary of the material, he gave instruction to the students to open dictionary. He did it for 5 minutes
		Assessor (8 minutes)	<ul style="list-style-type: none"> - Teacher gave value or scores for the students' task and students' ability in answered the questions for 3 minute - Teacher corrected the result of students' ability in writing, for 5 minutes
	Second Meeting	Controller (9 minutes)	<ul style="list-style-type: none"> - Teacher checked students' tidiness for 3 minutes - Teacher asked the students for sit on their chair, for 2 minutes - Teacher ask students to check their sheet work, for 2 minutes - Teacher checked students presence list 2 minutes
		Organiser (6 minutes)	<ul style="list-style-type: none"> - Teacher managed the classroom activity and managed the time to do the task for 3 minutes - Teacher determined time for the stdents to read the text, for 3 minutes
		Resource (21 minutes)	<ul style="list-style-type: none"> - Teacher gave information about the kinds of greeting ang parting, he did it for 6 minutes - Teacher provided texts and topic that suitable with the curriculum for first grade students of junior hight school for 15 minutes
		Tutor (25 minutes)	<ul style="list-style-type: none"> - Teacher gave explanations of the material, gave work to do,

			<p>while the teacher guided them if they got some difficulties for 15 minutes</p> <ul style="list-style-type: none"> - Teacher answer the students' question when they didn't understand or had some difficulties for 10 minutes
		Director (8 minutes)	<ul style="list-style-type: none"> - Teacher guided the students to read the text. Teacher read the text, and then students to repeated after him. He did it for 8 minutes
		Observer (5 minutes)	<ul style="list-style-type: none"> - Teacher supervised the students' ability in reading text. Teacher judgment the student' ability in reading by making a judgment paper that included some criteria's: pronountiation, intonation, and gramar, he did it for 5 minutes
		Prompter (5 minutes)	<ul style="list-style-type: none"> - The teacher gave stimulus to the students to reveal the vocabulary of the material, he gave instruction to the students to open dictionary. He did it for 5 minutes
		Facilitator (28 minutes)	<ul style="list-style-type: none"> - Teacher explained the material clearly for 8 minutes - Teacher gave chances to the students to read the text for 5 minutes - And also gave chances the student to practice their English in front of the class for 5 minutes - Teacher used the infocus for 20 minutes
		Assessor (12 minutes)	<ul style="list-style-type: none"> - Teacher evaluated students' pronounciation in reading English text for 3 minutes - Teacher gave scores for students work for 2 minutes

			<ul style="list-style-type: none"> - Teacher gave work to do, while the teacher guided them if they got some difficulties for 7 minutes
	Third meeting	Controller (8 minutes)	<ul style="list-style-type: none"> - Teacher checked students presence list 2 minutes - Teacher asked the students to pay attention and asked nobody students speaking for 3 minutes - Teacher asked students to do the task in students' sheet work on page... , for 3 minutes
		Observer (10 minutes)	<ul style="list-style-type: none"> - Teacher observed students' work for 5 minutes - Teacher supervised the students' ability in reading text for 5 minutes
		Organiser (7 minutes)	<ul style="list-style-type: none"> - Teacher gave instructions before gave the tasks to the students for 2 minutes - Teacher managed the classroom activity and managed the time to do the task for 5 minutes
		Prompter (10 minutes)	<ul style="list-style-type: none"> - Teacher gave clue to the students for answer the questions, for 5 minutes - The teacher gave stimulus to the students to reveal the vocabulary of the material, he gave instruction to the students to open dictionary. He did it for 5 minutes
		Facilitator (29 minutes)	<ul style="list-style-type: none"> - Teacher gave attractive media in the teaching learning process. Teacher used interesting video for 15 minutes - Teacher gave chances to the students to improve their knowledge and understanding the materials by using work

			book and media for 10 minutes - Teacher gave chances to the students to practice their English in front of the class for 2 minutes - Teacher took care of the students and gave attention to students in class for 2 minutes
		Resource (8 minutes)	- Teacher gave the short conversation on the infocus for 6 minutes - Teacher wrote new vocabulary on the white board for 2 minutes
		Tutor (18 minutes)	- Teacher gave explanations about the material clearly for 15 minutes - Teacher asked the student's problem when they studied for 3 minutes
		Director (8 minutes)	- Teacher guided the students did their activities, helped the students to pronounce well, and helped the if they had any difficulties for 8 minutes
		Assessor (10 minutes)	- Teacher gave homework to the students to study at home for 5 minutes - The teacher corrected the result of students' ability in answering the questions for 5 minutes
		Participant (2 minutes)	- Teacher took a part and participated in reading dialogues for 2minutes
	Fourth meeting	Controller (8 minutes)	- Teacher checked students presence list 2 minutes - Teacher asked the students work book for 4 minutes - Teacher asked the students read the text for 2 minutes
		Tutor	- Teacher conveyed a clear

		(15 minutes)	<p>lesson, gave materials and explained it for 10 minutes</p> <ul style="list-style-type: none"> - Teacher took care of the students and gave attention to students in class for 5 minutes
		Director (9 minutes)	<ul style="list-style-type: none"> - Teacher accompanied the students to answer the questions for 5 minutes - Teacher guided the students to pronounce well for 4 minutes
		Prompter (10 minutes)	<ul style="list-style-type: none"> - Teacher gave clue to the students for answer the questions, for 5 minutes - The teacher gave stimulus to the students to reveal the vocabulary of the material, he gave instruction to the students to open dictionary. He did it for 5 minutes
		Facilitator (20 minutes)	<ul style="list-style-type: none"> - Teacher gave more explanation about the material clearly, for 10 minutes - Teacher explained the materials by using some pictures, and texts as media to improve their skill and ability in the teaching learning process for 10 minutes
		Organiser (5 minutes)	<ul style="list-style-type: none"> - Teacher managed students' time to read the text for 2 minutes - Teacher managed students' time to answer the questions for 3 minutes
		Observer (5 minutes)	<ul style="list-style-type: none"> - Teacher observed students' work for 5 minutes
		Participat (2 minutes)	<ul style="list-style-type: none"> - Teacher read the text together with the students for 2 minutes
		Assessor (7 minutes)	<ul style="list-style-type: none"> - Teacher gave some correction to students' work, if he found some mistakes, and determined students' scores in the teaching

			learning process for 5 minutes - Teacher gave scores for students work for 2 minutes
	Fifth meeting	Controller (7 minutes)	- Teacher controlled the students' preparations in the class. He checked students presence list and their equipments in the teaching learning process in class, he did it for 5 minutes - Teacher gave instructions to the students to find the meaning in dictionary, for 2 minutes
		Resource (8 minutes)	- Teacher provided texts and topics that suitable with the material, for 4 minutes - Teacher determined topic of the text, he did it for 4 minutes
		Tutor (15 minutes)	- Teacher conveyed a clear lesson, gave materials and explained it, for 10 minutes - Teacher read the text loudly, and then gave questions to the students orally, for 5 minutes
		Observer (5 minutes)	- Teacher observed students' work for 5 minutes
		Assessor (5 minutes)	- Teacher gave scores for students work for 5 minutes
		Director (15 minutes)	- Teacher guided the students to do their task, for 7 minutes - Teacher provided and performed good guidance to the students, for 8 minutes
		Prompter (6 minutes)	- Teacher repeated the instructions when the students ask what should they do, for 6 minutes
		Facilitator (29 minutes)	- Teacher facilitated students during teaching learning process provide text and a list of vocabularies, for 15 minutes - Teacher provide video, for 14

			minutes
		Organiser (13 minutes)	<ul style="list-style-type: none"> - Teacher set schedules and determined the time for students to answer the questions, for 5 minutes - Teacher mentioned the goal of the materials, and mentioned the time to study the material forminutes, and for answered the questions for minutes, he did it for 8 minutes
		Participant (5 minutes)	<ul style="list-style-type: none"> - Teacher took a part and participated in students' activities. He read the text together with the students, and gave questions based on the text, for 3 minutes - And then they answered it together, for 2 minutes
	Six meeting	Controller (10 minutes)	<ul style="list-style-type: none"> - Teacher checked students presence list 2 minutes - Teacher supervised students' work, students' behavior during the lesson, for 4 minutes - Teacher checked students' works, and checked students' preparations to study, for 4 minutes
		Prompter (5 minutes)	<ul style="list-style-type: none"> - The teacher gave stimulus to the students to reveal the vocabulary of the material, he gave instruction to the students to open dictionary. He did it for 5 minutes
		Observer (7 minutes)	<ul style="list-style-type: none"> - Teacher observed students' work for 7 minutes
		Tutor (5 minutes)	<ul style="list-style-type: none"> - Teacher gave instruction to do the task, and gave examples, for 5 minutes
		Director (13 minutes)	<ul style="list-style-type: none"> - Teacher guided students how to read English with the good intonation, for 8 minutes

			<ul style="list-style-type: none"> - Teacher read the text loudly and then the students repeated after him, for 5 minutes
		Resource (5 minutes)	<ul style="list-style-type: none"> - Teacher provided texts for the students and then gave new vocabularies to them, for 2 minutes - Teacher wrote new vocabularies in the whiteboard, for 3 minutes
		Organiser (4 minutes)	<ul style="list-style-type: none"> - Teacher managed the classroom activity and managed students time to do the task, for 4 minutes
		Facilitator (15 minutes)	<ul style="list-style-type: none"> - Teacher explained the material clearly, for 10 minutes - Teacher gave chances to the students to read the dialogues, for 5 minutes
	Seventh meeting	Controller (8 minutes)	<ul style="list-style-type: none"> - Teacher checked students presence list 2 minutes - Teacher asked the students read the texts, for 2 minutes - Teacher asked students to do the task on page of their work sheet, for 4 minutes
		Organiser (5 minutes)	<ul style="list-style-type: none"> - Teacher managed time to do the task, for 2 minutes - Teacher gave warning time will be expire for 1 minute - Teacher asked students to gave applause for students who have finish do the task first, for 2 minute
		Assessor (6 minutes)	<ul style="list-style-type: none"> - Teacher evaluated the student's ability in mastering the materials, for 3 minutes - Teacher gave value or scores for students task, for 3 minutes
		Prompter (3 minutes)	<ul style="list-style-type: none"> - Teacher gave clue to the students for answer the questions, for 3 minutes

		Resource (10 minutes)	- Teacher provided pictures for students and then gave new vocabulary, for 10 minutes
		Tutor (7 minutes)	- Teacher answer the student's questions when they didn't understand or had some difficulties, for 5 minutes - Teacher asked the students' problem when they studied, 2 minutes
		Director (5 minutes)	- Teacher guided the students how to pronounce the words well, for 5 minutes
		Facilitator (24 minutes)	- Teacher used infocus in teching learning process, for 20 minutes - Teacher gave chances students to answer the questions and wrote their questions on the whiteboard, for 4 minutes
		Observer (10 minutes)	- Teacher observed students' work for 5 minutes - Teacher observed students' ability in answer the questions, for 5 minutes
	Eighth meeting	Controllor (7 minutes)	- Teacher checked students presence list 2 minutes - Teacher monitored students' work, for 5 minutes
		Organiser (11 minutes)	- Teacher gave directions to the students for do the task, for 2 minutes - Teacher put students into pairs, for 4 minutes - Teacher determined time for students discuss about the task, for 3 minutes - Teacher gave praise for students who finish do the task first, for 1 minutes - Teacher asked the students gave applause to students who

			have finish do the task, for 2 minutes
		Assessor (12 minutes)	<ul style="list-style-type: none"> - Teacher gave homework to the students for study at home, for 4 minutes - Teacher gave value or scores for students' task, for 3 minutes - Teacher evaluated students' pronunciation and intonation, for 5 minutes
		Prompter (10 minutes)	<ul style="list-style-type: none"> - Teacher gave clue to the students for answer the questions, for 5 minutes - Teacher repeated the instructions when the students ask what should they do, for 5 minutes
		Resource (12 minutes)	<ul style="list-style-type: none"> - Teacher provided topics that suitable with the material for 2 minutes - Teacher gave new vocabularies, for 5 minutes - Teacher gave example before gave the task, for 5 minutes
		Tutor (7 minutes)	<ul style="list-style-type: none"> - Teacher answer the students' questions when they didn't understand the material, for 5 minutes - Teacher asked students' problem when they studied, for 2 minutes
		Director (5 minutes)	<ul style="list-style-type: none"> - Teacher guided the students did their activities, helped the students to pronounce well, and helped them if they had any difficulties for 5 minutes
		Facilitator (15 minutes)	<ul style="list-style-type: none"> - Teacher gave chances to each group or pair present the result of their discussion in front of class for 5 minutes - Teacher facilitated students

			during teaching learning process provide texts, for 10 minutes
		Observer (6 minutes)	<ul style="list-style-type: none"> - Teacher directed students who crowded in the class for 1 minute - Teacher observed students' work for 5 minutes
Teacher B	First meeting	Controller (12 minutes)	<ul style="list-style-type: none"> - Teacher checked students presence list 5 minutes - Teacher asked students whether they bring dictionaries or not, it purposed to make sure about the students' preparation during the study, for 2 minutes - Teacher asked the students work book, he did it for 1 minute - teacher directed the students who crowded to focus learning, for 4 minutes
		Observer (6 minutes)	<ul style="list-style-type: none"> - teacher monitored and supervised student's works, attitudes, and behavior in the class for 6 minutes
		Facilitator (15 minutes)	<ul style="list-style-type: none"> - teacher used the students' texts book, for 10 minutes - teacher motivated students to study hard, he did it for 5 minutes
		Tutor (15 minutes)	<ul style="list-style-type: none"> - teacher explained the material clearly for 10 minutes - teacher gave chances each students to answer the question, for 5 minutes
		Director (5 minutes)	<ul style="list-style-type: none"> - teacher accompanied the students during they did the task, for 3 minutes
		Prompter (8 minutes)	<ul style="list-style-type: none"> - teacher give directions to the students for answer the questions, she did it for 3

			<p>minutes</p> <ul style="list-style-type: none"> - teacher gave new vocabulary, and then gave instructions to the students to find the meaning in dictionary, for 5 minutes
		Assessor (7 minutes)	<ul style="list-style-type: none"> - teacher answer the students' work on the whiteboard and the students matched their work based on teacher's answer for 5 minutes - teacher gave value or scores for students' task, for 2 minutes
	Second meeting	Conroller (13 minutes)	<ul style="list-style-type: none"> - Teacher asked students whether they bring dictionaries or not, it purposed to make sure about the students' preparation during the study, for 2 minutes - Teacher checked students presence list 5 minutes - Teacher asked the students work book, he did it for 2 minutes - Teacher asked students to do the task in students' work on page... , for 4 minutes
		Organiser (10 minutes)	<ul style="list-style-type: none"> - Teacher gave instructions before gave the task to the students for 2 minutes - Teacher put students into pairs for 3 minutes - Teacher provided a column on the whiteboard to fill by students, for 3 minutes - The teacher managed the time to do the task, for 2 minutes
		Resource (10 minutes)	<ul style="list-style-type: none"> - Teacher gave information about the kinds of greeting and parting, for 5minutes - Teacher wrote the dialogues

			on the whiteboard for 5 minutes
		Facilitator (20 minutes)	<ul style="list-style-type: none"> - teacher explained the material clearly for 10 minutes - teacher gave chances the student to practice their English in front of class for 5 minutes - Teacher facilitated students during teaching learning process provided textbook for 5 minutes
		Tutor (8 minutes)	<ul style="list-style-type: none"> - Teacher answer the students' questions when they didn't understand or had some difficulties for 3 minutes - Teacher asked the student's problem when they studied for 1 minute
		Prompter (10 minutes)	<ul style="list-style-type: none"> - Teacher gave clue to the students for answer the questions, for 4 minutes - Teacher repeated the instructions when the students ask what should they do, for 6 minutes
		Director (5 minutes)	<ul style="list-style-type: none"> - Teacher guided the students when they got some difficulties for 5 minutes
		Observer (5 minutes)	<ul style="list-style-type: none"> - Teacher observed students' work for 5 minutes
		Assessor (6 minutes)	<ul style="list-style-type: none"> - Teacher evaluated students' pronunciations for 1 minute - Teacher gave scores to students' answer the sheets for 5 minutes
	Third meeting	Controller (15 minutes)	<ul style="list-style-type: none"> - Teacher checked students presence list 5 minutes - Teacher monitored students' work for 3 minutes - Teacher asked the students' read the conversation for 5

			<p>minutes</p> <ul style="list-style-type: none"> - Teacher worked to control and guided students to do students' work for 2 minutes
		Observer (5 minutes)	<ul style="list-style-type: none"> - Teacher observed students' work. She checked students to do their homeworks, for 5 minutes
		Prompter (8 minutes)	<ul style="list-style-type: none"> - teacher give directions to the students for answer the questions, she did it for 3 minute - teacher gave new vocabulary, and then gave instructions to the students to find the meaning in dictionary, for 5 minute
		Tutor (7 minutes)	<ul style="list-style-type: none"> - Teacher gave the explanations of the materials, gave works to do, while guided them if they got some difficulties for 7 minutes
		Organiser (4 minutes)	<ul style="list-style-type: none"> - Teacher managed the classroom activity and managed students time to do the task, for 4 minutes
		Facilitator (5 minutes)	<ul style="list-style-type: none"> - Teacher facilitated students during teaching learning process provided textbook for 5 minutes
		Director (12 minutes)	<ul style="list-style-type: none"> - The students asked some questions when they didn't understand, and then the teacher answered their questions patiently for 6 minutes - Teacher guided the students did their activities for 6 minutes
		Assessor (5 minutes)	<ul style="list-style-type: none"> - Teacher gave scores or value for students sheets for 5 minutes

	Fourth meeting	Controller (7 minutes)	<ul style="list-style-type: none"> - Teacher checked students presence list 5 minutes - Teacher asked the students work book, he did it for 2 minutes
		Tutor (8 minutes)	<ul style="list-style-type: none"> - Teacher listened to the students to answer the question for 5 minutes - Teacher answered the student's questions when they didn't understand or had some difficulties for 3 minutes
		Director (5 minutes)	<ul style="list-style-type: none"> - Teacher accompanied the students questions when they found some difficulties for 5 minutes
		Facilitator (15minutes)	<ul style="list-style-type: none"> - Teacher facilitated students during teaching learning process provided textbook for 5 minutes - Teacher explained the material clearly for 8 minutes - Teacher gave motivated to the students to study hard. She mentioned some successful people in the world for 2 minutes
		Prompter (10 minutes)	<ul style="list-style-type: none"> - Teacher gave clue to the students for answer the questions, for 4 minutes - Teacher repeated the instructions when the students ask what shoul they do, for 6 minutes
		Organiser (4 minutes)	<ul style="list-style-type: none"> - Teacher choosed students to answer the questions in front of the class, she did it for 3 minutes - Teacher managed students time to answer the questions for 1 minutes
		Observer	<ul style="list-style-type: none"> - Teacher directed the students

		(5 minutes)	who crowded for 1 minute - Teacher checked student's work for 4 minutes
		Assessor (7 minutes)	- teacher evaluated the student's assignments, and determined grades for 5 minutes - teacher gave scores for students' work, for 2 minutes
	Fifth meeting	Controller (8 minutes)	- Teacher checked students presence list 5 minutes - Teacher gave instructions to the students to find the meaning in dictionary, for 3 minutes
		Resource (5 minutes)	- Teacher explained about the subject, she did it for 2 minutes - Teacher wrote new vocabulary on the whiteboard for 3 minutes
		Tutor (11 minutes)	- Teacher gave chances each pair to present the result of their discussion in front of class, for 5 minutes - Teacher made fresh and she gave funny jokes or some funny questions to make the students laugh, for 3 minutes
		Director (6 minutes)	- Teacher guided the students to do their task, for 6 minutes
		Facilitator (10 minutes)	- Teacher facilitated students during teaching learning process provided textbook for 10 minutes
		Prompter (4 minutes)	- teacher gave clues to the students for answer the questions, she did it for 1 minute - teacher gave new vocabulary, and then gave instructions to the students to find the meaning in dictionary, for 3

			minute
		Organiser (8 minutes)	<ul style="list-style-type: none"> - Teacher gave the topic of material which will they learn before start the material, for 2 minutes - Teacher put students into pairs for 3 minutes - Teacher managed the classroom activity and managed the time to do the task, for 3 minutes
		Observer (5 minutes)	<ul style="list-style-type: none"> - Teacher monitored and supervised student's works, attitudes, and behaviors in class, for 5 minutes
		Assessor (8 minutes)	<ul style="list-style-type: none"> - Teacher corrected the result of students ability in making short sentence (positive, negative and intrerrogative) for 5 minutes - Teacher gave intructions to the students to find 25 objectives, she did it for 3 minutes
	Sixth meeting	Controllor (10 minutes)	<ul style="list-style-type: none"> - Teacher checked students presence list 6 minutes - Teacher checked students' works, and checked students' preparations to study, for 4 minutes
		Tutor (15 minutes)	<ul style="list-style-type: none"> - Teacher conveyed a clear lesson, gave material, explained it and what shoul they do, for 15 minutes
		Director (4 minutes)	<ul style="list-style-type: none"> - Teacher accompanied the students to study the lesson during the class, for 4 minutes
		Resource (5 minutes)	<ul style="list-style-type: none"> - Teachers wrote adjective text on the whiteboard, for 3minutes - Teacher gave new vocabularies, for 2 minutes
		Assessor	<ul style="list-style-type: none"> - Teacher gave some correction

		(7 minutes)	to students' work, if he found some mistakes, and determined students' scores in the teaching learning process for 7 minutes
		Prompter (5 minutes)	- Teacher gave clue to the students for answer the questions, for 5 minutes
		Observer (5 minutes)	- Teacher observed students' work for 5 minutes
		Organiser (3 minutes)	- Teacher managed the time to do the task, for 3 minutes
		Facilitator (22 minutes)	- Teacher gave chances to the students to practice their English in front of class, for 10 minutes - Teacher facilitated students during teaching learning process provided textbook for 12 minutes
	Seventh meeting	Controller (10 minutes)	- Teacher checked students presence list 5 minutes - Teacher asked the students to do the task on page ...of their sheet work, for 5 minutes
		Organiser (10 minutes)	- Teacher managed the classroom activity and managed students time to do the task, for 4 minutes - Teacher choosed students to answer the questions on the whiteboard, for 3 minutes - Teacher provided a column on the whiteboard to fill by students, for 3 minutes
		Assessor (14 minutes)	- Teacher corrected the result of students' work, for 5 minutes - Teacher gave homework to students for study at home, for 5 minutes - Teacher gave scores for students work, for 4 minutes
		Prompter	- Teacher gave clue for students

		(4 minutes)	answer the questions for 4 minutes
		Director (5 minutes)	- Teacher guided the students did their activities for 5 minutes
		Resource (7 minutes)	- Teacher wrote 20 noun on the whiteboard, for 5 minutes - And then teacher gave instruction to the students to find the meaning in dictionary, for 2 minutes
		Facilitator (20 minutes)	- Teacher facilitated students during teaching learning process provided textbook for 15 minutes - Teacher gave chances to the students answer the questions on the whiteboard, for 5 minutes
		Tutor (14 minutes)	- Teacher called the students who didn't understand the materials and then she gave them more explanation about the material, for 7 minutes - Teacher asked to the students who didn't do their homework's and she asked what are their problem, for 7 minutes
		Observer (10 minutes)	- Teacher checked students' do their homework, for 5 minutes - Teacher observed students' work for 5 minutes
	Eighth meeting	Controller (6 minutes)	- Teacher checked students presence list 5 minutes - Teacher asked the students work book, he did it for 1 minute
		Organiser (4 minutes)	- Teacher managed the classroom activity and managed students time to do the task, for 4 minutes

		Assessor (8 minutes)	<ul style="list-style-type: none"> - Teacher corrected the result of students' work, for 5 minutes - Teacher gave scores for students work, for 3 minutes
		Resource (2 minutes)	<ul style="list-style-type: none"> - teacher gave instruction to the students to find the meaning in dictionary, for 2 minutes
		Director (12 minutes)	<ul style="list-style-type: none"> - The students asked some questions when they didn't understand, and then the teacher answered their questions patiently for 6 minutes - Teacher guided the students did their activities for 6 minutes
		Facilitator (15 minutes)	<ul style="list-style-type: none"> - Teacher facilitated students during teaching learning process provided textbook for 15 minutes
		Prompter (5 minutes)	<ul style="list-style-type: none"> - teacher gave new vocabulary, and then gave instructions to the students to find the meaning in dictionary, for 5 minutes
		Observer (5 minutes)	<ul style="list-style-type: none"> - Teacher observed students' work for 5 minutes

2. The Implication of Role Used by English Teacher Toward Students Understanding

Table 4.2
The implication of teachers' role toward students understanding

No	Roles	Percentage	
		Have English Background	Have Not English Background
1.	Prompter	80.6%	76.6%
2.	Observer	75.3%	66%
3.	Director	74.9%	70.5%
4.	Controller	72.5%	65.8%
5.	Assessor	70.8%	57.7%

6.	Tutor	69.2%	52.6%
7.	Organiser	66.5%	60.3%
8.	Facilitator	63.9%	59.3%
9.	Resource	62.4%	54.5%
10.	Participant	25.9%	21.1%

In order to know the implications of teachers' roles toward students understanding were done by questionnaire on 10th - 13th August 2019. The questionnaire consists of several indicators which based on the theory. This section extends to present the data solicited from the questionnaire given to 180 students. Which students who have English subject background are 85 students and 95 students who have not it. The questionnaire has been carefully designed into mixed-typed format to reveal the data anchored in implication of teachers' role toward students understanding. In the process of distribution, the questionnaire was given to the respondents in the form of paper-based questionnaire. Once the questionnaire had been filled and returned to researcher. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The percentage of each statements was calculated by using the formula, that was
$$\text{Result} = \frac{\text{Total of each item}}{\Sigma \text{Number of the students}} \times 100\%.$$
⁶⁹ The

⁶⁹⁶⁹ Karunia Eka Lestari & Mokhammad Ridwan Yudhanegara, *Penelitian Pendidikan Matematika*, (Bandung: PT Refika Aditama, 2015), p. 324-325

implication of teachers' role toward students understanding gotten by questionnaire can be seen on the table below:

c. For students who have English subject background

No	Roles	Implication	Respondent (85 Students)	Total (%)	
1	As a controller	Students understand the lesson	81	95.3%	72.5%
		Students can use English grammar well	58	68.2%	
		Students can modify English word class well	42	49.4%	
		Students can anticipate avoiding many grammatical mistakes and errors	51	60%	
		Students can be more discipline	69	81.2%	
		Students can follow the learning steps	66	77.6%	
		Students can have adequate opportunity to speak English during learning.	47	55.3%	
		Students feel comfortable to learn English in the classroom	79	92.9%	
2	As an organiser	Students can get clear instructions	70	82.4%	66.5%
		Students know the tasks or activities which they will do next	72	84.7%	
		Students do not find it difficult to	48	56.5%	

		identify what they will do next			
		Students take part in the pair-work activities	38	44.7%	
		Students take part in the group-work activity	50	58.8%	
		Students feel easier to improve their English through pair-work activity	54	63.5%	
		Students feel easier to improve their English through group-work activity	62	72.9%	
		Students can deal with every step of English learning in the classroom	42	49.4%	
		Students participate in the process of English learning in the classroom.	62	72.9%	
		Students can identify their mistakes	61	71.8%	
		Students can understand their mistakes	63	74.1%	
3	As an Assessor	Students can use English better	72	84.7%	70.8%
		Students always get correction when they make mistakes in using English.	69	81.2%	
		Students always get a good evaluation at any time after they perform their English language.	57	67.1%	

		Students get the score relevant to their English competences	41	48.2%	
		Students can identify they mistakes or errors in English use	62	72.9%	
4	As a Prompter	Students always get an example before doing a learning activity	78	91.8%	80.6%
		Students can understand what to be done in the classroom	72	84.7%	
		Students always get help from the teacher if they do not understand a particular learning material or learning activity.	73	85.9%	
		Students always get implicit help in the form some clues from the teacher before they deal with a learning activity in the classroom.	51	60%	
5	As a Participant	Students feel motivated in learning English because their teacher works together with they in the process of learning	25	29.4%	25.9%
		Students always have opportunity to have a discussion	24	28.2%	

		with the teacher about some challenges or problems related to the English materials			
		Students enjoy the process of learning especially when the teacher works together with them or in their group	22	25.9%	
		Students feel enthusiastic to engage in a group-work activity because the teacher often joins their group.	17	20%	
6	As a Resource	Students always get all information that they need	75	88.2%	62.4%
		Students always get adequate English language input that they need from the teacher.	56	65.9%	
		Students always get help from the teacher about the learning resource	63	74.1%	
		Students always get help from the teacher about the online learning resource that they need to access at home.	18	21.2%	
7	As a Tutor	Students always get guidance from the teacher when doing an individual or	68	80%	69.2%

		group-work learning activity			
		Students always get the ways of learning which they have not yet considered in prior.	62	75.6%	
		Students often have a personal discussion about English learning with the teacher so that they feel motivated to learn English.	40	47.1%	
		Students always get help from the teacher especially to solve some challenges that they face during learning.	63	74.1%	
8	As a Facilitator	Students always get the information and learning facilities	63	74.1%	63.9%
		Students feel that learning English becomes easier	73	85.9%	
		Students have adequate intrinsic motivation, so they love learning English at home after taught by her.	27	31.8%	
9	As a Director	Students always have chance to engage in the process of learning.	53	62.4%	74.9%
		The learning process that Students go	74	87.1%	

		through is well managed.			
		Students become more discipline in the process of learning English	64	75.3%	
10	As an Observer	Students get useful feedback in learning English	69	81.2%	75.3%
		Students feel enthusiastic in learning English	58	68.2%	
		Students do not feel afraid of making mistakes	65	76.5%	

d. For students who have not English subject background

No	Roles	Implications	Respondents (95 students)	Total (%)	
1	As a controller	Students understand the lesson	87	91.6%	65.8%
		Students can use English grammar well	44	46.3%	
		Students can modify English word class well	37	38.9%	
		Students can anticipate avoiding many grammatical mistakes and errors	46	48.4%	
		Students can be more discipline	78	82.1%	
		Students can follow the learning steps	74	77.9%	
		Students can have adequate opportunity to speak English during learning.	48	50.5%	

		Students feel comfortable to learn English in the classroom	86	90.5%	
2	As an Organiser	Students can get clear instructions	77	81.1%	60.3%
		Students know the tasks or activities which they will do next	84	88.4%	
		Students do not find it difficult to identify what they will do next	39	41.1%	
		Students take part in the pair-work activities	33	34.7%	
		Students take part in the group-work activity	41	43.2%	
		Students feel easier to improve their English through pair-work activity	62	65.3%	
		Students feel easier to improve their English through group-work activity	59	62.1%	
		Students can deal with every step of English learning in the classroom	36	37.9%	
		Students participate in the process of English learning in the classroom.	57	60%	
		Students can identify their mistakes	69	72.6%	
		Students can understand their	73	76.8%	

		mistakes			
3	As an Assessor	Students can use English better	62	65.3%	57.7%
		Students always get correction when they make mistakes in using English.	64	67.4%	
		Students always get a good evaluation at any time after they perform their English language.	44	46.3%	
		Students get the score relevant to their English competences	37	38.9%	
		Students can identify they mistakes or errors in English use	67	70.5%	
4	As a Prompter	Students always get an example before doing a learning activity	85	89.5%	76.6%
		Students can understand what to be done in the classroom	85	89.5%	
		Students always get help from the teacher if they do not understand a particular learning material or learning activity.	74	77.9%	
		Students always get implicit help in the form some clues from the teacher before they deal with a learning activity in the	47	49.5%	

		classroom.			
5	As a Participant	Students feel motivated in learning English because their teacher works together with they in the process of learning	27	28.4%	21.1%
		Students always have opportunity to have a discussion with the teacher about some challenges or problems related to the English materials	21	22.1%	
		Students enjoy the process of learning especially when the teacher works together with they or in their group	19	20%	
		Students feel enthusiastic to engage in a group-work activity because the teacher often joins their group.	13	13.7%	
6	As a Resource	Students always get all information that they need	75	78.9%	54.5%
		Students always get adequate English language input that they need from the teacher.	55	57.9%	
		Students always get help from the teacher about the	50	52.6%	

		learning resource			
		Students always get help from the teacher about the online learning resource that they need to access at home.	27	28.4%	
7	As a Tutor	Students always get guidance from the teacher when doing an individual or group-work learning activity	62	65.3%	52.6%
		Students always get the ways of learning which they have not yet considered in prior.	50	52.6%	
		Students often have a personal discussion about English learning with the teacher so that they feel motivated to learn English.	42	44.2%	
		Students always get help from the teacher especially to solve some challenges that they face during learning.	46	48.4%	
8	As a Facilitator	Students always get the information and learning facilities	72	75.8%	59.3%
		Students feel that learning English becomes easier	65	68.4%	
		Students have adequate intrinsic	32	33.7%	

		motivation, so they love learning English at home after taught by her.			
9	As a Director	Students always have chance to engage in the process of learning.	59	62.1%	70.5%
		The learning process that Students go through is well managed.	76	80%	
		Students become more discipline in the process of learning English	66	69.5%	
10	As an Observer	Students get useful feedback in learning English	57	60%	66%
		Students feel enthusiastic in learning English	64	67.4%	
		Students do not feel afraid of making mistakes	67	70.5%	

Table 4.3
Result of The Average Score of Students Achievement

Students	Times of meeting								Σ
	1	2	3	4	5	6	7	8	
Who have English Subject Background	87	88	88	89	87	87	88	85	87
Who have not English Subject Background	72	72	72	71	73	71	72	73	72

In order to know the average of students' score were done by document analysis. This section extends to present the data solicited from the score of 180 students. Which students who have English subject background are 85 students and 95 students who have not it. For students who have English subject background, the researcher found that the average of score is 87 and students who have not English subject background is 72. The students understanding proportional to the students achievement, it can be seen by score over minimum criteria of mastery learning (KKM), that is over 70. The scores of students' achievement gotten by document analysis can be seen on the table below:

Table 4.4
The Average Score of Students

Students Who have English Subject Background

Class	Times of meeting								Σ
	1	2	3	4	5	6	7	8	
7A	84	87	87	87	86	86	86	85	87
7B	87	87	87	87	88	87	86	87	
7E	86	87	88	88	86	86	85	84	
7G	89	89	91	92	90	90	92	-	
7I	87	88	89	89	85	87	89	-	
Average	87	88	88	89	87	87	88	85	

Students Who have not English Subject Background

Class	Times of meeting								Σ
	1	2	3	4	5	6	7	8	
7A	80	80	79	80	80	80	79	79	72
7B	72	69	69	67	72	69	69	71	
7E	71	71	70	66	70	68	72	68	
7G	69	71	70	74	69	68	68	-	
7I	67	70	70	70	73	72	72	-	
Average	72	72	72	71	73	71	72	73	

B. Discussion

1. Teachers' role in teaching English to heterogeneous students in one class

Helping students to meet the main task and the human future with the best is the task of human. In this part, the researcher asked and observed the teachers to what are the roles used in teaching English to heterogeneous students in one class. Based on the data got by researcher during following observation and asking some questions, the result pointed out that almost the roles suggest by Harmer and Brown were used by teacher as the way to give implications to their students for English lesson in classroom. There were many teachers' roles played by the teacher in the teaching leaning English process to heterogeneous students. In the class, roles were as follow:

1) As a Controller

Controller is a vital role in the classroom. According to Brown states that when teacher act as controllers, they are in charge of every moment in the classroom. Master controllers determine what the students do, when they should speak, and what language forms they should use. They can often predict many students' responses because everything is mapped out ahead of time, with no leeway for divergent paths.⁷⁰ Furthermore, Harmer states that teacher as controller can inspire if the teacher has knowledge and charisma, if not ... possible disadvantages: a) denies students' acces to

⁷⁰ Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (Second Edition)*, (Longman:), p. 167

their own experimental learning, b) cuts down on students' opportunities to speak, because the class is acting as a whole group, c) can result in lack of variety in activities. Advantage when a) announcements are made, b) order has to be restored, c) explanations are given, d) in a question-answer session.⁷¹ The teachers must have roles as controller, if we wanted learning and teaching effective and efficiently to be conducive.

From the explanation above, the researcher concludes that mostly, the teachers took the control of all activities in the classroom, and finally the students can follow the learning process well in the classroom. Moreover, the two teachers also did interaction with the students and controlled the students in doing task or exercise, so that the teacher could find which part did not understand or was difficult for the students. And also the teacher used this role to make students need to have strict rules and follow the everyday routine. Their attention is dispersed in all directions and the teacher's job is to make them focused, to get them to pay attention.

2) As an Organiser

Teacher organise activities depend on good organization lead in instructions initiate in the classroom.⁷²

From the explanation above, the researcher concludes that the teachers were in the roles as organiser. They could organise students to

⁷¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: 2001), p. 58

⁷² *Ibid.*,

know exactly what they were going to do the teacher gave clear instruction in doing activities, they managed the classroom activity and managed students time to do the task. From this statements, researcher conclude that the teacher used this role in the class

3) As an Assessor

Provides students with feedback regarding their performance and grades them in distinct ways.⁷³ Harmer had explored what should the teachers did if they were as assessor. Many tasks should be done by the teacher and they did not only give explanation about the lesson, but also assess their job or task. Provides student as an assessors, the teacher must be able to know the students English ability and give them grade based on their performance in the class.

Based on finding, it can be interpreted that the two of English teachers were a good assessor in whilst teaching activity. And the teacher used this role because without being assessed a student does not understand how he has improved or where she must strive to reach next.

4) As a Prompter

Teacher helps student if they don't understand the instruction. The teacher encourages students to participate and makes suggestions about how students may proceed in an activity.⁷⁴ Furthermore, Harmer states that

⁷³ *Ibid.*, p. 59

⁷⁴ *Ibid.*, p. 60

when teacher prompt teacher need to do it sensitively and encouragingly but, above all, with discretion. If teachers are too adamant teacher risk taking initiative away from the student. If, on the other hand, teachers are too retiring, teacher may not supply the right amount of encouragement.⁷⁵ As this roles, the teacher has to encourage the students, push them to achieve more and feed in a bit of information or language to help them.

From the finding above, it can be summerized that the two teachers have the role. By doing observation in the classroom, it is found that the teacher try to encourage the students to participate the learning by facilitating them with questions which related to the lesson.

5) As a Participant

Teacher joins in student's activity in the class. In the teaching learning process, the teacher took a part and participated in discussions in the class.⁷⁶ Taking this role will allow the teacher to understand the students better not only in terms of how they learn and process information, but also in terms of the kind of difficulties they encounter in their learning.⁷⁷

From the explanation above, the researcher conclude that for this role, only *teacher A* used it. Although, teacher A have low role of teacher

⁷⁵ Harmer, *Op Cit.*, p. 60

⁷⁶ *Ibid.*

⁷⁷ Willy A Renandya, *Teacher Roles in EIL*, (Singapore: Nanyang Technological University, 2016), P. 68

as participant. Teacher A was not actively participating in the learning process. In this role, teachers had several task such as: teachers should join the activity done in teaching and learning process, and teachers were expected to take part during the classroom activity.

6) As a Resource

According from theory of Harmer and Brown, many task todo when the teacher as resource. Brown states that, in this role teacher take the least directive role.⁷⁸ This teacher role is particulary relevant when the students are working independently following a period of instruction but still need help from the teacher.⁷⁹ The teacher has to to give information about what they are learning in the class well. Teacher takes role as a source material.

From the finding, it can be explained that the English teachers keep the role in very good way. The teachers' did all the aspect of teachers' roles as resources. Then, when the teacher taught in the classroom, the two teachers provided all information needed by the students, they can be the vital source of information about the lesson, and they helped their students when they did not understand about the lesson. And teacher used this role to allow the students to stretch the creativity of the language, it also gets more students participating. Also, most students learn best by actually doing it, so it gives them chance to really cement the topic at hand.

⁷⁸ Brown., p. 168

⁷⁹ Renandya, *Op Cit.*,

7) As a Tutor

The combination of prompter and resource. Teacher can combine both prompter and resource role during the teaching and learning process.⁸⁰ As a language tutor, the teacher needs to respond to what the learners are doing and advises them or what to do next.

Based on finding above, it can be interpreted that researcher found that teachers as tutor. Tutor means working together with the students. The teachers take more time to explain the lesson than gave exercise to the students.

8) As a Facilitator

According to Usman states that as a facilitator, teacher should able to facilitate the sources of learning which is easy to be useful for the students to help them to achieve their purpose.⁸¹ Furthermore, Brown states that a facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.⁸²

From the finding above, it can be summerized that the two teachers have the role. From three indicator, there were only one criterion was not fulfilled by teacher A. furthermore, researcher found the activities which is

⁸⁰ *Ibid.*, p. 61

⁸¹ Mohammad Uzer Usman, *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosdakarya Offset, 2004), p. 11

⁸² Brown, *Op Cit.*, p. 168

not the teacher capitalizes on the principle of intrinsic motivation indicators by teacher A. The differences backgrounds of the students and their environment that can support their ability in study. Thus, teachers should play the roles as motivator, especially in giving support to learn in order that students interest to learn, because they need other's invitation and support in learning that is called intrinsic motivation. Also, the teachers used this role to make the students have high motivation and high intelligence in learning, the teacher as a facilitator will be easier to provide the material quickly, because students can easily capture the material that were submitted by them.

9) As a Director

Director means keeping the process the process of teaching efficient.⁸³ Related to the finding above, the two of English teacher were good director. They could regulate the students in activities learning. it can be found that all of the students kept attention well when the teachers' explanation about the lesson and all of the students also did the task were given by the teacher.

⁸³ *Ibid.*,167

10) As an Observer

The last role was teacher as observer. Observe what the students do- especially in oral communicative activities, so that be able to give them useful feedback.⁸⁴

From the finding, it can be explained that the two English teachers keep the role in very good way. The teachers' did all the aspect of teachers' roles as observer. Then, when the teacher taught in the classroom, the two teachers observed students' work or ability in answer the questions and the teacher checked the students to do the task or homework.

From the data above, the researcher could show and explain about the roles that played by teachers. And from the data above, the researcher finally concluded that two of teachers almost used all the roles. It means, from the ten roles were suggested, the teacher use all of roles namely controller, organiser, assessor, prompter, participant, resource, tutor, facilitator, director and observer.

2. The Implication

This section extends to present the data solicited from questionnaire given to all 180 students. Which regarding to find out the implication of teachers role toward student understanding between students who have

⁸⁴ Harmer, *Op Cit.*, p. 62

English subject background in their elementary school are 85 students and students who do not have it are 95 students. The questionnaire was given to the respondents in the form of paper-based questionnaire. In this part the researcher discussed how are the implication of teachers' role toward students' understanding. The questionnaire contains 49 statements.

The researcher have anticipated some of the most likely answers, but the researcher also allowed for the respondents to give answers which the researcher hadn't thought of in advance. The result of data from questionnaire, it showed the percentage and then the category divide 2 category, there are:⁸⁵

c. $>50\% - 100\% = \text{Positive}$

d. $< 50\% = \text{Negative}$

The following section, the implication of teachers role toward student understanding are discussed specifically.

a. For students who have English subject background

1) Teacher as Prompter

Based on the finding of role as prompter, the researcher found that as the implicated to the students understanding who have English subject background, it show positive implication. Which the highest percentage is for students always get an example from the teacher

⁸⁵ Iskani Kasim, *Pengukuran Skala Guttman Secara Tradisional*, (Medan: Universitas Sumatra Utara, 2015), p. 1

before doing a learning activity that depend on 78 respondents with the percentage (91.8%) and the lowest percentage is students always get implicit help in the form some clues from the teacher before students deal with a learning activity in the classroom that depend on 51 respondents with the percentage (60%).

From the explanation above, the researcher conclude that role as prompter has positive implication for students who have English subject background. It could be seen by the average of the total score with the percentage (80.6%). Based on the theory that mentioned above, it is positive implication.

2) Teacher as Observer

Based on the finding of role as prompter, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for students get useful feedback in learning English because the teacher always observes the process of learning and gives guidance that depend on 69 students with the percentage (81.2%) and the lowest are students feel enthusiastic in learning English because the teacher always observes my performance that depend on 58 students with the percentage (68.2%).

From the explanation above, the researcher conclude that role as observer has positive implication for students who have English

subject background. It could be seen by the average of the total score with the percentage (75.3%). Based on the theory that mentioned above, it is positive implication.

3) Teacher as Director

Based on the finding of role as director, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for The learning process that students go through is well managed that depend on 74 students with the percentage (87.1%) and the lowest is students always have chance to engage in the process of learning that depend on 53 students with the percentage (62.4%).

From the explanation above, the researcher conclude that role as director has positive implication for students who have English subject background. It could be seen by the average of the total score with the percentage (74.9%). Based on the theory that mentioned above, it is positive implication.

4) Teacher as Controller

Based on the finding of role as controller, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for students understand the lesson by listening to the instruction given by the teacher that depend on 81 students with the

percentage (95.3%) and the lowest is students can modify English word class well from the drilling activities given by the teacher and students can anticipate avoiding many grammatical mistakes and errors from the drilling activities given by the teacher that depend on 42 students with the percentage (49.4%).

From the explanation above, the researcher conclude that role as controller has positive implication for students who have English subject background. It could be seen by the average of the total score with the percentage (72.5%). Based on the theory that mentioned above, it is positive implication.

5) Teacher as Assessor

Based on the finding of role as assessor, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for students can use English better after corrected by the teacher that depend on 72 students with the percentage (84.7%) and the lowest is students get the score relevant to their English competences as assessed by the teacher that depend on 41 students with the percentage (48.2%).

From the explanation above, the researcher conclude that role as assessor has positive implication for students who have English subject background. It could be seen by the average of the total score

with the percentage (70.8%). Based on the theory that mentioned above, it is positive implication.

6) Teacher as Tutor

Based on the finding of role as tutor, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for students always get guidance from the teacher when doing an individual or group-work learning activity that depend on 68 students with the percentage (80%) and the lowest is students often have a personal discussion about English learning with the teacher so that students feel motivated to learn English that depend on 40 students with the percentage (47.1%).

From the explanation above, the researcher conclude that role as tutor has positive implication for students who have English subject background. It could be seen by the average of the total score with the percentage (69.2%). Based on the theory that mentioned above, it is positive implication.

7) Teacher as Organiser

Based on the finding of role as organiser, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for students know the tasks or activities which students

will do next based on the instruction given by the teacher that depend on 72 students with the percentage (84.7%) and the lowest is students take part in the pair-work activities based on the teacher's classroom management that depend on 38 students with the percentage (44.7%).

From the explanation above, the researcher conclude that role as organiser has positive implication for students who have English subject background. It could be seen by the average of the total score with the percentage (66.5%). Based on the theory that mentioned above, it is positive implication.

8) Teacher as Facilitator

Based on the finding of role as prompter, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for students feel that learning English becomes easier of guided by the teacher that depend on 73 students with the percentage (85.9%) and the lowest is students have edequate intrinsic motivation after learning English with the teacher, so students love learning English at home after taught by her that depend on 27 students with the percentage (31.8%).

From the explanation above, the researcher conclude that role as facilitator has positive implication for students who have English subject background. It could be seen by the average of the total score

with the percentage (63.9%). Based on the theory that mentioned above, it is positive implication.

9) Teacher as Resource

Based on the finding of role as resource, the researcher found that as the implicated to the students understanding who have English subject background, it shows positive implication. Which the highest percentage is for students always get all information that they need from the teacher during the learning process that depend on 75 students with the percentage (88.2%) and the lowest is students aslways get help from the teacher about the online learning resource that students need to access at home that depend on 18 students with the percentage (21.2%).

From the explanation above, the researcher conclude that role as resource has positive implication for students who have English subject background. It could be seen by the average of the total score with the percentage (62.4%). Based on the theory that mentioned above, it is positive implication.

10) Teacher as Participant

Based on the finding of role as participant, the researcher found that as the implicated to the students understanding who have English subject background, it shows negative implication. Which the highest percentage is for students feel motivated in learning English because their teacher work together with they in the process of learning

that depend on 25 students with the percentage (29.4%) and the lowest is students feel enthusiastic to engage in a group-work activity because the teacher often joins their group that depend on 17 students with the percentage (20%).

From the explanation above, the researcher conclude that role as prompter has negative implication for students who have English subject background. It could be seen by the average of the total score with the percentage (25.9%). Based on the theory that mentioned above, it is negative implication.

b. For students who have not English subject background

1) Teacher as Prompter

Based on the finding of role as prompter, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students always get an example from the teacher before doing a learning activity and students can understand what to be done in the classroom based on the clues given by the teacher that depend on 85 students with the percentage (89.5%) and the lowest is students always get implicit help in the form some clues from the teacher before students deal with a learning activity in the classroom that depend on 47 students with the percentage (49.5%).

From the explanation above, the researcher conclude that role as prompter has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (76.6%). Based on the theory that mentioned above, it is positive implication.

2) Teacher as Observer

Based on the finding of role as observer, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students do not feel afraid of making mistakes because the teacher always observes they and further tells students to improve and avoid making mistakes that depend on 67 students with the percentage (70.5%) and the lowest is students get useful feedback in learning English because the teacher always observes the process of learning and gives guidance that depend on 57 students with the percentage (60%).

From the explanation above, the researcher conclude that role as observer has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (66%). Based on the theory that mentioned above, it is positive implication.

3) Teacher as Director

Based on the finding of role as director, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for The learning process that students go through is well managed that depend on 76 students with the percentage (80%) and the lowest is students always have chance to engage in the process of learning that depend on 59 students with the percentage (62.1%).

From the explanation above, the researcher conclude that role as director has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (66%). Based on the theory that mentioned above, it is positive implication.

4) Teacher as Controller

Based on the finding of role as controller, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students understand the lesson by listening to the instruction given by the teacher that depend on 87 students with the percentage (91.6%) and the lowest are students can modify English word class well from the drilling activities given by the teacher and students can anticipate avoiding many grammatical mistakes and errors

from the drilling activities given by the teacher that depend on 37 students with the percentage (38.9%).

From the explanation above, the researcher conclude that role as controller has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (65.8%). Based on the theory that mentioned above, it is positive implication.

5) Teacher as Assessor

Based on the finding of role as assessor, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students can identify their mistakes or errors in English use as students get help to identify them from the teacher that depend on 67 students with the percentage (70.5%) and the lowest is students get the score relevant to their English competences as assessed by the teacher that depend on 37 students with the percentage (38.9%).

From the explanation above, the researcher conclude that role as assessor has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (57.7%). Based on the theory that mentioned above, it is positive implication.

6) Teacher as Tutor

Based on the finding of role as tutor, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students always get guidance from the teacher when doing an individual or group-work learning activity that depend on 62 students with the percentage (65.3%) and the lowest is students often have a personal discussion about English learning with the teacher so that students feel motivated to learn English that depend on 42 students with the percentage (44.2%).

From the explanation above, the researcher conclude that role as tutor has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (52.6%). Based on the theory that mentioned above, it is positive implication.

7) Teacher as Organiser

Based on the finding of role as organiser, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students know the tasks or activities which students will do next based on the instruction given by the teacher that depend on 84 students with the percentage (88.4%) and the lowest is

students take part in the pair-work activities based on the teacher's classroom management that depend on 33 students with the percentage (34.7%).

From the explanation above, the researcher conclude that role as organiser has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (60.3%). Based on the theory that mentioned above, it is positive implication.

8) Teacher as Facilitator

Based on the finding of role as facilitator, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students always get the information and learning facilities such as sources to be accessed from the teacher that depend on 72 students with the percentage (75.8%) and the lowest is students have edequate intrinsic motivation after learning English with the teacher, so students love learning English at home after taught by her that depend on 32 students with the percentage (33.7%).

From the explanation above, the researcher conclude that role as facilitator has positive implication for students who have not English subject background. It could be seen by the average of the total score

with the percentage (59.3%). Based on the theory that mentioned above, it is positive implication.

9) Teacher as Resource

Based on the finding of role as resource, the researcher found that as the implicated to the students understanding who have not English subject background, it shows positive implication. Which the highest percentage is for students always get all information that they need from the teacher during the learning process that depend on 75 students with the percentage (78.9%) and the lowest is students aslways get help from the teacher about the online learning resource that students need to access at home that depend on 27 students with the percentage (28.4%).

From the explanation above, the researcher conclude that role as resource has positive implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (54.5%). Based on the theory that mentioned above, it is positive implication.

10) Teacher as Participant

Based on the finding of role as participant, the researcher found that as the implicated to the students understanding who have not English subject background, it shows negative implication. Which the highest percentage is for students feel motivated in learning English

because their teacher work together with they in the process of learning that depend on 27 students with the percentage (28.4%) and the lowest is students feel enthusiastic to engage in a group-work activity because the teacher often joins their group that depend on 13 students with the percentage (13.7%).

From the explanation above, the researcher conclude that role as participant has negative implication for students who have not English subject background. It could be seen by the average of the total score with the percentage (21.1%). Based on the theory that mentioned above, it is negative.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and describing the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research questions, while the suggestion is proposed to give information to the readers who are interest in doing further research in this area.

A. Conclusion

The main purpose of this research was to investigate the roles that teachers used in teaching English to heterogeneous students in one class. All the major findings extracted through interview, observation and questionnaire had been summed up. The researcher had come to conclusion. The results compared by interview, observation and questionnaire gave the same data.

1. Two of teachers almost used all the roles. It means, from the ten roles were suggested, the teacher used all of roles nemely controller, organiser, assessor, prompter, participant, resource, tutor, facilitator, director and observer.
2. From 85 students who have English subject background and 95 students who have not it which got questionnaired, from the ten roles there are nine roles showed positive implication, it can be seen by percentage over 50%. Meanwhile, for participat shown negative implication, it can be seen by percentage under 30%. And there are relationship between students understanding and students achievement by the implications of the roles of teacher. Students understanding proportional to the students achievement.

B. Suggestion

Taking into account the finding and conclusion, the researcher would like to give some suggestions as follow:

1. For English teacher who teach heterogeneous students

These suggestions are usefull for the English teacher who teach heterogeneous students in one class of first grade students at Junior High School, especially in SMP Negeri 1 Rejang Lebong.

- a. In teaching English, the teachers have to understand the character of their students better, so the teacher can use their role maximally and can make the learning process more fun and makes the material more easily to be understood.
- b. In teaching and learning process, the English teacher should implying ten roles; there are controller, organiser, assessor, prompter, participant, resource, tutor, facilitator, director and observer, because the ten roles can help students' difficulty in teaching and learning process in the class. So
- c. The teacher can search other references from news and education TV and radio programs in order to make the student more motivated in English learning.
- d. The teacher should create various appropriate media to stimulate the students to study English.
- e. Teachers have to make and create new games to stimulate and attract students to study English.

2. For the students

- a. Students are expected to pay attentions and be able to understand everything described by teachers during the teaching learning process.
- b. Students should study hard at school and at home
- c. Students should try to practice their English in their daily activity.

3. For the schools

The researcher expects all of junior high schools in Rejang Lebong to complete all of the facilities and educational aids to help students and teachers teach and learn English process better.

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REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CIREBON
FAKULTAS TARBIYAH

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KEPUTUSAN
DEKAN FAKULTAS TARBIYAH

Nomor 15 / D.J.F.T. / 2019 / 0000000000

Tentang

PENGISLAHAN PENDINGING I DAN II DALAM MEMULAIAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CIREBON

1. Bahwa untuk kelengkapan penulisan skripsi mahasiswa, perlu adanya PENDINGING I dan II yang bertanggung jawab dalam penyelesaian penulisan yang standar
2. Bahwa mahasiswa yang melakukan kesalahan dalam PENDINGING I dan II haruslah menerima sanksi sesuai dengan peraturan yang berlaku
3. Berdasarkan Peraturan RI Nomor 24 Tahun 2007 tentang Sistem Pendidikan Nasional
4. Berdasarkan Peraturan Menteri Agama RI Nomor 30 Tahun 2014 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Cirebon
5. Keputusan Menteri Pendidikan Nasional RI Nomor 184/P/2007 tentang Pedoman Pengawasan Pengendalian dan Penilaian Program Diploma, Sarjana dan Pascasarjana di Program Studi
6. Keputusan Menteri Agama RI Nomor 22/P/2011 tentang Pedoman Pengawasan Raker IAIN Cirebon Tahun 2011-2020
7. Keputusan Direktur Jenderal Pendidikan Islam Nomor 1574 Tahun 2014 Tanggal 21 Januari 2014 tentang Penetapan Program Studi pada Program Sarjana STK dan
8. Keputusan Rektor IAIN Cirebon Nomor 100/11 tanggal 21 Januari 2011 tentang Pengawasan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Cirebon

MEMUTUSKAN :

1. Ledi Nuryanti, M.Pd 19791108 200312 2 004
2. Henry Septia Utami, M.Pd 17102010

Dekan Institut Agama Islam Negeri Cirebon (IAIN) Cirebon masing-masing sebagai PENDINGING I dan II dalam penulisan skripsi mahasiswa

N. A. M. A. Zaena Ulfah
N. I. M. 15551051

JUDUL SKRIPSI Teachers' Role in Teaching English To Heterogeneous Student in One Class.

Proses bimbingan dilakukan sebanyak 2 kali pertemuan : 1 kali pertemuan I dan 1 kali pertemuan II dilakukan dengan kaitan bimbingan skripsi

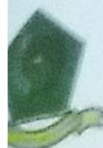
PENDINGING I bertugas mendampingi dan mengarahkan mahasiswa yang berkesulitan dengan skripsi dan kaitan skripsi. Untuk PENDINGING II bertugas dan mengarahkan dalam pengumpulan bahan dan melakukan penulisan

Kepada masing-masing PENDINGING I dan II haruslah sesuai dengan peraturan yang berlaku

Dari Keputusan ini diharapkan skripsi yang bersangkutan untuk diberikan dan dilaksanakan selengkap-lengkapnya

Keputusan ini berlaku sejak ditetapkan dan berlaku untuk seluruh skripsi yang diserahkan ke IAIN Cirebon atau maka bimbingan untuk masing-masing IAIN atau ke IAIN Cirebon. Keputusan ini berlaku untuk seluruh skripsi yang diserahkan ke IAIN Cirebon atau maka bimbingan untuk masing-masing IAIN atau ke IAIN Cirebon. Keputusan ini berlaku untuk seluruh skripsi yang diserahkan ke IAIN Cirebon atau maka bimbingan untuk masing-masing IAIN atau ke IAIN Cirebon.





PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 REJANG LEBONG
Jalan Basuki Rahmat No. 46 Curup W. (0732)-23974, 23095 Fax. 0732-23095
E-mail smpn1curup@kabaribengkalis.com Kode Pos 39112.

SURAT KETERANGAN

Nomor : 421.3607PL/SMPN IRL/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Curup:

NAMA : UMAR IMAN SANTOSO, M.Pd.Si
NIP : 197106091994121001
PANGKAT/GOL : PEMBINA/IV B
JABATAN : KEPALA SMPN 1 REJANG LEBONG
ALAMAT : JL. BASUKI RAHMAT CURUP

Menerangkan dengan sesungguhnya bahwa saudara:

NAMA : ZAIRA ULSANA
NIM : 15551051
JURUSAN : Tadris Bahasa Inggris
FAKULTAS : Tarbiyah IAIN Curup


Benar bahwa yang bersangkutan telah aktif melaksanakan proses penelitian pembelajaran di SMPN 1 Rejang Lebong dalam kurun waktu 16 Juli 2019 sampai dengan 13 Agustus 2019.

Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya

Curup, 27 Juli 2019

Kepala Sekolah




UMAR IMAN SANTOSO, M.Pd.Si
NIP. 197106091994121001



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ZAIRA ULSANA
NIM : 15551051
FAKULTAS/JURUSAN : TARBIYAH / TADRIS BAHASA INGGRIS
PEMBIMBING I : LEFEI NOVIENTI, M.Pd
PEMBIMBING II : HENNY SEPTIA UTAMI, M.Pd
JUDUL SKRIPSI : Teachers' Role in Teaching English To Heterogeneous Student in one class
(A Study at First Grade in SMP Negeri 1
Rejang Lebong in Academic Year 2019-2020)

- Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;
- Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin;
- 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan babon yang di sediakan;
- Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : ZAIRA ULSANA
NIM : 15551051
FAKULTAS/JURUSAN : TARBIYAH / TADRIS BAHASA INGGRIS
PEMBIMBING I : LEFEI NOVIENTI, M.Pd
PEMBIMBING II : HEANY SEPTIA UTAMI, M.Pd
JUDUL SKRIPSI : Teachers' Role in Teaching English to Heterogeneous Student in one class
(A Study at First Grade in SMP Negeri 1
Rejang Lebong in Academic Year 2019-2020)

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi LAIN CERP.

Pembimbing I:

LEFEI NOVIENTI, M.Pd
NIP. 13761106 210312 2 004

Pembimbing II:

HENY SEPTIA UTAMI, M.Pd
NIP. 2014050503

No	Date	Topic	Page	Remarks
1	1/10	Chapter I - Introduction	1/10	1/10
2	2/10	Chapter II - History	2/10	2/10
3	3/10	Chapter III - Instruments	3/10	3/10
4	4/10	Chapter IV - Procedures	4/10	4/10
5	5/10	Chapter V - 1. Methods	5/10	5/10
6	6/10	Chapter V - 2. Methods	6/10	6/10

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3	3/10	Chapter III - Instruments	3/10	3/10
4	4/10	Chapter IV - Procedures	4/10	4/10
5	5/10	Chapter V - 1. Methods	5/10	5/10
6	6/10	Chapter V - 2. Methods	6/10	6/10

Interview Guidance

Teacher A

No	Roles	Questions	Responses
1	As a Controller (The teacher takes the lead of all activities)	9. Do you give instructions in the process of teaching and learning?	Yes, I do
		10. How do you give instructions to your students? Please provide some examples (if any)!	When the first get in the class, I will see the students are ready or not. If they are not ready, I will definitely give instructions. For example: are you ready to study?. When the seating conditions are still messy, I instruct to tidy up first.
		11. Do you organize drilling activities in the classroom?	Yes, I do
		12. How do you organize such drilling activities? Please provide some examples (if any)!	At the time of drills it could be if individually I set if for each individual. If its group, arrange in groups and sometimes in pairs.
		13. Do you monitor your students?	Yes, I do
		14. How do you monitor your students? Please provide some examples (if any)!	After I give materials, then the students are studying either individually or in groups. I go around them, if it's a group assignment, I go to each group, but if it's an individual, I go to each student.
		15. Do you handle every single decision related to learning in the classroom?	Yes, I do
		16. How do you control to handle such decision making? Please provide some examples (if any)!	At time at decision making, I didn't immediatelly give the decision. I will offer first to the students. After students express something, maybe some kind of

			opinion. Then that opinions will be collected and we conclude the best.
2	As an Organizer (The teacher manages the classroom with a variety of activities)	11. In teaching, do you inform students about the learning activities they are going to do?	No, I don't
		12. How do you inform students about the learning activities they are going to do? Please provide some examples (if any)!	-
		13. Do you give instructions about what your students are going to do?	Yes, I do
		14. How do you give instructions about what your students are going to do? Please give examples (if any)!	After I give the materials, I instructe the students to work the questions from number to number. If the students don't understand, I explain until they understand.
		15. Do you assign pair-work or group-work activities to students?	Yes, I do
		16. How do you assign pair-work or group-work activities to students in the learning process? Please give some examples (if any)!	For groups, I use a lottery system. Which means that the decison is not absolutely determine by the teacher. For example, using numbering. For who gets number 1 join with the one who gets the other number 1.
		17. Do you pay attention to time management while teaching?	Yes, I do
		18. How do you apply an idea time management in teaching? Please provide some examples (if any)!	Time management is certainly set up. But, sometimes there are some obtacles when implementing the learning time. There are students who long to understand the material or the assignments that have not been completed yet, so we were

			forced to follow the students. Finally, it's not finish based on the target.
		19. Do you give feedback to students?	Yes, I do
		20. How do you give feedback to students? please give some examples of feedback which you provide!	Usually I give assignments or homework
3	As an Assessor (The teacher provides students with feedback regarding their performance and grades them in distinct ways)	9. Do you provide feedback and correction for students?	Yes, I do
		10. How do you provide feedback or correction? Please give some examples (if any)!	When there is a mistake, I usually offer it to students. After that tudents will scramble to answer. The next is make conclusion.
		11. Do you evaluate your students' performance?	Yes, I do
		12. How do you evaluate your students' performance? Please give some examples (if any)!	By carrying out activities, suc as quizzes, tests, examinations, daily teast and so on.
		13. Do you assess your students' ability?	Yes, I do
		14. How do you assess your students 'ability? Please give some examples (if any)!	With that assessmet system, there are daily, weekly, every meeting, daily tests and even students' attitude.
		15. Do you identify whether your students' English is right or not?	Yes, I do
		16. How do you identify the extent of correctness or mistakes (errors) of your students' English? Please give some examples (if any)!	As long as I know, ✓ ability. If in my o s not right, I immediately corrected it. But, if it's right or good, just go ahead.
4	As a Prompter (The teacher encourages students to	5. Do you give some clues to students in order to support them in case they are facing some challenges in learning?	Yes, I do

	participate and makes suggestions about how students may proceed the learning activities)	6. How do you give such clues? Please provide some examples (if any)!	I asked the students to check the dictionary.
		7. Do you help explain some points in a more detail when your students seem that they do not understand those points?	Yes, I do
		8. Please give some examples as regards your way to explain some difficult points to your students!	If there is still time, I will explain. But if the time is up, it will be discussed in the next meeting.
5	As a Participant (The teacher takes part in an activity)	2. Do you engage in teaching and learning activities in the classroom?	Yes, I do
		3. How do you engage in teaching and learning activities in the classroom? Please provide examples (if any)!	I always monitor students, never leave students during the time of learning. I went around to find out which students had problem or not understood and students who are understood.
6	As a Resource (The teacher completely masters the learning material)	5. Are you always ready to supply information and language input at any time as needed?	Yes, I do
		6. How do you facilitate the information sources and language input during the teaching and learning process? Please provide some examples (if any)!	When the students ask, I answer. When students are confused, I will give an explanation.
		7. Do you help supply your students with learning resources?	Yes, I do
		8. What kind of learning resources that you supply for students? please give some examples (if any)!	I advice my students to use google translate, cause on google translate it is complete. Such as, if there is student who gave difficulty saying the word, google translate already a way.
7	As a Tutor (The teacher	9. In the learning process, do you work with students either	Yes, I do

	combines both prompter and resource role during the teaching and learning process)	individually or in group?	
		10.How do you cooperate with students in the process of teaching and learning? please provide some examples (if any)!	If the students work in groups, I go to every group. But if it's an individual task, I go to every student. I ask what the difficulties are?. This is what sometimes takes time.
		11.Do you lead your students in a better way when they are stuck in learning?	Yes, I do. In my opinion a better way
		12.How do you lead your students in learning? please give some examples (if any)!	In the learning method, I use that old pattern. Maybe the new pattern is use by the new forces. When I give the materials, I ask the students to guess the material. Then I explain a little material and let the students keep looking for it. I share the text, then I give students questions or task. After that, I just need to monitor it. And then the students will be have a products and its will be present.
		13.Are you open with students who want to get more personal motivation related to learning?	Yes, I do. But, so far there is no students have porsonality come
		14.How do you establish a teacher-student relationship in support of motivating your students? please give some examples (if any)!	I try to teach students not authoritaratively, but enjoy or fun. So that students are not afraid to ask questions, not afraid of the teacher. If students are afraid, automatically the lessons given by teacher, students cannot understand.
		15.Do you help students solve their problems in learning?	Yes, I do
		16.How do you help students deal with their problems in learning? please provide	By approach and ask the students if he or she has problem, try as close as posible

		some examples (if any)!	and try to help him or her.
8	As a Facilitator (The teacher makes learning easier for students)	7. Do you facilitate the process of learning?	Yes, I do
		8. How do you facilitate the process of learning? Please provide some examples (if any)!	By give instructions, give questios, find the solutios, how students want to learn not the teacher want.
		9. Do you make an effort to make the learning process easier for your students?	Yes, I do
		10.How do you make the learning process easier for your students? please give some examples (if any)!	Sometimes, the text in textbooks or student's worksheet many of use English language. If for first grade, the understanding it is still superficial or ultimately difficult. So, it have to convert into Indonsian language
		11.Do you prioritize in order that your students have intrinsic motivation in learning?	No, I don't
		12. How do you help students to have intrinsic motivation in learning?	-
9	As a Director (Teacher is like the conductor in a drama who keeps the process of teaching and learning efficient)	5. Do you always give opportunity for students to be completely engaged in the learning process?	Yes, I
		6. How do you provide the opportunity for students to be fully engaged in the learning process? Please provide some examples (if any)!	When the material is finish, I give students time to ask. If there is students who ask about something unclear, it means that the student is involved. But if that students are silent, it means between undertand or not. So, the solution is I give questions, if the students can answer it means being involve and if the students can't answer the questions it means not involved

		7. Do you lead students in order to be discipline in the learning process?	Yes, I do
		8. How do you lead students to be discipline in learning? please give some examples (if any)!	From the readiness of students, before get in the class we don't know the students are ready or not. First, prepare for pray. Then ask the easy questions, then go to the subject of material to be taught. after that instruct them to guess first, and then tell them. Sometimes I use slide or infocus.
10	As an Observer (The teacher is a good classroom observer)	1. Do you observe your students' learning activity in order that you can give feedback for them?	Yes, I do
		2. Please give examples of your way to observe your students as well as your way to give feedback for them!	Pay attention to one by one or each group. Sometimes there are students who can't work in groups, but that student can be individual. If there is student who is difficult to work with, I will separate it. Then asked why the student could not cooperate or group.
		3. Do you observe the learning materials or activities which you provide to students?	Yes, I do
		4. How do you observe your students' learning activities? Please give some examples (if any)!	I chose the materials first, it was appropriate or not with the basic competencies that must be taught in that Or maybe the materi out the language used is too high, so we have to find an alternatif.1

Interview Guidance

Teacher B

No	Roles	Questions	Responses
1	As a Controller (The teacher takes the lead of all activities)	1. Do you give instructions in the process of teaching and learning?	Yes, I do
		2. How do you give instructions to your students? Please provide some examples (if any)!	Depend on the material, for example about greeting I say greeting. And then about the time, when to use morning, afternoon, and evening. So, it's the instruction. Such as: open the book on page...
		3. Do you organize drilling activities in the classroom?	Yes, I do
		4. How do you organize such drilling activities? Please provide some examples (if any)!	For examples, Open your sheet work on page ... do the task 1, 2 and 3
		5. Do you monitor your students?	Yes, I do
		6. How do you monitor your students? Please provide some examples (if any)!	Go around the class, I am there when there are students who don't understand and I see them. I see what are they write, they are ... or not
		7. Do you handle every single decision related to learning in the classroom?	Yes, I do
		8. How do you control to handle such decision making? Please provide some examples (if any)!	Give instruction to the students and they will listen that instructions. Teacher still as a leader.

2	As an Organizer (The teacher manages the classroom with a variety of activities)	1. In teaching, do you inform students about the learning activities they are going to do?	Yes, I do
		2. How do you inform students about the learning activities they are going to do? Please provide some examples (if any)!	Before learning I tell about what material will be learn. With guidance and direction, students guess the material to be learn.
		3. Do you give instructions about what your students are going to do?	Yes, I do
		4. How do you give instructions about what your students are going to do? Please give examples (if any)!	I choose two stdents for dialogue. I ask they to do role play, how to greeting and parting
		5. Do you assign pair-work or group-work activities to students?	Yes, I do
		6. How do you assign pair-work or group-work activities to students in the learning process? Please give some examples (if any)!	To shorten the time, divide pairs with seatmate
		7. Do you pay attention to time management while teaching?	Yes, I do
		8. How do you apply an idea time management in teaching? Please provide some examples (if any)!	Based on the material, if the material is easy it will be accelerated. And if it's difficult, will be a little longer explanation
		9. Do you give feedback to students?	Yes, I do
		10. How do you give feedback to students? please give some examples of feedback which you provide!	If it's good, give applause
3	As an Assessor (The teacher provides students with feedback regarding their performance and	1. Do you provide feedback and correction for students?	Yes, I do
		2. How do you provide feedback or correction? Please give some examples	By directly.

	grades them in distinct ways)	(if any)!	
		3. Do you evaluate your students' performance?	Yes, I do
		4. How do you evaluate your students' performance? Please give some examples (if any)!	By see the students' result, they can understand quickly or not
		5. Do you assess your students' ability?	Yes, I do
		6. How do you assess your students' 'ability'? Please give some examples (if any)!	From the result
		7. Do you identify whether your students' English is right or not?	Yes, I do
		8. How do you identify the extent of correctness or mistakes (errors) of your students' English? Please give some examples (if any)!	Not too identify, students don't have to be right. However, at time process they will know. From their communication and practice. But, for first grade communication has not been assess. However, the result of exercise which will be assess.
4	As a Prompter (The teacher encourages students to participate and makes suggestions about how students may proceed the learning activities)	1. Do you give some clues to students in order to support them in case they are facing some challenges in learning?	Yes, I do
		2. How do you give such clues? Please provide some examples (if any)!	I give an example, I do not immediately give answers to the students but I give parable or clues
		3. Do you help explain some points in a more detail when your students seem that	Yes, I do

		they do not understand those points?	
		4. Please give some examples as regards your way to explain some difficult points to your students!	Difficul points will be explai for longer time, such as the use of structure texts.
5	As a Participant (The teacher takes part in an activity)	1. Do you engage in teaching and learning activities in the classroom?	No, I don't
		2. How do you engage in teaching and learning activities in the classroom? Please provide examples (if any)!	-
6	As a Resource (The teacher completely masters the learning material)	1. Are you always ready to supply information and language input at any time as needed?	Yes, I do
		2. How do you facilitate the information sources and language input during the teaching and learning process? Please provide some examples (if any)!	We use a dictionary as one of learning resource, because it can be take at any time. There are only a few hours a week learn to me. Studey does not have to be with me, but can use book, handphone and etc.
		3. Do you help supply your students with learning resources?	Yes, I do
		4. What kind of learning resources that you supply for students? please give some examples (if any)!	I give directions, so they can find it themselves.-
7	As a Tutor (The teacher combines both prompter and resource role during the teaching and learning	1. In the learning process, do you work with students either individually or in group?	Yes, I do
		2. How do you cooperate with students in the process of teaching and learning? please	I give feedback to the students

	process)	provide some examples (if any)!	
		3. Do you lead your students in a better way when they are stuck in learning?	Yes, I do
		4. How do you lead your students in learning? please give some examples (if any)!	if the students trapped in a problem, then we looking for a solution
		5. Are you open with students who want to get more personal motivation related to learning?	Yes, I do. I'm not limit and there are students who take course
		6. How do you establish a teacher-student relationship in support of motivating your students? please give some examples (if any)!	I give motivation and encouragement. So, English is not use at this time. But later you will use it. For example, when you see the people use English language and yo can it
		7. Do you help students solve their problems in learning?	Yes, I do
		8. How do you help students deal with their problems in learning? please provide some examples (if any)!	I guide the students, because they are rather difficult to understand the lesson. Now the zone system make confused. So it's force to be explain all the time, and if it's not explain they do not understand. Before the zone system, students who want be students of SMPN 1 must do the test, and they are easy to direct. But, it can't. The students are ' to direct, so the tim ng out for just to dir
8	As a Facilitator (The teacher makes learning easier for students)	1. Do you facilitate the process of learning?	Yes, I do
		2. How do you facilitate the process of learning? Please provide some examples (if any)!	I give books during teaching learning process. After the class is finish, I take the book again.

		3. Do you make an effort to make the learning process easier for your students?	Yes, I do
		4. How do you make the learning process easier for your students? please give some examples (if any)!	I just told it. For example, I make a comparison when the material about family. So they can make it later
		5. Do you prioritize in order that your students have intrinsic motivation in learning?	Yes, I do
		6. How do you help students to have intrinsic motivation in learning?	I give examples of people who successful and famous. After that, I ask to their "Do you want to be like them?. You can it"
9	As a Director (Teacher is like the conductor in a drama who keeps the process of teaching and learning efficient)	1. Do you always give opportunity for students to be completely engaged in the learning process?	Yes, I do. But not always
		2. How do you provide the opportunity for students to be fully engaged in the learning process? Please provide some examples (if any)!	Depend on the material
		3. Do you lead students in order to be discipline in the learning process?	Yes, I do
		4. How do you lead students to be discipline in learning? please give some examples (if any)!	With a reprimand, screaming, and give motivation with more practice
10	As an Observer (The teacher is a good classroom observer)	1. Do you observe your students' learning activity in order that you can give feedback for them?	Yes, I do
		2. Please give examples of your way to observe your students as well as your way to give	I give the material as an activity. And if the students can reply, it means they are

		feedback for them!	understand. But, if their cann't reply it means they aren't understand about the materials.
		3. Do you observe the learning materials or activities which you provide to students?	Yes, I do
		4. How do you observe your students' learning activities? Please give some examples (if any)!	By see the result, it's good or not

Teacher A
Checklist Performance

No	Roles	Indicators	Teachers' performance		Activitiy
			Yes	No	
1	As a Controller (The teacher takes the lead of all activities)	1. The teacher gives instruction while the teaching and learning process is taking place.	√		<ul style="list-style-type: none"> - Teacher ask the students work book - Teacher ask the students for sit on their chair - Teacher ask the students read the text - Teacher ask students to check their sheet work
		2. The teacher organizes drilling activities.	√		<ul style="list-style-type: none"> - Teacher ask the students to do the task into pairs - Teacher ask students to do the task in students' work book on page...
		3. The teacher controls the students and monitors them.	√		<ul style="list-style-type: none"> - Teacher monitored and supervised student's work - Teacher worked to control and guided students to do their work - Teacher controlled student's behavior during in the class
		4. The teacher is the center of all the power in the classroom	√		<ul style="list-style-type: none"> - Teacher ask student to pay attention to his and ask nobody students speaking - Teacher checked students presence list
2	As an Organizer (The teacher manages the classroom)	1. The teacher tells the students what activities they are going to do.	√		<ul style="list-style-type: none"> - Teacher gave the directions to students and ask students guess what are the material they will learn. And then teacher wrote the topic of material on whiteboard

	with a variety of activities)	2. The teacher gives clear instructions about what are exactly going to be done in the classroom.	√		- Teacher gave instructions to the students to find the meaning in dictionary
		3. The teacher puts students into pairs or groups.	√		- Teacher puts students into pairs
		4. The teacher closes things down when it is time to stop.	√		- Teacher managed the classroom activity and managed the time to do the tasks - Teacher determined time for the students to read the text and determined time to answer the questions - Teacher gave warning time will expired
		5. The teacher organizes content feedback: questions or detailed discussion.	√		- Teacher said good for students finish do the task first - Teacher ask students to give applause for students who can answer the questions
3	As an Assessor (The teacher provides students with feedback regarding their performance and grades them in distinct	1. The teacher provides feedback and correction for students.	√		- The teacher gave homework to the students to study at home
		2. The teacher gives evaluation about how well students have performed the assigned learning activities.	√		- Teacher evaluated the student's ability in mastering the materials
		3. The teacher assesses students.	√		- Teacher gave value or scores for student's tasks and the students ability in answered the questions

	ways)	4. The teacher indicates whether or not students are getting their English right.	√		- Teacher evaluated student's pronunciations and intonation
4	As a Prompter (The teacher encourages students to participate and makes suggestions about how students may proceed the learning activities)	1. The teacher helps the students when they are lost in the activities by giving them clues or tips.	√		- Teacher give directions to the students for answer the questions
		2. The teacher helps students if they do not understand the instruction.	√		- Teacher repeated the instructions when the students ask what should they do
5	As a Participant (The teacher takes part in an activity)	1. The teacher joins in students' learning activity in the class, for example, in a group-work activity.	√		- Teacher read the text loudly and then the students repeated after him - Teacher read the text together with the students and gave questions base on the text. - And then they answered it together
6	As a Resource (The teacher completely masters the learning material)	1. The teacher is pedagogically ready to supply information and language input at any time when students need such information and input.	√		- In the teaching learning process, teacher provided the texts and topics that suitable with the material for the students - Teacher gave attractive media in the teaching learning process - Teacher provided texts for the students and than

					<p>gave new vocabularies to them</p> <ul style="list-style-type: none"> - Teacher gave the example of short conversation in the infocus - Teacher used interesting pictures
		2. The teacher can guide learners to use available resources such as the internet, books, dictionary, and etc.	√		<ul style="list-style-type: none"> - Teacher gave instructions to the students to find the meaning in dictionary
7	As a Tutor (The teacher combines both prompter and resource role during the teaching and learning process)	1. The teacher works with individuals or small groups.	√		<ul style="list-style-type: none"> - Teacher answered the student's questions when they didn't understand or had some difficulties - Teacher accompanied the students during they did the tasks
		2. The teacher points students in directions they have not yet thought of taking.	√		<ul style="list-style-type: none"> - Teacher conveyed a clear lesson, gave materials, explained it and what should they do - Teacher guided the students how to pronounce the words well
		3. The teacher allows more personal contact and real chance for students to feel supported and helped	√		<ul style="list-style-type: none"> - Teacher took care of the students and gave attention to them in class - Teacher provide and performed good guidance to do the students - Teacher listened to the students to answer the question

		4. The teacher helps solve students' problems in learning.	√		<ul style="list-style-type: none"> - Teacher asked the student's problem when they studied - The students asked some questions when they didn't understand, and then the teacher answered their questions patiently
8	As a Facilitator (The teacher makes learning easier for students)	1. The teacher facilitates the process of learning	√		<ul style="list-style-type: none"> - Teacher used infocus in teaching learning process - Teacher used the students' work book - Teacher used pictures - Teacher gave chances to the students to read the texts - Teacher facilitated students during teaching learning process provided texts and a list of vocabulary - Teacher gave chance the students to improve their knowledge and understanding the materials by using work book and media
		2. The teacher makes the learning process easier for students	√		<ul style="list-style-type: none"> - Teacher give stimulus to the students to reveal the vocabulary of the material, he gave instructions to the students to open dictionary
		3. The teacher capitalizes on the principle of intrinsic motivation.		√	-
9	As a Director	1. The teacher enables to engage	√		<ul style="list-style-type: none"> - Teacher gave chance each pair/group to present the

	(Teacher is like the conductor in a drama who keeps the process of teaching and learning efficient)	the students in the learning process.			<p>result of their discussion in front of the class</p> <ul style="list-style-type: none"> - Teacher gave chances to the students to ask their difficulties during teaching learning process - Teacher gave chances to the students to read the text.
		2. The teacher makes the class be structured	√		<ul style="list-style-type: none"> - Teacher mentioned time to study the material for... minutes, and for answer the questions for ... minutes
10	As an Observer (The teacher is a good classroom observer)	1. The teacher observes what students do especially in oral activities and observes the opportunity to give useful feedback either individually or in group.	√		<ul style="list-style-type: none"> - Teacher directed the students who crowded to focus learning - Teacher checked student's works - Teacher supervised the students' ability in reading a text
		2. The teacher observes the learning materials and activities.	√		<ul style="list-style-type: none"> - Teacher observed students' works, students' attitudes and their behavior during in class

Teacher B
Checklist Performance

No	Roles	Indicators	Teachers' performance		activitiy
			Yes	No	
1	As a Controller (The teacher takes the lead of all activities)	1. The teacher gives instruction while the teaching and learning process is taking place.	√		<ul style="list-style-type: none"> - Teacher ask the students work book - Teacher ask the students read the conversation
		2. The teacher organizes drilling activities.	√		<ul style="list-style-type: none"> - Teacher ask the students to do the task into pairs - Teacher ask students to do the task in students' work book on page...
		3. The teacher controls the students and monitors them.	√		<ul style="list-style-type: none"> - Teacher monitored and supervised student's work - Teacher worked to control and guided students to do their work
		4. The teacher is the center of all the power in the classroom	√		<ul style="list-style-type: none"> - Teacher checked students presence list - Teacher asked students whether they bring dictionary or not, it purposed to make sure about the student's behavior during class

2	As an Organizer (The teacher manages the classroom with a variety of activities)	1. The teacher tells the students what activities they are going to do.	√		- Teacher gave students the topic of material which will they learn before start the material
		2. The teacher gives clear instructions about what are exactly going to be done in the classroom.	√		- Teacher gave instructions to the students to find the meaning in dictionary - Teacher gave instructions before gave the task to the students
		3. The teacher puts students into pairs or groups.	√		- Teacher puts students into pairs
		4. The teacher closes things down when it is time to stop.	√		- Teacher managed the classroom activity and managed the time to do the tasks - Teacher managed students' time to answer the questions and thenchoosed students to answer the questions in front of the class
		5. The teacher organizes content feedback: questions or detailed discussion.	√		- Teacher provided a column on the whiteboard to fill by students
3	As an Assessor (The teacher provides students with feedback regarding	1. The teacher provides feedback and correction for students.	√		- Teacher corrected the result of students' ability in making short conversation - The teacher gave homework to the students to study at home

	their performance and grades them in distinct ways)	2. The teacher gives evaluation about how well students have performed the assigned learning activities.		√	- Teacher corrected the result of students ability in making short sentence (positive, negative and intrerrogative)
		3. The teacher assesses students.	√		- Teacher gave value or scores for student's tasks and the students ability in answered the questions
		4. The teacher indicates whether or not students are getting their English right.	√		- Teacher evaluated student's pronounciations in reading English text
4	As a Prompter (The teacher encourages students to participate and makes suggestions about how students may proceed the learning activities)	1. The teacher helps the students when they are lost in the activities by giving them clues or tips.	√		- Teacher give directions to the students for answer the questions
		2. The teacher helps students if they do not understand the instruction.	√		- Teacher repeated the instructions when the students ask what should they do
5	As a Participant (The teacher takes part in an activity)	2. The teacher joins in students' learning activity in the class, for example, in a group-work activity.		√	-

6	As a Resource (The teacher completely masters the learning material)	1. The teacher is pedagogically ready to supply information and language input at any time when students need such information and input.	√		- Teacher wrote the dialogues in the whiteboard
		2. The teacher can guide learners to use available resources such as the internet, books, dictionary, and etc.	√		- Teacher gave new vocabulary and then to gave instructions to the students to find the meaning in dictionary
7	As a Tutor (The teacher combines both prompter and resource role during the teaching and learning process)	1. The teacher works with individuals or small groups.	√		- Teacher answered the student's questions when they didn't understand or had some difficulties - Teacher accompanied the students during they did the tasks
		2. The teacher points students in directions they have not yet thought of taking.	√		- Teacher conveyed a clear lesson, gave materials, expalained it and what should they do
		3. The teacher allows more personal contact and real chance for students to feel supported and helped	√		- Teacher took care of the students and gave attention to them in class - Teacher listened to the students to answer the question - Teacher made fresh and she gave funny jokes or some funny questions to make the students laugh
		4. The teacher helps solve students' problems in learning.	√		- Teacher asked the student's problem when they studied

					<ul style="list-style-type: none"> - Teacher called the students who didn't understand the materials and then teacher gave them explanation again about the materials - Teacher ask to the students who didn't do their homework's and what their problem
8	As a Facilitator (The teacher makes learning easier for students)	1. The teacher facilitates the process of learning	√		<ul style="list-style-type: none"> - Teacher used the students' work book - Teacher facilitated students during teaching learning process provided textbooks - Teacher gave chances to the students to practice their English in front of class
		2. The teacher makes the learning process easier for students	√		<ul style="list-style-type: none"> - Teacher give stimulus to the students to reveal the vocabulary of the material, she gave instructions to the students to open dictionary
		3. The teacher capitalizes on the principle of intrinsic motivation.	√		<ul style="list-style-type: none"> - Teacher gave instructions how to be a good students, and how to learn better than before. She directed the student to study hard and wished them to reach their hopes in the future - Teacher motivated

					students to study hard, she gave wise words to motivate students and gave examples about the successful people in the world
9	As a Director (Teacher is like the conductor in a drama who keeps the process of teaching and learning efficient)	1. The teacher enables to engage the students in the learning process.	√		<ul style="list-style-type: none"> - Teacher gave chance each students to present the result of their work in front of the class - Teacher gave chances to the students to ask their difficulties during teaching learning process - Teacher gave chances to the students to read the text.
		2. The teacher makes the class be structured	√		<ul style="list-style-type: none"> - Teacher set schedules and determined the time for students to answer the question
10	As an Observer (The teacher is a good classroom observer)	1. The teacher observes what students do especially in oral activities and observes the opportunity to give useful feedback either individually or in group.	√		<ul style="list-style-type: none"> - Teacher directed the students who crowded to focus learning - Teacher checked student's works - Teacher checked the students to do their homeworks'
		2. The teacher observes the learning materials and activities.	√		<ul style="list-style-type: none"> - Teacher observed students' works

Questionnaire

The Implication perceived by students after taught by the teachers along with their roles

Identitas Responden

Mohon berikan identitas anda (sebagai responden) terkait informasi berikut.

1. Nama :
2. Jenis Kelamin :
3. Kelas :
4. Asal Sekolah (SD) :

Petunjuk

Silakan beri tanda centang pada pernyataan yang diberikan jika mereka cocok dengan implikasi yang anda rasakan setelah anda diajar oleh guru bahasa Inggris anda! Anda diizinkan untuk mencentang pernyataan sebanyak mungkin sejauh hal itu selaras dengan implikasi pembelajaran yang ada rasakan berdasarkan peran guru anda. Selain itu, anda juga diizinkan untuk memberikan tanggapan lain di ruang yang diberikan dengan label “silakan tambahkan tanggapan lain (jika ada)”.

1. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai pengontrol?

No	Statements of Implication	Tick (✓)
5.	Saya mengerti pelajaran dengan mendengarkan instruksi yang diberikan oleh guru.	
6.	Saya bisa menggunakan tata bahasa Inggris dengan baik dari kegiatan latihan yang diberikan oleh guru .	
7.	Saya dapat memodifikasi kelas kata bahasa Inggris dengan baik dari kegiatan latihan yang diberikan oleh guru.	
8.	Saya dapat mengantisipasi menghindari banyak kesalahan tata bahasa dan kesalahan dari kegiatan latihan yang diberikan oleh guru.	
9.	Saya bisa lebih disiplin setelah dipantau oleh guru selama belajar bahasa Inggris.	
10.	Saya dapat mengikuti langkah-langkah pembelajaran di bawah kedali guru.	

11.	Sebagai kegiatan kelas yang dipimpin oleh guru, saya dapat memiliki kesempatan yang memadai untuk berbicara bahasa Inggris selama belajar.	
12.	Saya merasa nyaman belajar bahasa Inggris di kelas	
	Silakan tambahkan tanggapan lain (jika ada)	

2. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai penyelenggara?

No	Statements of Implication	Tick (✓)
1.	Saya bisa mendapatkan intruksi yang jelas dari cara guru mengelola kelas.	
2.	Saya tahu tugas atau kegiatan yang akan saya lakukan selanjutnya berdasarkan intruksi yang diberikan oleh guru.	
3.	Saya tidak menemukan kesulitan untuk mengidentifikasi apa yang akan saya lakukan selanjutnya berdasarkan intruksi guru.	
4.	Saya mengambil bagian dalam kegiatan berpasangan berdasarkan manajemen kelas guru.	
5.	Saya mengambil bagian dalam kegiatan kerja kelompok berdasarkan manajemen kelas guru.	
6.	Saya merasa lebih mudah untuk meningkatkan bahasa Inggris saya melalui aktivitas berpasangan seperti yang ditugaskan oleh guru.	
7.	Saya merasa lebih mudah untuk meningkatkan bahasa Inggris saya melalui kegiatan kerja kelompok seperti yang ditugaskan oleh guru.	
8.	Saya dapat menangani setiap langkah pembelajaran bahasa Inggris di kelas dengan manajemen waktu yang efisien.	
9.	Saya selalu punya cukup waktu untuk berpartisipasi dalam proses pembelajaran bahasa Inggris di kelas.	
10.	Saya dapat mengidentifikasi kesalahan saya ketika guru menanyai saya tentang penggunaan bahasa inggris tertentu.	
11.	Saya bisa mengerti kesalahan saya dari diskusi yang dipimpin oleh guru.	

	Silakan tambahkan tanggapan lain (jika ada)
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3. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai penilai?

No	Statements of Implication	Tick (✓)
1.	Saya dapat menggunakan bahasa Inggris dengan lebih baik setelah dikoreksi oleh guru.	
2.	Saya selalu mendapat koreksi dari guru ketika saya melakukan kesalahan dalam menggunakan bahasa Inggris.	
3.	Saya selalu mendapatkan evaluasi yang baik setiap saat setelah saya menggunakan bahasa Inggris saya.	
4.	Saya mendapatkan skor yang relevan dengan kompetensi bahasa Inggris saya sebagaimana dinilai oleh guru.	
5.	Saya dapat mengidentifikasi kesalahan dalam penggunaan bahasa Inggris karena saya mendapatkan bantuan untuk mengidentifikasi mereka dari guru.	
	Silakan tambahkan tanggapan lain (jika ada)	

4. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai pembisik?

No	Statements of Implication	Tick (✓)
1.	saya selalu mendapatkan contoh dari guru sebelum melakukan kegiatan belajar.	

2.	Saya bisa mengerti apa yang harus dilakukan di kelas berdasarakan petunjuk yang diberikan oleh guru.	
3.	Saya selalu mendapat bantuan dari guru jika saya tidak mengerti materi pembelajaran tertentu atau kegiatan belajar.	
4.	Saya selalu mendapatkan bantuan yang implisit dalam bentuk beberapa petunjuk dari guru sebelum saya berurusan dengan kegiatan belajar di kelas.	
	Silakan tambahkan tanggapan lain (jika ada)	

5. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai peserta?

No	Statements of Implication	Tick (✓)
1.	Saya merasa termotivasi dalam belajar bahasa Inggris karena guru saya bekerja sama dengan saya dalam proses belajar.	
2.	Saya selalu memiliki kesempatan untuk berdiskusi dengan guru tentang beberapa tantangan atau masalah yang berkaitan dengan materi bahasa Inggris.	
3.	Saya menikmati proses belajar terutama ketika guru bekerja bersama dengan saya atau dalam kelompok saya.	
4.	Saya merasa antusias untuk terlibat dalam kegiatan kerja kelompok karena guru sering bergabung dengan kelompok saya.	
	Silakan tambahkan tanggapan lain (jika ada)	

6. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai sumber daya?

No	Statements of Implication	Tick
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		(√)
1.	Saya selalu mendapatkan semua informasi yang saya butuhkan dari guru selama proses pembelajaran.	
2.	Saya selalu mendapatkan input bahasa yang memadai yang saya butuhkan dari guru.	
3.	Saya selalu mendapat bantuan dari guru tentang sumber belajar seperti buku yang bagus untuk dibaca.	
4.	Saya selalu mendapat bantuan dari guru tentang sumber belajar online yang perlu saya akses di rumah.	
	Silakan tambahkan tanggapan lain (jika ada)	

7. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai tutor?

No	Statements of Implication	Tick (√)
1.	Saya selalu mendapat bimbingan dari guru kapan melakukan sebuah aktivitas belajar individu atau kerja kelompok.	
2.	Saya selalu mendapatkan cara belajar yang mana saya belum pikirkan sebelumnya.	
3.	Saya sering berdiskusi secara pribadi tentang pembelajaran bahasa Inggris dengan guru sehingga saya merasa termotivasi untuk mempelajari bahasa Inggris.	
4.	Saya selalu mendapatkan bantuan dari guru terutama untuk memecahkan beberapa tantangan yang saya hadapi selama belajar.	
	Silakan tambahkan tanggapan lain (jika ada)	

8. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai fasilitator?

No	Statements of Implication	Tick (✓)
1.	Saya selalu mendapatkan informasi dan fasilitas belajar seperti sumber untuk diakses dari guru.	
2.	Saya merasa bahwa belajar bahasa Inggris menjadi lebih mudah dibimbing oleh guru.	
3.	Saya memiliki motivasi intrinsik yang memadai setelah belajar bahasa Inggris dengan guru, jadi saya suka belajar bahasa Inggris di rumah setelah diajarkan olehnya.	
	Silakan tambahkan tanggapan lain (jika ada)	

9. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai seorang direktur?

No	Statements of Implication	Tick (✓)
1.	Saya selalu memiliki kesempatan untuk terlibat dalam proses pembelajaran.	
2.	proses pembelajaran yang saya lalui dikelola dengan baik.	
3.	saya menjadi lebih disiplin dalam proses belajar bahasa Inggris.	
	Silakan tambahkan tanggapan lain (jika ada)	

10. Apa yang anda anggap sebagai implikasi pembelajaran ketika guru anda memainkan peran mereka sebagai pengamat?

No	Statements of Implication	Tick (√)
1.	Saya mendapatkan umpan balik yang berguna dalam belajar bahasa Inggris karena guru selalu mengamati proses belajar dan memberikan bimbingan.	
2.	Saya merasa antusias belajar bahasa Inggris karena guru selalu mengamati kinerja saya.	
3.	Saya tidak merasa takut membuat kesalahan karena guru selalu memperhatikan saya dan selajutnya mengatakan kepada saya untuk memperbaiki dan menghindari membuat kesalahan.	
	Silakan tambahkan tanggapan lain (jika ada)	









BIOGRAPHY



Zaira Ulsana was born in Curup on May, 1st 1997. She is the fifth daughter from Mr. Rohadi Martoyon and Mrs. Eka Susilawati. She has three sisters Lia Rio Nika, Nia Faiza and Nadia Anil Usna and three brothers Ari Sumantri, Romas Bastian and Ali Arief.

She finished her elementary school at SDN 03 Curup in 2009. Then, she continued her study to Junioh High School at SMP Negeri 2 Curup and finished in 2012. Subsequent, she sustained to Senior High School at SMA Negeri 1 Curup Utara and graduated in 2015.

In 2015, she entered to IAIN Curup and chose English Study Program in Education (*Tarbiyah*) Department. Alhamdulillah hirabbil ‘alamin, she has done her study successfully and has followed the last examination. Another words, she finished her ‘*sarjana*’ degree (S-1) in this year (2019).