TEACHER'S ROLES IN TEACHING ENGLISH
AND ITS IMPLEMENTATION AT
SMA NEGERI 03 REJANG LEBONG

THESIS

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

By:

YESI YOLANDARI

NIM: 16551053

ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
2022

Hal : Pengajuan Skripsi

Kepada

Yth. Bapak Dekan Tarbiyah IAIN Curup

Di

Curup

Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan, maka kami berpendapat bahwa skripsi atas nama **Yesi Yolandari** **(16551053)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"Teacher's Roles in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong"** sudah dapat diajukan dalam Sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, atas bantuannya diucapkan terima kasih.
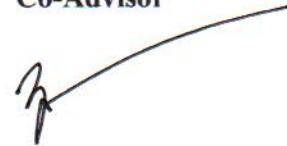
Wassalamu'alaikum, Wr.Wb

Curup,   June 2022

Advisor

JUMATUL HIDAYAH,M.Pd.
NIP. 19780224 200212 2 002

Co-Advisor

Dr.EKA APRIANI,M.Pd.
NIP. 19900403 201503 2 005

ii

THE STATEMENT OF OWNERSHIP

The writer who sign below:

Name   : YESI YOLANDARI

NIM   : 16551053

Fakultas   : Tarbiyah

Prodi   : TBI (Tadris Bahasa Inggris)

State that the thesis is entitled **"Teacher's Roles in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong"**. This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with its regulation.

Curup,   June 2022
Writer

YESI YOLANDARI
NIM. 16551053

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax
Homepage: http/www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL
No : 170/In.34/1/FT/PP.00.9/12/2022

Name   : **Yesi Yolandari**
NIM   : **16551053**
Department : **English Tadris Study Program**
Title   : **Teacher's Roles in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong**

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :
Day/Date   : **Monday, July 25st 2022**
Time   : **13.30 a.m- 15.00 p.m**
At   : **Munaqasah Room 1 IAIN Curup**
Has been received to fulfill a partical requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup,   th July 2022

Examiners,

Head

Jumatul Hidayah M. Pd
NIP. 19780224 200212 2 022

Secretary

Dr. Eka Apriani, M. Pd
NIP. 19900403 201503 2 005

Examiner I

Dr. Sakut Anshori, S.Pd.I. M.Hum
NIP. 198111020 200604 1 002

Examiner II

Sarwo Edy, M.Pd
NIDN. 2007068102

Dekan

Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001
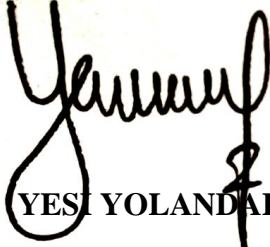
iv

PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **"Teacher's Roles in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong".**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, June 2022

Writer

YESI YOLANDARI

NIM.16551053

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
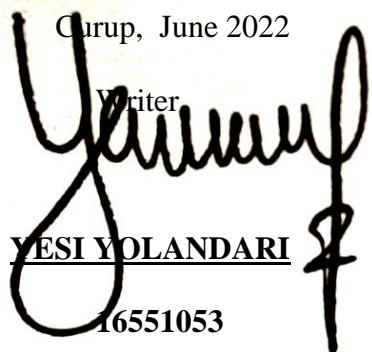
Assalamu'alaikum Warrahmatulahi Wabarrakatu.

Alhamdulillahirabbil'alamin, all of praise to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely, peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this thesis entitled **"Teacher's Roles in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong".** This thesis is presented in order to fulfill of the requirement for the degree of strata in English study program IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others, because of those reason, the writer would like to presents her deepest appreciation to :

1. Mr. Prof. Dr. Idi Warsah, M.Pd as the Rector of IAIN Curup.
2. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program of IAIN Curup and as my advisor thank you for your support, guidance since I decided my thesis's title. Allah blesses every step in your life InsyaAllah.

3. Special thanks for my parents, my grandfather Mr Haris Fadilah, and my lovely grandmother Hamisah thank you for your support and Du'a.

4. Mrs. Dr. Eka Apriani, M.Pd as my Co-Advisor, who always give me support, guidance since I decided my thesis's title. Allah blesses every step in your life InsyaAllah.

Finally, the writer need construction suggestion for being perpect in the future. Hopefully, the result of this research can give beneficial contributionto the development of education in other school.for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin.

Curup, June 2022

Writer,

YESI YOLANDARI

16551053

MOTTO AND DEDICATION

MOTTO

"Boleh jadi kamu membenci sesuatu padahal ia amat baik bagimu, dan boleh jadi pula kamu menyukai sesuatu padahal ia amat buruk bagimu, Allah mengetahui sedang kamu tidak mengetahui"

- QS. Al Baqarah : 126

"MAKA SESUNGGUHNYA BERSAMA KESULITAN ITU ADA KEMUDAHAN"

- QS. Al Insyirah : 05

Dedication

Alhamdulillah, there is no miracle expect by Allah. In the name of Allah and hi messenger prophet Muhammad SAW. I would like to dedicate this thesis for:

1. The greatest man in my life, he is my Grandfather Bpk. Haris Fadillah and my amazing Grandmother Hamisah. The best figure in my life. Thank you to support me for accompanying me and never stops praying.

2. My beloved parents. My father Ansori and My mother Benti Elia Haris. Thanks for everything that you have given to me that I can't say by a word.

3. My aunty and uncle best alarm. Lena Hayati Haris S.P, Resti Agustina S.Pd, Antonio Eka Saputra Haris, Dedi Damhudi S.P that support for du'a and financial.

4. My beloved Sisters and brothers. Fisilia Agnesti, Khomairah, Killa Wildan Larissa, Amelia Sundari A.Md, Eko Saputra, Satrio that always support me.

5. Head Master and Secretary of TBI Mrs. Jumatul Hidayah M.Pd and Mr. Sarwo Edy M.Pd.

6. My great advisor Mrs. Jumatul Hidayah, M.Pd and My co-advisor Dr. Eka Apriani, M.Pd who gave me guidance, support and suggestion to finish my thesis.

7. Million thanks for teachers at SMA Negeri O3 Rejang Lebong expecially Mrs. Syafinar for give me incredible chance to finish my research.

8. My the best lectures Mr. Rully Morgana M.Pd, thanks for your time to help me to finish this research.

9. My the best sister Adhelia Pratiwi thank you so much that's always support, motivate and push me to immediality do my thesis.

10. My the best ever sisters in syaa Allah untill Jannah Elia Sapitri, Mellyza, Reza Puspita Sari, Tryanti Nur Aprida, Anes Silvia Nurmansaputri, Fitri Yani, Anik Monica, Tia Puspita Sari, Ade Eka Wahyu Utami, Dita Levia Anggraini that's always give me support and suggestion to finish my thesis.

11. All of my friends at Tadris Bahasa Inggris (Hengki Kris Sanjaya, Aprian, Rachman Prasetyo, Rio Sugiarto, Suganda Pranata, Tri Santo, Zain Irfan Hajar, M Rahman Syakir, Via Armu Manangsa, Zelvia Noprianti, Rani Savitri, Wulan Indah Lestari, Nunit Venti Lova, Ratih Purwasih, Sri Melinda, Mutiara Mujaddidah, Ramza Aryadi)

ABSTRACT

Yesi Yolandari, 16551053, Teachers Roles in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong

Advisor : Jumatul Hidayah, M.Pd.

Co-advisor : Dr. Eka Apriani, M.Pd.

This thesis focused on Teachers Roles in teaching English at SMA Negeri 03 Rejang Lebong. This research is qualitative case study which is presented in qualitative way. The objective of the research is to investigate the teacher roles that the teachers implement in teaching English. Subject of the research is students at 11 IPS 1 as students at SMA Negeri 03 Rejang Lebong. The technique for collecting data was observation interview and additional document analysis for make sure the answer based on interview to the students. The instrument of the research was interview guidance to guide the researcher interview and field notes to observation. The finding of this research shows that : The first Teachers Roles that the teachers implemented in teaching English were following; 1) Controller, 2) Organizer, 3) Assessor, 4) Prompter, 5) Participant, 6) Resource, 7) Tutor, 8) Facilitator, 9) Observer. The second is teaching English that the teacher derived were following; Teaching is the attempted in give, 1) Stimulus, 2) Guidance, 3) Instruction to the students in order to learning process. The third are Character Education were following; 1) Religious, 2) Honest, 3) Tolerance, 4) Discipline, 5) Hard worker, 6) Creative, 7) Independent, 8) Democratic, 9) Curiosity, 10) The spirit of nationality, 11) Love motherland, 12) Rewarding achievement. The four are the implementation of teacher roles in teaching English. Better for the English teachers to choosing many ways in implement teacher roles in teaching English at SMA Negeri 03 Rejang Lebong.

Keyword: Teacher Roles, Teaching English, Implementation

LIST OF CONTENT

CHAPTER I. INTRODUCTION

CHAPTER II. LITERATURE REVIEW

CHAPTER III. RESEARCH METHODOLOGY

CHAPTER IV. FINDING AND DISCUSSION

CHAPTER V. CONCLUSION AND SUGGESTION

REFERENCES

APPENDICES

BIOGRAPHY

CHAPTER I

INRODUCTION

A. Background of the study

For the past decade, the government of Indonesian has been working hard to improve the quality of education. Some policies have been made to support by improvement of all elements in education. They are teachers training supervision, curriculum revision, increasing national exam standards, etc. However, not all of the policies can work as it is planned. Some of them are not implemented well due.

"The successful of the students in teaching learning is caused by several factors. These factors are divided to two; they are internal and external factors."[1] Internal factors are the factors that are caused by the students themselves, like maturity, intelligence, motivation, and individual factors. Meanwhile, external factors come from surrounding; those are family, teachers and the way of the teaching. Teaching equipment, opportunity, to use the language chance and social motivation internal and external factors will influence one and other. The teacher and students are the most important factors in teaching and learning process.[2]

Furthermore, Syafrudin said "Teacher is one of education component in teaching learning process that effect in making source of human of capacity

---

[1] (Purwanto,1995) in Kartin, in Thesis a Study of English Teachers ability in giving Variation in Teaching Learning Proces.
[2] Ibrid. Page 1

potential".[3]   So that, as an educator or teacher is one main component in teaching learning process due to make source of human capacity.

The research opinion that the problem of teacher professional competence is one of the competence that had by the teacher in education ladder. In teaching learning process and the students learning result not only determined by school, teaching system, and content of curriculum, but also determined by the teachers competence. Addition teachers are professional position. The needs variety of special competence include of physical, personality, knowledge and skill.

The teachers competence professionalism, if the teacher able to do their function in teaching learning class. From the explanation above, it is understood that the teacher is a key person in class. The role of teacher toward their students. Numerous experimental and observational students confirm the fact that the pupils learn what the teachers as well as what he says. Like his attitude, they reflect his modes, and they share his conviction. They imitate his behavior and the quote his statement. Experience attests the fact that such a problem as motivation, discipline, social behavior, achievement, and above all. The continuing desire to learn all centers around the personality of the teacher.

In addition, from the interview conducted by researcher at SMA Negeri 03 Rejang Lebong, it can be concluded that giving imitation, giving suggestion, identification, and giving sympathy are the teacher important character in social interaction that imitated by students. In doing teacher's learning process in a

---

[3] Leadership center teacher education

2

phrase of implement program, in this activity is demanded the teachers active to create and grow the students. Learning activity based on multifunction until her can be creative in making condition of teaching learning effectively. The teacher also demanded to take a decision based on the approach scoring and active to create and grow the students learning active.

In order to teach more effective, the teacher need to increase their quality and quality increase the student's opportunity in teaching learning process. The teacher needs to be also to plan the teaching program and do in teaching learning interaction form. Because of that the teacher has much contribution in stimulating the student's success in teaching learning process.

In fact, in teaching learning process sometimes the students feel confuse and do not understand with teacher say for the reason that in teaching English teacher must use English when explain the materials. Therefore, the students do not keep interest to the lesson because they feel English is difficult to understand. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay consideration for teacher explanation. Besides that, teaching learning process not only in classroom but students can study in school environment and society. The implementation of 2013 curriculum explicitly asks that teachers in schools be balanced in assessing three domains such as cognitive, affective, and

psychomotor in accordance with the objectives of the assessment being measured.[4]

Curriculum 13 in senior high school it is not in the form of English text. Therefore, the curriculum used is K13. Why is that? It's expected that students can be more active that the teacher. K13 also learning design that has benefit for students like a student's ways of thinking will be more developed encouraging students to learn to solve problems socially and respect to each other, the competence obtained are not only from knowledge but from four aspects namely spiritual, social, knowledge and skill. Teaching is definition as giving someone footing or class in a particular subject, how to pass knowledge or skill. There are many kinds of subject has been implemented in 2013 curriculum, such as in Senior High School. One of them is English subject. Teaching English can be said as activity of the teacher in generous or footing lesson in English skill and giving them to understand how to learn suitably.

In the classroom teachers have more roles than students, because teachers not only impart knowledge but also have to manage their classroom activities. Class activities are derived into three parts of teaching, the first is pre-teaching namely the teacher checks the readiness of students, the second is post-teaching or feedback and the three conclusions from the teaching and learning process. This causes the teacher's role to be more dominant in the classroom to support teaching and learning process more effectively.

---

[4] Setiadi,H.(2016) Pelaksanaan Penilaian padaKurikulum 2013. Jurnal Penelitian dan Evaluasi Pendidikan,20(2),166-178

Based on the research of observation at SMA Negeri 03 Rejang Lebong, there are a lot of teacher obstacles to English subject as well as many students think learning English is difficult, fear of speaking English, low vocabulary, difficulty in understanding grammar, difficulty understanding the use vocabulary, where this is an obstacle that must be solved by teacher so that the process of teaching and learning English in class is not difficult but it is very fun.

In the fact, many problems were most emerging in teaching process. First, there were significant available problems in the learning English. In the classroom, teacher did not explain the lesson regularly and it was to be glued which cannot give rise students interest. It was clear to see that they were just pay attention on the first stage of lesson or pre teaching when the teacher checked students attending to the lesson. After that, when the teacher start to explain the lessons in stage of post-teaching or feedback, the pupils were just busies with them self, talking with their friend, reading to another people. In fact, the students got lower mark in midterm test even final semester.

Secondly, there were problem in giving instruction English. English teachers always made some grammatical mistakes when speaking to explaining some grammar text or exercise. In fact, many students had difficulty studying English.

Thirdly, during classroom learning activities students have fewer opportunities to practice so it does not help to develop student's communicative abilities. However, with this little time, teachers are very much used to explore

the potential for students learning development. The result showed that student's activity during the learning process increased. The students also become more attentive, dared to express their opinions, students affective attitudes also increased, as evidenced in fostering group cooperative, respecting other people's opinions, helping each other, and being disciplined. Mastery of the material becomes better and the achievement of learning outcomes increases than before being given treatment. The students four language skill namely listening, speaking, reading, and writing also improved.

Based on the phenomenon described above, the researcher is interest to know how the teachers combined in teaching English and four skills in English is one system of teaching English class. It means that the researcher want to investigate the implementation of teaching English in SMA Negeri 03 Rejang Lebong from the first grade in teaching English entitled **"Teacher's Roles in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong".**

B. Research Question

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

1. What are the roles that the teacher's implemented in teaching English at SMA Negeri 03 Rejang Lebong?

2. How do the implementation of teacher's roles in teaching English at SMA Negeri 03 Rejang Lebong?

C. The Objective of The Research

Based on the research questions above, the objective of this research are to investigate:

1. Roles that the teacher's implemented in teaching English.

2. The implementation of roles in teaching English.

D. Delimitation of the Research

The research is going to identification problem above concluded it is necessary to make a delimination the teacher technique applied by Teaching English at the first grade in SMA Negeri 03 Rejang Lebong.

E. Benefit of Research

1. Theoretical

   The benefit of implementation this research to share knowledge on educational management field.

2. School

   In this school is expected to be able to know the succeed of implementing teaching English.

3. Students

   This research will be also useful for students. Because, the students will be realizing with implementation teaching English in every lesson, it will be additional to their knowledge.

4. The Research

   By reading this research, the readers are expected to catch any information to improve their knowledge.

5. The Writer

   This research helps the writer to develop the knowledge and experience in implementing teaching English.

F. Definition of Key Term

1. Role

    Role is a function or part performed especially in a particular operation or process.

2. Teachers Roles

    Teachers roles is a function or part performed especially in a particular operation or process teaching learning. Teacher will be impart knowledge to their students to helps them learn new things about a specific group of subject.

3. Implementation

    The definition of implementation is that leads to actions, activities, and the presence of mechanism of a system. Implementation as a specific manners design to put practice an activity or program of knows dimensions. From the definition process are purposeful and are describe in sufficient detail such as independent observes can detect the presence and strength of the specific of the manners. So, implemented is a curriculum that has been designed to than fully implemented.

G.   The Organization of Thesis

The thesis consists of five chapters, the brief description bellow.

Chapter 1 consist of introduction covering background of the study, researcher questions, the objective of the researcher, delimitation of the researcher, benefit of study, definition of the key term and the organization of thesis. Chapter 2 provides theoretical foundation that is related to this research and previous o the research. Chapter 3 presents method used in this research. It is include kind of research, technique of collecting data, technique of analyzing data. Furthermore, chapter 4 present the finding and discussion about teacher's role in teaching English based on data that the researchers got from surveying the sample of this research. Last, chapter 5 provides the conclusion about this research and also the suggestion for the readers of this research.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the review of related to the present study .in finishing this research, the research use some related theories as the reference which can aid her in analyzes.

A. TEACHERS ROLE IN TEACHING ENGLISH

According to Harmer said that, teacher needs to play a number of different roles during teachers in class[5]. It means that should not be only play one role before leasing the student to do the manners in the class alone, because if the teacher always stay or accompany by students in achievement actions and assignment in the class, it can reduce weight the students problem especially in speaking English well, and the teacher can be evaluation those shortcomings effective, students are the information center all the teaching and learning process thus they have to be involved in almost all the phrase of the classroom communication from planning to evaluate.

There are some roles of teacher's in order to make conductive to teaching and learning process to create interactive classroom which done by Harmer. His theories could be relevant with this research because his classified about the teachers roles in detail, Harmer's theory covers by Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, Facilitator, and

---

[5] Harmer Jeremy,"The Practice of English Language Teaching" (Cambridge:Longman,2002)p.347

Observer. So it will make the researcher get easier in conducting the studies, after his theories it can be short as follow:

a. Controller

According to Harmer's theory, the teacher as controller, they are in charge of class and of activities taking place. Teachers are often leading the activities from the front of class even there are also times for a group of students when there is group discussion activity in classroom. For example, the teacher to be controllers when giving explanation, organizing questions, and answer work, a little bit lecturing when the students need to help, and making an announcement that need to be follow or done by the students.[6]

Harmer's said, all of the activities in class were under the teachers licensed. The teacher is complete charge of class what student did, what they said and how they said it. Teacher control the condition for learning process and the teacher also control the students. Teacher asks students to listen what they say and do not make noisy situation. It include teacher control the situation and the participate for learning process.

The teacher as a controller of everything has been happened in the classroom. Not only it, but also the teacher is a controls the whole class and all of activity that take a place in the classroom. The teacher is the controller activities, both in class activities and in group activities. Teacher must have roles as controller if we want to teaching and learning effective to conductive. Mostly, the teachers took the control all of activities in the

---

[6] Harmer,J.2007."The Practice of English Language Teaching:Fourth Edition". China:Pearson Education Limited.

classroom. More ever, the teachers also control the students in doing task or exercise, so that the teacher could find which part did not understand or difficult by the students.

Controller drawbacks make denies students access to their own experiential learning by focusing everything on the teacher, cuts down on opportunities for students to speak, lack of variety in activities and classroom atmosphere, teacher and students many other possibilities and modes of learning. They can be often predictive many students different response because everything on the map out ahead of time. The teachers who believe in transferring information of knowledge become the medium to students mostly feel comfortable being be a controller. Of these teachers feel at ease participating in the image of a controller also mean the source of knowledge. In a teacher control classroom the teacher give the announcement, instruction explanation ask question or required by the course, controls the students and monitors them[7].

b. Organizer

An organizer means managing a classroom with a variety of activity[8]. Based on Harmer's said that, the teacher's often involve the give the students information, telling them how they are going to do the activities, putting them into pair off or groups and finally close things down when it is time to stop. The teacher will be often said something such as "Now, we are going to do this because…" and will be also telling rationale for the activities

---

[7] Harmer,*Op Cit*,p.58
[8] Ibid

students are ask to do. The teachers to giving instruction on what students should do first, next, and so on. It avoids the confuse thing happened in the classroom. In addition, the teacher also needs to be reminder for the students, instance, in case of time. Telling the students when to start or stop worked is need to be done by the teachers.

Furthermore, Harmer teacher obligation was to organize class. The teacher activity makes a group discussion, asked the student to do a task on time, asked student to do presentation. In here, teacher giving example as a good organizer. Teacher organize activity depended good organization lead in instructions initiates in classroom. The success of many activity depended on good organization and on the students known exactly what they are to do. Give instructions is vital in this role as well as setting up activity. Organizer drawbacks if instructions are not make clear, students will not understand what they are assumed to do and may not get full to complete from an activity[9].

c. Assessor

This role is one of the most important, as teachers find themselves having to organize students to do various activities, giving instructions, organizing students into groups or pairs, initiating activities, bringing activities to a close and organizing feedback.[10] By Harmer, what should be know what they are looking for and what success looks such as they can be measure themselves later. Teacher also need to grade the students are getting

---

[9] Ibid,p.59
[10] Ibid,p.60

their English right. When teaching process, teachers recorded the student's error and directly correct them. They also provided students with feedback regarding this performance and grade them, after that, teacher did not extend of success or failure the students.

Teachers also need to grade students in various way and indicate whether or not students are getting their English right. So, the teacher's roles above are closely related to the process of classroom instruction based on the scientific approach and curriculum 2013 has recommended the roles of the teachers that need to be played in the implementation of Scientific Approach. The best teachers process of primary communication skills, to understand classroom management and appropriate discipline techniques to ensure a positive learning environment. The focus on needs to be on determinate these skills to increase the effectiveness of the lessons.

d. Prompter

Harmer said that, when students lose the thread of what is going on, or they are "lost for words", the teachers needs to be able to nudge them forward in discreet and supportive way. In such situations, teacher need to offer words or phrases as the clue for the students, suggest the to say something in the other words, or suggest them what could be come next after their last word. The teacher encourages students to participate and make

suggestions about how students may proceed in activities. The teacher should on helping students only when necessary[11].

When learners are involved in a role-play activity, lose thread of what going on or lost for word the prompter can be encourage by stealthy to nudge students. Students can be something loss the thread or become unsure how to proceed, the prompter in this regard can be prompter in this regard can be prompt but always in a supportive away. From the finding above, it can be summarized that the teachers have the role.

From two sub indicators, there were only one criterion was not fulfilled by the teacher. 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. Moreover, as teachers it is needed to prompt or motivate the students to speak English rather than use their Mother Tongue. The teacher also needs to encourage theory students to enjoy the lesson.

e. Participant

According to Harmer, the teacher sometimes wants to join the activities do in teaching and learning process. In this stage, the teachers are expected to take part for during the classroom activity. A teacher could be a participant in the activity. They can be joining in group or make a pair, when a teacher plays role as participant students. The teachers unintentionally will

---

[11] Harmer,J.2007."The Practice of English Language Teaching:Fourth Edition". China:Pearson Education Limited.

be dominated the proceedings since they have more than knowledge than the students.

The students might enjoy it because the teacher takes a risk of dominating the activity when performing. Here, the teacher can be 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 to overpowering.[12] Teachers may want to join to activity not as teachers, but as participants in their own right. For the teacher, participating in an activity is more enjoyable than acting as a resource.

Students will be enjoying having the teacher with them. Being able to participate in activity with students or balancing the number of pairs during in activities. At certain stages of the lessons the teacher may wish to participate in the lessons an equal, not a teacher drawbacks, the teachers can easily dominate the proceedings.

f. Resource

In this stage, according to Harmer's the teacher could be one of the most importance the sources in the teaching and learning process. The teachers can be provided all information needed by students. The teacher is a kindly of walking content resource for the students when they needed helps to solve their problem in learning process[13]. When teacher giving instructions, the teacher appear as the center of the learning activity to impart all knowledge to a passive participate. They are control what is taught and

---

[12] Ibid,p.60

[13] Harmer,J.2003."The Practice of English Language Teaching:Third Edition".

when. It is up to the participate adapt to something their personal style and prior knowledge to learn about new skills and knowledge.

From the finding, it can be explained that the English teachers keep the role in very good way. Thus, when the teacher taught in the classroom, the teacher provide all information need by the students, they can be the vital a source information about the lesson and they helped their students when they did not understand about the lesson.

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 activities or they might want to information about where to look for something a book or a website to example. The teacher must make them available, so that leaners can be guide learners to use available resources such as the internet, for themselves, it certainly is not necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

g. Tutor

Act as tutor, Harmer statement that the teacher can be combining both of them prompter and resource role during the teaching and learning process[14]. In this case, tutor working with students individually or in small groups if they are undertake challenge learning programs. They needed to make the students clear about the lesson by telling them what they do not

---

[14] Harmer,J.2007."The Practice of English Language Teaching:Fourth Edition". China:Pearson Education Limited.

understand. Tutor makes a working together with students, when teacher works with individuals or small groups who are working on longer projects

A bit similar with the role of teachers as resource, but then it is combined with the other role of teacher that is as prompter. However, it is difficult to be tutors in very large group since the term implies a deeper relationship than of a controller organizer. As a good tutors, teacher need to make sure that every students gets the same chance to listen on teachers explanation individually until there is no doubt left. On the other hand, as good teachers they need to be able to organize their students and activities in the classroom.

The teacher provides give advice and guidance, teacher's helps students clarify ideas and limit tasks. This role can be great way to work up individual attention to students. It can be also allowing a teacher to tailor make a course to fit specific students need. However, it can be also lead to a student's becoming dependent on even to comfortable with one teacher and one method or style of teaching. The term implies a more intimate relationship that of the controller or organizer. This role will often be employed when students are working in pairs and teachers stop brief to give encouragement. Again, care needs to be taken to ensure from the teacher give equal opportunity attention to all students and to avoid intruding too much.[15]

h. Facilitator

According to Harmer, the teacher as facilitator needs to assist a group of people in grasping at their common targets and in achieving them without any intervention on them behalf. The teacher needs to give learners some space to let the spirits of creative and innovation. In this case, teachers need to facilitate the students by providing the activity or things which students can discuss on. They also need to support the learning process by helping the students to do the work when they find difficult.

The facilitating role requires that you step away from the managerial or directive role and allow of students, with your guidance and gentle prodding, find their own path ways to successfully. As facilitator capitalize on the principle of intrinsic motivation by allow of students to discover language through using it pragmatically, rather than by telling them about language.[16]

i. Observer

This may need teacher good performance by acting of being an observer, a teacher may holding a role of giving them such useful feedback, have judgment of how far success of the material being carried out and activities they took into the lesson so that they can make any improvement even a change in the forte if it is necessary.[17]

The students are observing to give feedback and grades. Students should be observing individually and attentively. They should be observed by their every activity. Teacher can be not while observing their performance

[16] Harmer,J.2007."The Practice of English Language Teaching:Fourth Edition". China:Pearson Education Limited.
[17] Ibid

so it helps them to asses them in future. Thus, the students are observed they should not be distracted. Teacher should be observing them in a way so they do not distract from their work.[18]

In more detail the teachers task are centered on educating with emphasis provides direction and motivation to achieve goals both short and long term, providing facilitates for achieve goals through adequate learning experience, helping the development of personal aspects like attitudes, values, and adjustment.

From the explanation above, the researcher focuses on the role teacher according to Jeremy Harmer. The entire role above is already in Harmer, it is just that mention is different.

Its means, there several important roles that can be underline that the teacher is not only educating, teaching and learning. So that, the teacher is a controller, organizer, assessor, prompter, participant, resource, tutor, facilitator and observer. As a teacher you also have to mastering knowledge has extensive knowledge in order to be able carry out their duties as a teacher who become an example or role model students.

From the explanation above, it can conclude that the role of teacher has important things in the learning process. If teachers are able to do their role well, alright down the students will not be feeling difficult to understand the material that gives by the teachers. But, not all teachers all able to do

---

[18] Slameto Belajar Faktor-Faktor yang mempengaruhi (Jakarta:Rineka Cipta,2003)p.97

their role well. Not all teachers are sensitive to the student's attitude when the process of teaching and learning feel boring.

B. Teaching English

According as Brown, teaching is showing or helping someone to learn about something, giving classroom instruction guiding in the study, provide for knowledge and causing to know understand.[19] In the sequel, teaching is the attempted in give stimulus, guidance, instruction to the students in order to learning process.[20] Teaching is most important in education, comfortable to the important of teaching is not lecturer material efforts but strive for the students to learn material based on purpose, be able to influences the students to learn, and the lecturer is not just as informatory, but as stimulator in learning and teaching process as a motivator, director, facilitator, in every process learning and teaching activity.[21]

According to Omar Hamalik, there are seven aspects in teaching, there are instructional design aspect, teaching material aspects, method or strategy learning and teaching aspect, instructional media, assessment method, facilities supporting, time, place, equipment aspect, and the last is worker aspect lecturer and students is a factor to predetermine achieved or not that process.[22] Teaching is importing thing because in shape growing up teaching also parts of learning, because it raises psyches bubbling with brilliance and curiosity.[23]

---

[19] Douglas Brown, *Principle of language learning and teaching*: fourth edition, (New York : Longman,200p.7)

[20] M Subana dan Sunarti, *strategi belajar mengajar bahasa indonesia*,(Bandung : Pustaka,2000),p.13

[21] Ibid,p.14

[22] Omear Hamalik, Psikologi Belajar Mengajar, (Bandung : Sinar Baru Algensindo Offset,2004),p.30

[23] Ibid., p.31

That means the weightiness of teaching will engage with the students growing in good for thinking which have good future, and it also will raise students spirit and motivation to know something. From the opinion above, there are some aspects of teaching such as teaching should be instructional in this case pedagogue prepared the planning in teaching? In teaching material is play an important role context of learning, in teaching also have strategies in order the teaching process will be good in input or output in learning and teaching process. By teaching there are assessment for direction finding how far the process and achievement. The teaching also should be facilitations in order can be engage and increase the teaching process.

C. Character Education

Character education is very important for students. Character education is as the intentional act and focused effort to help students understand, care about and acts upon core ethical values.[24] Theories related to character education are deviate into two parts which refine to character and direct relation to education. The following in brief explanation supported by suitable theories.

a. Character

Character is defined as attitudes and behaviors of person that puts forward the norms and ethnics.[25] So, one can be defined as between others regarding with the moral character that is the good moral values inside the person that is implemented in the behaviors. In others, the good moral values should be realize on their behaviors in daily life, so it will become the basic

---

[24] Eka Apriani,A New Literacy:The Role of Technology to Develop Students Character,volume 21, number 1 June 2016,.p.61

[25] Soegrada,Ensiklopedia Pendidikan,(Jakarta:Gunung Agung,1976)p.25

characters in having get engaged with the people around. Having a good character values will be make others feel like comfort getting alone together.

In addition, those characters will be lead in life to good and meaningful one good character has been established well.[26] It can be said that having good life in need a long journey of being professional training in terms of showing a good characters inside of person, sometimes it appears and sometimes not. The most important things is when the capable person being consistent policy in keeping the moral values in each of the behavior's to which it will be a break thought of their on being a good person with courteous personalities.

b. Character Education

Definition of "Character Education" it self-various, but in substance is the same. Character education is a process of educating or teaching where we can be mention that education is effort to educate children in order to take informed of decisions and to practice it in their daily life, so that they can make a contribution to positive to the environment. In character education in schools, all of the components (education stake holder) should be involved with including the components of education itself, such as the curriculum, learning and assessment, treatment or management subjects, school management, the implementation of the activities or co-curricular activities, empowerment infrastructure, financing and working trough out the

---

[26] Ibid,p.28

school ethos/environments. In addition, character education is understood as a citizen behavior in school education should be characterized.[27]

The deliberate on effort to help people understand, care about and act upon care ethical values. When we think about the concerned of character we want for our children, it is clear that we want them to be able to judge of what is right, care more deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.

Teacher has everything that can be affecting the character of students. Teacher's helps from the character of students. Include in the example of how the behavior of the teacher, the teacher talk or submit material, how be tolerant of teacher, and various other related information. Character education actually has the same of the essence and meaning of moral education and *"akhlak/Islamic ethics"* education.

The objective function from children's personalities, to become good human, good citizen for a community or nation, general manager are a certain social values, which be influenced by the culture of the community and nation. Therefore, the essence of character education in the context of education in Indonesian is the value of education, the educational noble values sourced from religious teachings and Indonesian's own national culture, in other to nurture young personality. In other words, it can be

---

[27] Mucthar Yahyadan Facturahman,Dasar-Dasar Pembinaan Hukum Fiqh Islam (Bandung: Pt.Al-Ma'rif,Bandung.1983)p.40

included in the goal of character education is more specific that the national education goals that are more general.

Character education as expected to produce noble Indonesian human personality.[28] According to policy guidelines of character education in the Ministry of Education and Culture of the Indonesian people that either of 18 characters of Education:

1. Religious, attitudes and behavior are comply in carrying out the teachings of their religion, tolerant implementation of worship of other religions and live in harmony with other religion.

2. Honest, behavior based on an attempt to make himself as someone who is always trust worthy in word, act, and work.

3. Tolerance, attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes, and actions of others who differ from him.

4. Discipline, action that demonstrates orderly behavior and complies with the various rules and regulations.

5. Hard worker, action the demonstrate behavior of hard work and determination to achieve something with a kind in accordance with the rules and regulations.

6. Creative, think and do something to generate new method or result of something that has been owned.

---

[28] Ibid,p.41

7. Independent, attitudes and behaviors that are not easy to depend on others is completing tasks.

8. Democratic, way of thinking, being and acting the same rights and obligations judging himself and others.

9. Curiosity, attitudes and actions are always working to find more depth and breadth than something learned, seen, and heard.

10. The spirit of nationality, how to think, act, and sound that puts the interests of the nation above self-interest and group.

11. Love motherland, how to think, act and sound that puts the interests of the nation above self-interest and group.

12. Rewarding achievement, the attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.

13. Friendly/Communicative, the attitudes and actions that motivate him to produce something useful for society and recognize and respect the success of others.

14. Love peace, the attitudes and actions that motivate him to produce something useful for society and recognize and respect the success of others.

15. Joy of reading, habits takes time to read the various readings that give virtues to him.

16. Environmental care, attitudes and actions have always wanted to help other people and communicate in need.

17. Social concern, attitudes and actions have always wanted to help other people and communicate in need.

18. Responsibility, attitudes and behaviors of a person to perform the duties and moral obligations, he should do the self, the community, the environment (natural, social, and cultural), country and good almighty.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of The Research

This research used qualitative study. Hancock says that qualitative research is concerned with developing explanation of social phenomenon".[29] Qualitative research is oriented to the phenomenon in nature. This definition show that more qualitative research focused on phenomenon or problem that is rise through the social phenomenon that are natural.[30] Study research method as an empirical study inquiry the investigates a contemporary phenomenon within its real life context, when the boundary between phenomenon and context are not clearly evident and which multiple source of evidence are used. In other words, study is also in the event or shapes other than a single in dual and has done about the decision support, programs, problem, the implementation process and organizational process. In this research focuses on the role of the teacher's used in Teaching English.

Cresswell said that study is a qualitative research approach in which the principal investigator explore a bounded by system or multiple bounded by system over times through detailed design, indicated data collection involving multiple source information system and responds a case description and case

---

[29] Baverly Hancock,Tren Focus for Research and Developing in Primary Health Care: An Instruction to Qualitative Research,(University of Northingman:Trend Focus Group,1998)p.2
[30] Ihsannul Hakim, Dkk, Pengantar Metodologi Penelitian, Lp2 STAIN Curup, Curup:2009.p.35

based them.[31] So, study is a problem to be studied, which can be reveal an understanding of a bounded by system, which involves understanding event, activity, process, or more than individuals. So, in this research used qualitative research. The writer use this method to know how the rules that the teachers used in Teaching English.

B. Subject of The Research

Subject of the research in this research is The Teachers English integrated school teacher who teach in the second grade at SMA Negeri 03 Rejang Lebong. They are chosen based on purposive sampling. Purposive sampling is technique to take a sample, data source based on specific consideration.[32] In this research the subject as all teachers who teach English in SMA Negeri 03 Rejang Lebong, based on interview both of them. The researchers choose two as the subject because her has background of graduated collage in English subject.

C. Technique for Collecting Data

In collecting data, the researcher used interview and observation as the instrument of this research, because it is pure qualitative research. In this process, the data will be taken by interview the teacher about how the teacher implemented of teacher roles in teaching English in the class, observation into the class activities during learning process and the last the researcher will analysis the data based on the theory and the data. In qualitative research, the

---

[31] Jhon Creswell,Research Design (California:SAGE Publication,2014)p.43
[32] Sugiyono, Metode Penelitian Pendidikan, Alfabeta, Bandung,2012.p300

main instrument to collect the data is the researcher herself. Here, the researcher is also helped by some instrument, such as:

1. Interview

Lindzey Gardner interview as "a two person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on the content specified by the research objectives of description and explanations". The researcher will interview two teachers who was teaching English at SMA Negeri 03 Rejang Lebong.

In this research, the researcher used structure interview. Corbetta states interview are "Interviews in which all respondents are asks the same questions with the same wording and in the same question with the same wording in the same sequence. The aim of this interview is to get the information about teaching English. The study will use interview guidance as instrument to uncover the problems. By the questions in this interview, the researcher hopes can got the problems in teaching English at SMA Negeri 03 Rejang Lebong.

2. Observation

Based on Setyadi there are some advantages of using observations, they are in order to get the real condition of an activity, in order to get more accurate data, the researcher csn choose an appropriate data[33]. Observation is done by observing directly about research the sample

---

[33] Bambang setiyadi, Metodelogi penelitian untuk pengajaran bahasa asing 2006. Graha ilmu Yogyakarta, page.240

behaviour and its interaction in research setting.[34] In this research, the researcher is non-participant. The researcher just did an observation of teaching English. The goal of this observation is to get real the data about teaching English at SMA Negeri 03 Rejang Lebong.

In this study, the researcher is used non structured observation. The researcher focus in observe of teaching English. To support this observation, the researcher used observation checklist. It means, this observation is to explain the situation and activities in teaching English at SMA Negeri 03 Rejang Lebong.

D. Research Instrument

1. Interview Guidance

The researcher must have interview guidance to indicate what questions are to be asked, in what order a how to much additional romping or probing is permitted.[35] The researcher will prepared some questions to interview the teacher. The interview guidance that consist some questions to get data about problems in teaching English at SMA Negeri 03 Rejang Lebong.

---

[34] Sugiono,Metode Penelitian Pendidikan (Pendekatan Kualitatif,Kuantitatif dan R&D),(Bandung:Alfabeta,2015)p.184

[35] L.R.Gay, Education research: competence for analysis and application, florida, page 292.

Table 1.1 Interview Guidance by Students

Teacher's Role in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong

Teacher's Roles	Indicator	Sub indicator	Questions
Controller	The teacher's take the lead of all activity.	a. When giving the explanation the teacher controls the students. b. The teacher organizes questions for students. c. The teacher answer work a little bit lecturing when the students need to help. d. The teacher makes an announcement to be followed/done by the students.	1. Do the students pay attention to the teacher when the teacher gives an explanation? 2. What do the students do when the teacher gives an explanation? 3. Are the questions asked by the teacher related to learning? 4. Can students answer every question given by the teacher? 5. If a student's needs to help, what do you do? 6. How do you control to handle such decision in teaching learning process?
Organizer	The teachers manage a classroom with a variety of activity.	a. The teacher makes a group discussion. b. The teachers ask the students to do a task on time. c. The teacher asks student's to do presentation.	1. In teaching, do you give a group decision? 2. Do you give time for students to collect a task? 3. In learning activities, how are you to increase student's activation during the learning process?

Assessor	The teacher organize student's to do various activities, give instructions, organize student's into group/pairs, invite activities, bring activities to a close and organize feedback.	a. The teacher grade the students in getting their English right. b. The teacher recorded the student's error and directly corrects them. c. The teacher provides students with feedback regarding the performance.	1. Do you provide a learning process for a task English? 2. How do you provide feedback and correction for the students? 3. Do you evaluate your students' performance?
Prompter	The teacher nudge the student's forward in discreet and supportive way.	a. The teacher offer words or phrases as the clue for the students. b. The teacher suggests students to say something in the other words. c. The teachers encourage students to participate and value a suggestion.	1. In learning process, do you give some clues to help students in learning process? 2. If a student has a mistakes in learning process, how do you help them? 3. How do you lead your students in learning activities?
Participant	The teacher takes part in teaching and learning process.	a. The teachers become a participant in the learning activity in the class. For example in a group work activity.	1) What do you do to engage in teaching and learning activity in the classroom? 2) Can you explain, how do you engage in teaching learning? If any, please give some examples
Resource	The teacher can be provided all information needed by students.	a. The teacher helped the students when they did not understand about the lesson.	1. What kind of learning resource that you supply for students? 2. Are you always ready to supply information for students at any

		b. The teacher provided a book/a website for information.	time as needed?
Tutor	The teacher combines both prompter and resource role during the teaching and learning process.	a. The teacher works with the students individually. b. The teacher works with the students in small group. c. The teachers make the students clear about the lesson. d. The teacher provides advice and guidance. e. The teacher helps students clarify ideas and limit tasks.	1. In the learning process, can you work with students either individually or in small group? 2. How do you cooperative with students in the learning process? 3. Do you establish a teacher student's relationship in support of motivating your students? 4. Do you help the students deal with their problems in learning activity?
Facilitator	The teacher gives the student's some space to let the spirits of creative and innovation.	a. The teachers facilitate the students by providing activity/things which students can discussion on. b. The teacher supports the learning process by helps the students to do the work then they find difficult.	1. Do you facilitate the learning process in classroom? 2. How do you facilitate the learning process in classroom? 3. Do you make an effort to make the learning process easier for your students?
Observer	The teacher observes the student's during the teacher's and learning process.	a. The teacher observes the students to give feedback. b. The teacher observes the students to give grades. c. The teacher observes the students individually and	1. How do you observe your students learning activity in order that you give feedback for them? 2. How do you observe to look the student activity? 3. How do you observe

		attentively.	the students outside the learning activity? If any, give some example please
		d. The teacher observe the students' performance	

2. Observation Checklist

Observation checklist is a list of statements or questions that an observer prepared to know about teaching English at SMA Negeri 03 Rejang Lebong. It is all of things that researcher need to know from teacher that teaching English. Observation checklist can help the researcher to indetify problem from this study.

To get the data, the researcher used theory by Mounika and Thamarana. This theory was talking about activities in teaching English. The researcher did this observation by check in their performance teacher in classroom. The writer saw in their detail the data.

Table 2.2 Observation Checklist The Roles Used by The Teachers

No	Teacher's Roles	Statements	Teacher Performance	
			Yes	No
1.	Controller	a. When giving explanation the teacher controls the student's. b. The teacher organizes questions for students. c. The teacher answer work a little bit lecturing when the student's need to help. d. The teacher makes an announcement to be followed/done by the student's.		
2.	Organizer	a. The teacher makes a group discussion. b. The teacher asks the student's to do a task on time. c. The teacher asks student's to do presentation.		

3.	Assessor	a. The teacher grade the student's in getting their English right. b. The teacher recorded the student's error and directly corrects them. c. The teacher provides student's with feedback regarding the performance.		
4.	Prompter	a. The teacher offer words or phrase as the clue for the student's. b. The teacher suggests student's to say something in the other words. c. The teacher encourage students to participate and make a suggestion.		
5.	Participant	a. The teachers become a participant in the learning activity in the class for example in a group work activity.		
6.	Resource	a. The teacher helped the students when they did not understand about the lesson. b. The teacher provided a book/a website for the students to look for information.		
7.	Tutor	a. The teacher works with students individually. b. The teacher works with the students in small group. c. The teacher makes the students clear about the lesson. d. The teacher provides advice and guidance. e. The teacher helps students clarify ideas and limit tasks.		
8.	Facilitator	a. The teachers facilitate the students by providing activity/things which students can discussion on. b. The teacher supports the learning process by helps the students to do the works then they find difficult.		

9.	Observer	a. The teacher observes the students to give feedback. b. The teacher observes the students to give grades. c. The teacher observes the students individually and attentively. d. The teacher observes the students' performance.		

E. Technique for Analysis Data

After the data were collected from the techniques for collecting data including interview, field notes for observation and document analysis, the researcher continued to analysis data. According to L.G Gay and Peter Airasian about Education Research, there are some steps in analyzing the data[36] there are follows are:

1) Data Managing

This step can be used to organize the data from interview and observation. The researcher divided the data based on the research question. The purpose of managing the first to organize the data and check for completeness. The second to start the research on the process of analyzing and interpreting the data.

2) Reading

After managing the data, the researcher read the data from observation by using filed notes and interview by using the result of interview. The researcher read all the data to get general description about the data that have been got, so the researcher could be know how to arrange those well.

---

[36] L.R Gay and Peter Airasian,Educadatation Research,(USA:Clarinda Company,2000)p.224

3) Interpreting

        Data interpreting continuous after the data collection, analysis and interpretive stage of a study, interpreting is also a part of process of writing the result of study. Interpreting is the reflective, integrative, and explanatory aspects of dealing with studied data.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the research presented the findings from the observation and interview. The aim of this research were to investigate what Teacher roles that the teachers implemented in the English teaching process, and how do the teacher implemented in teaching English process. In collecting the data, the researcher used interview guideline for interview and field note for observation. For make sure the teachers implemented the roles in the English teaching process besides used interview the researcher used document analysis. This chapter consists of research finding and discussion that are combined into one discussion.

A. Finding

In this part, the researcher presented the finding how do the teachers implement roles in teaching English, and also how do the teachers roles and implementation in teaching English. In collecting the data, the researcher used interview guideline for interview and field note for observation. Then it answered research questions in this research. The research question will be answered by interview guideline and document analysis for make sure the answered of the teachers. The second question will be answered by questioner interview.

1. Roles that the teachers implemented in teaching English

Table 3.1 Interview Guidance by Students

Findings of Teacher Roles in Teaching English at SMA Negeri 03 Rejang Lebong

No	Teachers Rules	Implementation
1.	Controller	- The students always pay attention when the teacher explains the material. - Students focus their concentration and attention when the teacher explains the learning material. - The questions asked are always related to the learning material. - The students can answer the questions asked by the teachers. - The teacher re-explains the learning material what is not understood. - The teachers invite students to exchange opinions after explaining the learning material.
2.	Organizer	- The teacher divides the students into several groups. - The assigned task will be corrected together on time. - The teacher gives the opportunity to ask questions after explaining the learning material.
3.	Assessor	- The teacher gives an English assignment. - The assignment given will be corrected together. - The teacher discusses things that need to be considered in completing the task, so that it will be better in the future.
4.	Prompter	- The teacher provides instruction in completing the task to help students. - The teacher re-explains the learning material that has not been understood. - The teacher explains the learning material in a fun way in learning activities so that the material provided is easily understood by students.
5.	Participant	- The teacher gives question about the learning material. - The teacher gives questions related the material

			so that the students better understand the content of the learning material.
6.	Resource	-	The teacher prepares books and teaching media before learning activity.
		-	The teacher can handle the needs of students in obtaining the information needed.
7.	Tutor	-	The teachers cooperate with students in the process of learning activities in classroom.
		-	The teachers always provide direction to students regarding the material provided.
		-	The teachers always build close learning with students and always provided motivation and direction so that the students remain enthusiastic about learning ability.
		-	The teacher answers question accurately.
8.	Facilitator	-	The teachers provide facilities in learning process.
		-	The teachers always hold discussion with students to discuss about learning material.
		-	The teachers try to deliver learning material that are interesting, simple and easily understood by students.
9.	Observer	-	The teacher observes the students during the learning process to evaluate students learning achievement.
		-	The teacher pays attention to the activeness of the students during the learning process.
		-	The teacher gives additional assignments and the teacher provides the opportunity to ask if there are students who do not understand the learning material.

Based on the findings in this school the researcher did interview and observation sure that the teachers implemented rules in teaching English based on Curriculum 13 and based on lesson plan to the English teachers. From the table above, teachers using some roles that has based on the theory. But, not all of teacher roles on theory above that the teachers implemented. Based on interview and observation in teaching English the main objectives of eight out of nine theorist such as Controller, Organizer, Assessor, Participant, Resource,

Tutor, Facilitator and Observer. Based on interview and observation, English teachers at SMA Negeri 03 Rejang Lebong are dominantly related to Controller and Participant of main objectives of English material of teaching.

2.   **The Implementation of Teacher roles in teaching English**

Table 2.2 Observation Checklist The Roles Used by The Teachers

No	Teacher's Roles	Statements	Teacher Performance	
			Yes	No
1.	Controller	-When giving explanation the teacher controls the student's.	√	
		-The teacher organizes questions for students.	√	
		-The teacher answer work a little bit lecturing when the student's need to help.	√	
		-The teacher makes an announcement to be followed/done by the student's.	√	
2.	Organizer	-The teacher makes a group discussion.	√	
		-The teacher asks the student's to do a task on time.	√	
		-The teacher asks student's to do presentation.	√	
3.	Assessor	-The teacher grade the student's in getting their English right.	√	
		-The teacher recorded the student's error and directly corrects them.	√	
		-The teacher provides student's with feedback regarding the performance.	√	
4.	Prompter	-The teacher offer words or phrase as the clue for the student's.	√	
		-The teacher suggests student's to say something in the other words.	√	
		-The teacher encourages students to participate and make a suggestion.	√	
5.	Participant	-The teachers become a participant in the learning activity in the class for example in a group work activity.	√	
6.	Resource	-The teacher helped the students when they did not understand about the lesson.	√	
		-The teacher provided a book/a website for	√	

		the students to look for information.		
7.	Tutor	-The teacher works with students individually.	√	
		-The teacher works with the students in small group.	√	
		-The teacher makes the students clear about the lesson.	√	
		-The teacher provides advice and guidance.	√	
		-The teacher helps students clarify ideas and limit tasks.	√	
8.	Facilitator	-The teachers facilitate the students by providing activity/things which students can discussion on.	√	
		-The teacher supports the learning process by helps the students to do the works then they find difficult.	√	
9.	Observer	-The teacher observes the students to give feedback.	√	
		-The teacher observes the students to give grades.	√	
		-The teacher observes the students individually and attentively.	√	
		-The teacher observes the students' performance.	√	

Based on findings in this school by used observation checklist instrument to get the information about the ways dominant that the teacher role in teaching English the teachers implemented in teaching English based on Controller and Participants.

B. Discussion

1. Roles that the teachers implemented in teaching English

The researcher did interview and observation make sure that the teachers implemented roles in teaching English based on Controller, The teacher's take the lead of all activity. Teacher use giving the explanation and the teacher control the students. The teacher organizes questions for the students, the teacher answers work. After the teacher explains about the subject, the teacher always gives some questions which related to what the teacher has been explained. The teacher to make sure the students explanation usually gives the questions to the students, such as "any questions?", "do get the point?" etc. Not only it, the teacher give the exercise to the students and the teacher has to prepare they key of the exercise.

The teacher a little bit lecturing when the students need to help if in the middle or learning the students have some question, the teacher can explain the questions which the students do not understand. Not only it, but also the teacher gives the clue of the answer. And then the teacher makes announcement to be followed or done by the students. It means, the teacher gives a task that must be done by the students according to allotted time. The students also have to follow the instruction which the teacher gives.

The second main objectives as Participant. The teacher takes part in teaching and learning process. When the teacher become a participant in the learning activity in the class for example in a group work activity. In group work activity, the students will explain about one of the parts of subjects. They have to

understand about the subject that they will present and the teacher will pay attention to students who are presenting the subject which they understand. Subsequently, the teacher will give the question to make sure that the student can be answer the question. After, the teacher will give the value as the reward.

Based on interview, observation and conclusion above teaching English at SMA Negeri 03 Rejang Lebong are were two theories dominantly related to Controller and Participants.

2. **The implementation of teachers roles in teaching English**

As a controller the teachers greet the students and the students return the greeting from the teacher. Students are derived into several group (one group consist of 4-5 people), the students get handout about things that students must understand regarding to learning material. The students discuss about the handout given. The students get teacher ask about the contest of hand out given. The students get clarification from educators. With a guidance of the teacher, students discuss the result of observation and work based on the question that has been done.

As Participant, the teachers join to the activity done in teaching and learning process and teachers were expected to take a part during the classroom activity. Individual students work on evaluation questions. The teachers review the answer to the evaluation questions. The students with the direction of the teacher conclude the material. The students with the direction of the teacher conclude the material. The students are given the opportunity to ask questions. The teacher gives rewards (e.g. praise or other relevant forms of appreciation) to

students who perform well. The teacher conveys the plan for the next meeting and asks students to study the next material.

CHAPTER V

CONCLUSION AND SUGESTION

After analyzing and interpreting the obtain data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the researcher question of this research, while suggestion are intended to give information to the research, while suggestion are intended to give information to the researchers who are interested in doing further research in this area.

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher took some conclusion of The Teacher Role and Implementation in teaching English at SMA Negeri 03 Rejang Lebong teacher's implemented the teacher role as Controller and Participant in teaching English. But the teachers didn't implement all the main objectives of the teacher's role. From the teacher roles the teachers implement delivered to the students there are Controller and Participant.

As a controller, the two teachers also controlled the students in doing tasks or exercise, so that the teacher could find which part did not understand or difficult by the students. And then, as a Participant the 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.

B. Suggestion

After did interview both of respondents and observation in the classroom, the researcher would like to give some suggestions which may be useful for :

1. The School

    This research can be reference for the school holder in choosing better ways in implement teachers roles and Islamic rules in teaching English.

2. The Teachers

    This research can be reference for the English teachers in choosing many ways in implement teacher roles in teaching English. The teachers could be teacher roles in teaching process. The teachers can be combined the exercises related to teacher roles in teaching.

3. Next Research

    For further researcher, the researcher suggest to conduct a research related in implement teacher roles and Islamic rules in teaching English with different area and different kind of research.

REFERENCES

Brown, Douglas. (2000). *Principle of Language Learning and Teaching*

Cresswell, Jhon. (2014). *Researchn Design*

Eka Apriani, *The Role of Technology to Develop Students Character*

Gay, L.R. and Peter Airasian (2000). *Education Research*

Harmer, J. (2007) *The Practice of English Language Teaching*

Hamalik, Omear, (2004). *Psikologi Belajar Mengajar*

Hancock, Bavery, (1998). *Tren Focus for Research and Developing in Primary Health Care, an Instruction to Qualitative Research*

Hakim. Ihsanul, Dkk.(2009) *Pengantar Metodologi Penelitian LP2 STAIN Curup*

Harmer, (2003) *The Pratice of English Language Teaching*

Jeremy Harmer, *The Pratice of English Language*

Leadership Center *Teacher Education*

L.R.Gay (1987) *Competences for Analysis and Application*

Longman Dictionary

Oxford Leaners Dictionary

Purwanto, (1995). *Thesis a Study of English Teachers Ability in Giving Variation in Teaching Learning Process*

Setiyadi, Bambang, (2006). *Metodelogi Penelitian untuk Pengajaran Bahasa Asing*

Setiadi, H. (2016). *Pelaksanaan Penilaian pada Kurikulum 2013*

Subana M dan Sunarti, (2000). *Strategi Belajar Mengajar Bahasa Indonesia*

Sugiono, (2015). *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*

Sugiyono, (2012). *Metode Penelitian Pendidikan*

Sukmadinata, Nana Syaodih. (2000). *Metode Penelitian Pendidikan*

Soegrada, (1976). *Ensiklopedia Pendidikan*

Yahya, Muchtar dan Fatchurrahman, (1983). *Dasar-dasar Pembinaan Hukum Fiqh Islam*

APPENDICES

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : 3 Tahun 2020
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan	: 1.	Jumatul Hidayah, M.Pd	19780224 200212 2 002
	2.	Eka Apriani, M.Pd	19900403 201503 2 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Yesi Yolandari**
N I M   : **16551053**
JUDUL SKRIPSI   : A Policy of Equality and Equity English Teaching Learning and Its Implementation at SMAN 3 Rejang Lebong and SMK IT Khoirul Ummah Rejang Lebong.

Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 08 Januari 2020
Dekan,

Nomor	: 1266/In.34/FT/PP.00.9/08/2021	
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	10 November 2021

Kepada Yth. Kepala Cabang Dinas Pendidikan
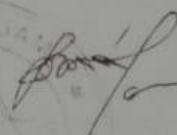Wilayah II Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	:	Yesi Yolandari
NIM	:	16551053
Fakultas/Prodi	:	Tarbiyah / TBI
Judul Skripsi	:	Teacher's Role In Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong (A Case Study At SMAN 03 Rejang Lebong In Academic Year 2020-2021)
Waktu Penelitian	:	10 November 2021 s.d 10 Februari 2022
Tempat Penelitian	:	SMAN 3 Rejang Lebong'

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Baryanto, MM.,M.Pd
NIP. 19690723 199903 1 004

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

SURAT REKOMENDASI

Nomor : 420/ 1004 /Cabdin.II/ 2021

Yang bertanda tangan dibawah ini:

Nama   : **Sabirin Absah, S.Pd**
NIP   : 19730825 200312 1 007
Pangkat/Golongan : Pembina / IV.a
Jabatan   : Kepala Sub Bagian Tata Usaha
                 Cabang Dinas Pendidikan Wilayah II Curup

Berdasarkan Surat Permohonan Izin Penelitian dari Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor: 1266/In.34/FT/PP.00.9/08/2021 tanggal 10 November 2021 perihal Permohonan Izin Penelitian dan Surat Penelitian dari Kepala SMA Negeri 3 Rejang Lebong nomor: 421.3/2008/PL/SMAN.3/RL/2021 tanggal 1 Desember 2021 untuk mahasiswi :

Nama   : **YESI YOLANDARI**
NIM   : 16551053
Program Studi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah
Tempat Penelitian : SMAN 3 Rejang Lebong
Waktu Penelitian : 10 November s.d 10 Februari 2021

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan skripsi dengan judul *"Teacher's Role in Teaching English and its Impelementation at SMA Negeri 3 Rejang Lebong (A Case Study At SMAN 3 Rejang Lebong In Academic Year 2020-2021)"*.

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 1 Desember 2021
A.n. Kepala Cabang Dinas Pendidikan
Wilayah II Curup
Kepala Sub Bagian Tata Usaha

Sabirin Absah, S.Pd
NIP.19730825 200312 1 007

Tembusan Yth
1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu
   Cq. Kepala Bidang Pembinaan SMA
2. Rektor IAIN Curup
   Cq. Dekan Fakultas Tarbiyah
3. Kepala SMAN 3 Rejang Lebong

SURAT IZIN PENELITIAN
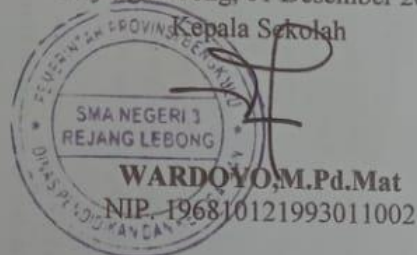Nomor : 421.3/ 2008 / PL / SMAN.3/RL/2021

Berdasarkan Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Curup, No.1266/In.34/FT/PP.00.9/08/2021, tanggal 10 November 2021. tentang izin penelitian, maka dengan ini kepala Sekolah SMA Negeri 3 Rejang Lebong memberikan izin kepada saudara:

Nama : **YESI YOLANDARI**

NIM : 16551053

Falkutas/ Prodi : Tarbiyah / TBI

Jurusan : Tadris Bahasa Inggris

Judul Tesis : *"Teacher's Role In Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong (A Case Study At SMAN 03 Rejang Lebong In Academic Year 2020-2021)"*

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dapat dipergunakan sebagaimana mestinya.

Rejang Lebong, 01 Desember 2021
Kepala Sekolah

WARDOYO,M.Pd.Mat
NIP. 196810121993011002

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : YESI YOLANDARI
NIM : 16551053
FAKULTAS/ JURUSAN : TARBIYAH / BAHASA INGGRIS
PEMBIMBING I : JUMATUL HIDAYAH M.Pd
PEMBIMBING II : EKA APRIANI M.Pd
JUDUL SKRIPSI : Teacher's Roles In Teaching English and
Its Implementation at SMP Negeri 03 Rejang
Lebong

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : YESI YOLANDARI
NIM : 16551053
FAKULTAS/ JURUSAN : TARBIYAH / BAHASA INGGRIS
PEMBIMBING I : JUMATUL HIDAYAH M.Pd
PEMBIMBING II : EKA APRIANI M.Pd
JUDUL SKRIPSI : Teacher's Roles In Teaching English and
Its Implementation at SMP Negeri 03
Rejang Lebong

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

JUMATUL HIDAYAH M.Pd
NIP. 197806124 200212 2002

Pembimbing II,

EKA APRIANI M.Pd
NIP. 199006403 201503 2005

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	08/04 - 21	Fix Judul Skripsi		
2	20/04 - 21	Bimbingan Bab i - iii		
3	15/06 - 21	Revisi Chapter i - iii		
4	10/07 - 21	Fix Chapter 1 - iii		
5	07/02 - 22	Bimbingan bab IV		
6	14/02 - 2022	Revisian bab IV		
7	14/03 - 2022	Fix bab IV		
8	15/06 - 2022	Fix bab V		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	07/09 - 20	Konsultasi Judul		
2	15/10 - 20	Chapter i - iii		
3	09/11 - 20	Revisi i - iii		
4	20/01 - 21	Fix chapter i - iii		
5	24/01 - 22	Bimbingan bab IV		
6	11/02 - 22	Revisian bab IV		
7	04/03 - 22	Fix bab IV		
8	16/05 - 22	Fix bab V		

Table 1. interview Guideline

Teacher's Role in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong

Teacher's Roles	Indicator	Sub indicator	Questions
Controller	The teacher's take the lead of all activity.	e. When giving the explanation the teacher controll the students. f. The teacher organize questions for students. g. The teacher answer work a little bit lecturing when the students need to help. h. The teacher makes an announcement to be followed/done by the students.	7. Do the students pay attention to the teacher when the teacher gives an explanation? 8. What do the students do when the teacher gives an explanation? 9. Are the questions asked by the teacher related to learning? 10. Can students answer every question given by the teacher? 11. If a students needs to help, what do you do? 12. How do you control to handle such decision in teaching learning process?
Organizer	The teacher manage a classroom with a variety of activity.	d. The teacher makes a group discussion. e. The teacher ask the studens to do a task on time. f. The teacher asks student's to do presenatation.	4. In teaching, do you give a group decision? 5. Do you give time for students to collect a task? 6. In learning activities, how are you to increase students activation during the learning process?
Assessor	The teacher organize student's to do various activities, give instructions, organize student's into	d. The teacher grade the students in getting their English right.	4. Do you provide a learning process for a task English? 5. How do you provide

	group/pairs, invite activities, bring activities to a close and organize feedback.	e. The teacher recorded the students error and directly correct them. f. The teacher provides students with feedback regarding the performance.	feedback and correction for the students? 6. Do you evaluate your students performance?
Prompter	The teacher nudge the student's forward in discreet and supportive way.	d. The teacher offer words or phrases as the clue for the students. e. The teacher suggest students to say something in the other words. f. The teacher encourage students to participate and value a suggestion.	4. In learning process, do you give some clues to help students in learning process? 5. If a student has a mistakes in learning process, how do you help them? 6. How do you lead your students in learning activities?
Participant	The teacher takes part in teaching and learning process.	b. The teacher become a participant in the learning activity in the class. For example in a group work activity.	1) What do you do to engage in teaching and learning activity in the classroom? 2) Can you explain, how do you engage in teaching learning? If any, please give some examples
Resource	The teacher can be provided all information needed by student's.	c. The teacher helped the students when they did not understand about the lesson. d. The teacher provided a book/a website for information.	1. What kind of learning resource that you supply for students? 2. Are you always ready to supply information for students at any time as needed?

Tutor	The teacher combines both prompter and resource role during the teaching and learning process.	f. The teacher works with the students individually. g. The teacher works with the students in small group. h. The teacher make the students clear about the lesson. i. The teacher provides advice and guindance. j. The teacher helps students clarify ideas and limit tasks.	5. In the learning process, can you work with students either individually or in small group? 6. How do you cooperative with students in the learning process? 7. Do you establish a teacher students relationship in support of motivating your students? 8. Do you help the students deal with their problems in learning activity?
Facilitator	The teacher gives the student's some space to let the spirits of creative and innovation.	c. The teacher facilitate the students by providing activity/things which students can discussion on. d. The teacher supports the learning process by helps the students to do the work then they find difficults.	4. Do you facilitate the learning process in classroom? 5. How do you facilitate the learning process in classroom? 6. Do you make an effort to make the learning process easier for your students?
Observer	The teacher observe the student's during the teacher's and learning process.	e. The teacher observes the students to give feedback. f. The teacher observes the students to give grades. g. The teacher observes the	1. How do you observe your students learning activity in order that you give feedback for them? 2. How do you observe to look the student activity? 3. How do you observe the students out side

		students individually and attentively. h. The teacher observe the students performance	the learning activity? If any, give some example please

Table 2.2 Observation Checklist The Roles Used by The Teachers

No	Teacher's Roles	Statements	Teacher Performance	
			Yes	No
1.	Controller	-When giving explanation the teacher controls the student's.	√	
		-The teacher organizes questions for students.	√	
		-The teacher answer work a little bit lecturing when the student's need to help.	√	
		-The teacher makes an announcement to be followed/done by the student's.	√	
2.	Organizer	-The teacher makes a group discussion.	√	
		-The teacher asks the student's to do a task on time.	√	
		-The teacher asks student's to do presentation.	√	
3.	Assessor	-The teacher grade the student's in getting their English right.	√	
		-The teacher recorded the student's error and directly corrects them.	√	
		-The teacher provides student's with feedback regarding the performance.	√	
4.	Prompter	-The teacher offer words or phrase as the clue for the student's.	√	
		-The teacher suggests student's to say something in the other words.	√	
		-The teacher encourages students to participate and make a suggestion.	√	
5.	Participant	-The teachers become a participant in the learning activity in the class for example in a group work activity.	√	
6.	Resource	-The teacher helped the students when they did not understand about the lesson.	√	
		-The teacher provided a book/a website for the students to look for information.	√	
7.	Tutor	-The teacher works with students individually.	√	
		-The teacher works with the students in small group.	√	
		-The teacher makes the students clear about the lesson.	√	
		-The teacher provides advice and guidance.	√	
		-The teacher helps students clarify ideas and limit tasks.	√	
8.	Facilitator	-The teachers facilitate the students by providing activity/things which students can discussion on.	√	

		-The teacher supports the learning process by helps the students to do the works then they find difficult.	√	
9.	Observer	-The teacher observes the students to give feedback.	√	
		-The teacher observes the students to give grades.	√	
		-The teacher observes the students individually and attentively.	√	
		-The teacher observes the students' performance.	√	

Teacher's Role in Teaching English and Its Implementation at SMA Negeri 03 Rejang Lebong

Teachers Roles	Questioner	Statement
Controller	1. Do the students pay attention to the teachers while the teacher gives material explanations? (Apakah siswa memberikan perhatian kepada guru ketika guru memberikan penjelasan materi?) 2. What the students do when the teacher gives material explanations? (Apakah yang siswa lakukan saat guru memberikan penjelasan materi?) 3. Are the questions asked by the teacher related to learning? (Apakah pertanyaan yang diajukan oleh guru berkaitan dengan pembelajaran?) 4. Can students answer every question given by the teacher? (Dapatkah siswa menjawab setiap pertanyaan yang diajukan oleh guru?) 5. If a students needs to helps, what the teacher do? (Jika siswa membutuhkan bantuan, apakah yang guru lakukan?) 6. How do the teacher control to handle such decision in teaching learning process? (Bagaimana guru mengendalikan untuk menangani keputusan dalam proses pembelajaran?)	
Organizer	1. In teaching, do the teacher give a group decision? (Dalam pembelajaran, apakah guru membuat kelompok?)	

	2. Do the teacher give time for students to collect a task? (Apakah guru memberikan waktu untuk mengumpulkan tugas?) 3. In learning activities, how the teacher to increase students activation during the learning process? (Dalam kegiatan pembelajaran, bagaimana guru meningkatkan keaktifan siswa selama proses pembelajaran?)	
Assessor	1. Do the teacher provide a learning process for a task English? (Apakah guru menyediakan tugas bahasa inggris?) 2. How do the teacher provide feedback and correction task for the students? (Bagaimana cara guru memberikan umpan balik dan mengkoreksi tugas bagi siswa?) 3. Do the teacher evaluate the students performance? (Apakah guru mengevaluasi kinerja siswa?)	
Prompter	1. In learning process, do the teacher give some clues to help students in learning process? (Dalam 9proses pengajaran, apakah guru memberikan beberapa petunjuk untuk membantu siswa dalam proses pembelajaran?) 2. If a students has a mistakes in learning process, ho do the teacher help them? (Jika siswa memiliki kesalahan dalam proses pembelajaran, bagaimana cara guru membantu mereka?) 3. How do the teacher lead the students in learning activities? (Bagaimana cara guru memotivasi siswa dalam kegiatan pembelajaran?)	
Participant	1. What do the teacher do to engage in teaching and learning activity in the classroom? (Apa yang guru lakukan untuk terlibat dalam proses pengajaran dan pembelajaran didalam kelas?)	

	2. Can you explain, how do the teacher engage in teaching learning? If any, please give some example. (Dapatkah anda menjelaskan, bagaimana guru terlibat dalam pengajaran pembelajaran? Jika ada tolong berikan contoh)	
Resource	1. What kind of learning resource that the teacher supply for students? (Sumber pembelajaran seperti apa yang guru sediakan bagi siswa?) 2. Are the teacher always ready to supply information for students at any time as needed? (Apakah guru selalu siap menyediakan informasi bagi siswa kapan pun diperlukan?)	
Tutor	1. In the learning process, can the teacher work with students either individually or small group? (Dalam proses pembelajaran, dapatkah guru bekerja sama dengan siswa baik secara individu atau berkelompok?) 2. How do the teacher cooperative with students in the learning process? (Bagaiman guru bekerja sama dengan siswa dalam proses pembelajajarn?) 3. Do the teacher estabilish a teacher students relationship in support of motivating the students? (Apakah guru membangun hubungan antara guru dan siswa dalam mendukung dan memotivasi siswa?) 4. Do the teacher help the students deal with their problem in learning activity? (Apakah guru membantu siswa mengatasi permasalahan dalam kegiatan belajar?)	
Facilitator	1. Do the teacher facilitate the learning process in classroom? (Apakah guru memfasilitasi proses pembelajaran didalam kelas?) 2. How do the teacher facilitate the learning	

	process in classroom? (Bagaimana guru memfasilitasi proses pembelajaran didalam kelas?) 3. Do the teacher make an effort to make the learning process easier for the students? (Apakah guru mengerahkan upaya untuk menjadikan pembelajaran lebih mudah bagi siswa?)	
Observer	1. How do the teacher observe the students learning activity in order that you give feedback for them? (Bagaimana guru mengamati kegiatan pembelajaran siswa, agar guru dapat memberikan umpan balik bagi siswa?) 2. How do the teacher observe to look the students activity? (Bagaimana guru mengamati kegiatan siswa?) 3. How do the teacher observe the students out side the learning activity? If any, give some example please. (Bagaimana guru mengamati siswa dari kegiatan pembelajaran? Jika ada, tolong berikan contoh.	

RESEARCH DOCUMENTATION

2022.02.03 09:05

BIOGRAPHY

     Yesi Yolandari was bron July 11, 1997. The girl of Ahmad Amran's father and Benti Eliya's mother. She finished elementary school at SDN 72 Rejang Lebong graduated in 2010, then the first high school at SMPN 01 Curup Utara graduated in 2013, final high school at SMAN 03 Curup Utara graduated in 2016 and then continued education at the Curup State Islamic Institute of Religion, fakultas Tarbiyah majoring in the English Language Study Program completed her studies in 2022.