**CHAPTER I**

**INTRODUCTION**

1. **Background of the study**

The teacher is one of the pillars of the society in the country. Without good teachers, no country can progress. The importance of teachers in the life of a nation cannot be overlooked. The teachers influence the immature minds of the youth. They treat and mold the young mind into various forms. The future of nation is built by them through the process of education. To increase the quality of national education, the teachers should be a professional who do the best in improving their foreign language especially for EFL teacher.

In Indonesia, so far we have been considering English as a foreign language so as an English foreign language teacher, they should have more knowledge about the English language in order to instruct and guide his learners to learn the foreign language well.

Furthermore, it is easy for the EFL teacher to teach if they know how to deal with the learners and play the appropriate role to conduct the lesson in meaningful way.

EFL teacher has many roles in the classroom such as a controller, organizer, tutor, participant, assessor, prompter, resource and observer. These roles can help the EFL teacher does their work to facilitating EFL learner to learn English.

According to Government Regulation No.14/2005, chapter 1 article 1,“Teachers are professional educators whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students in formal early childhood education, primary education and secondary education.”[[1]](#footnote-1)

Madrasah Tsanawiyah Negeri 1 Kota Serang is the most popular schools in Serang regency. This school has four English teachers that have a good ability in teaching English. In teaching EFL Classroom, the researcher choose two English teacher to be an object of research. From two English teacher in MTs N 1 Kota Serang, both of them were professional teacher and use the various ways and method, knowing the learner style differences and make a decision to play appropriate role based on the learner necessary. Their give a motivation, organize classroom atmosphere and evaluate their learner. This prove that the teacher do their role in facilitating EFL learner.[[2]](#footnote-2)

In this case, MTs N 1 Kota Serang have students with the diferent ability in learning English as foreign language because of the desire to learn English itself. The differences can show that the EFL Teacher should play the role well in order to enhance the learner desire to learn English.

Finally,The researcher have to portray the teacher’s role in MTs N 1 Kota Serang in facilitating EFL classroom.

1. **Focus of the study**

Based on the background of study above the study focuses on Portraying Teacher role in facilitating EFL Classroom. The observation and questionnaire that were used in the study focus on the dominant role that teacher play in facilitating EFL classroom and the desire learner to learn English as foreign language.

1. **Research Questions**

Based on the focus on study above the researcher have a statement of problem the following :

1. What kind of teacher role that often use by EFL Teachers in the Classroom at MTs N 1 Kota Serang?
2. What the dominant role that use in facilitating EFL Classroom at MTs N 1 Kota Serang?
3. Do the EFL learner have the desire to learn English as Foreign language?
4. **The Aims of the Study**

The aims that the researcher expected from the research are:

1. To know how many kinds of role teacher in facilitating EFL classroom in MTs N 1 Kota Serang.
2. To know the dominant role’s that use by the teacher in facilitating EFL classroom in MTs N 1 Kota Serang.
3. To know the reason about EFL learner desire to learn English as Foreign Language.
4. **Significance of The Study**

The result of this study is expected to be useful for:

1. The Teachers

This study provides brief information and contribution of English Foreign Language Teachers at MTs Negeri 1 Kota Serang especially to know what the dominant role that their do in the classroom and know what the student want from their teacher so that the teachers can combine the role to facilitate the students in order to produce the effective and fun learning.

1. The Students

This study also expected to be useful for students. This study will be a reflection for the teachers to teaching and student will feel the good mood, happy and fun at the class.

1. The Researcher

This research expected to be useful for the researcher to be a Professional Teacher and enhance the skill to comprehend the role of teachers in facilitating EFL classroom.

1. **Previous Study**

The researcher found many previous studies dealing with the research. Those previous studies are:

1. Written by Atta Mostafa Hamamorad the English Language Lecturer, University of Halabja / Kurdistan Region /Iraq with the title**” Teacher As Mediator In The EFL Classroom: A Role To Promote Students' Level Of Interaction, Activeness, And Learning**”. He said that Teacher can mediate learning in the classroom and help learners learn better by interacting with them. He can facilitate interactions among students by producing interactive tasks and activities and encouraging learners to involve in group and pair work. Moreover, he can create an interactive, unstressed environment which motivates learning and promotes participation. Feedback significance in teaching learning process is remarkable. Teacher can mediate learning via providing a constrictive and motivating feedback along with indicating major errors in oral or written tasks and activities. This in turn, can keep students interested and enhance learning whereas a criticizing and poorly worded feedback can result in learners’ frustration and disappointment.
2. Written by Mohammad Reza on International Journal of Education and Research Vol. 1 No. 10 October 2013 with the title **“The Role of EFL Teachers in Increasing High School Students’ Motivation in Classroom”** he said that Some ways to increase the students’ external motivation were experienced by the researcher during the survey he conducted in one academic year and proposed to other teachers in EFL settings. These ways proved motivation increase and language learning improvement all throughout one academic year. He found that applying these simple ways can move up the students’ motivation but it also requires the application of some teacher’s art. Thus, an EFL teacher can be successful in fostering the students’ motivation if he/she considers the students as human beings who are valued and are active and cooperative in the class. The EFL teacher should not be looked at as a teacher in the classroom. He/she must be a facilitator whose job is to help and support the students in order to increase their trust, interest, motivation and learning achievements.

**CHAPTER II**

**THEORITICAL FRAMEWORK**

1. **What is teacher look like?**

Teacher is a person whose job is to teach. In this case, a teacher teaches in the classroom. Teacher teaches certain material to the students, and of course the teachers hope that their students can understand what material given. Every teacher must be able to teach well, because the students understanding is depend on their teaching and learning. Every teacher have responsibility of its. According to Jeremy Harmer,” the teacher is no longer the give of knowledge, the controller, and the authority, but rather than a facilitator and resource for the students to draw on”[[3]](#footnote-3)

Besides a definition of teacher above, there are another terms of teacher, such as teacher is as an educator and person who deliver knowledge and science. Teacher is also create students’ morality and attitude. Thus tell that teacher assignment is not only to teach, but also to create good character of the students. It is not an easy assignment. It is difficult.

Become a teacher is a choice. Justin Dillon and Meg Maguire explain that “becoming a teacher means entering into membership of particular community”[[4]](#footnote-4). Here, teachers enter into new environment, educational environment with all of the assignment. The assignment of teacher is to teach and educate. A teacher has also to be able to teach well lesson materials in the classroom, help students to be able to understand it, and educate students to have good character in their live.

Rachman and Jean D Grambs in their book give the limitation and said that “a teacher are those persons who consciously direct the experiences behavior of an individual so that education takes place”.So the function of teachers are transfer of learning and transfer of values.”[[5]](#footnote-5)

The teachers and lecturers law no 14/2005 and government regulation no.19/2005 stated that “teacher have the ultimate role there are as a educators, trainer, guidance and evaluate the students and teacher also have the competences include personal competence, pedagogical, professional and social.”[[6]](#footnote-6)

Teachers have an important role in a society so that teacher’s existence in society life is very needed for giving a enlightenment and human life progress. as A.Malik Fadjar Said that “a Teacher effects eternity, he can never tell where his influence stops.”[[7]](#footnote-7)

(A teacher educator) is there to help the student see, not to teach the student a number of concepts. One is there to help the student refine his or her perception not to provide the student with a set of general rules. One is there to help the student make his or her own tacit knowledge explicit, to help the student capture the singularities of the experience, to find the rightness of tone and the sureness of touch that only holds good for a particular situation. One is not there to lecture about educational theory, to instruct given rules, or extensively discuss instructional principles.[[8]](#footnote-8)

Based on the explanation above the researcher agreed that being a teacher is not only to teach but also be a good role model to their student.

1. **Professional Teacher**

Teacher must be professional. Penny Ur tells that a good teacher has to interest to development in learning and teaching. An Obligatory of a teacher is to know every responsibility toward students and their learning.Teachers also publish their own ideas in seminars and conferences, write it down in journals and books.[[9]](#footnote-9)

Penny Ur thinks that English teaching has not reached high level or professional level, it is still in low level, cause there are too many still amateurs English Teacher whose think that English teaching is enough just order to teach.

Another definition of a professional teacher is told by Kunandar, “The Professional teacher is a person who has special skill in education so that the teacher can do the assignment and function as a teacher maximally. The professional teacher is a person who

educated and practiced well, and has much experience.”[[10]](#footnote-10)

Soedijarto states that teacher as a professional needs advanced and special training, so teacher as a professional, like doctor and a lawyer, needs a postgraduate education.[[11]](#footnote-11) It is professional program which toughens the practice. It is not just an academic program. It is more.

Based on some definition of professional teacher,writer can make a little conclusion that a professional teachers must has good skill, much knowledge and the teacher can give motivations to students, so student will always learn what they have to learn and love.

1. **The Role of Teacher in EFL Classroom**

During a lesson, the teacher needs to manage the activities and the learners in the classroom in different ways. This means their needs to behave a different ways at different stages of the lesson. In other words, within the classroom, teacher role may change from one activity to another or from one stage of an activity to another. If their fluent at making these changes, our effectiveness as teacher is greatly enhanced.

According to Richards and Rogers,

The teacher’s role is central and active. The teachers controls the direction and pace of learning, and monitors and corrects the learners performance. The teacher must keep the learner attentive by varying drills and tasks and choosing relevant situation to practice structures.[[12]](#footnote-12)

At different times EFL Teacher may, for example act as a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, an observer. When he presents new language to the class, their role is to inform and explain to their learners. Here are some roles teacher often uses:

1. **Controller**

The first role for the EFL teacher is to act as controller in order to see if his learners are following him in all what he does and says. However, not all the teachers can be controller but the good teacher can because it demands techniques and experiences to do this role in good way. According to Hammer,

There are times when acting as a controller make sense such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session. Indeed in many educational contexts this is the most common teacher role. Many teachers fail to go beyond it since controlling is the role they are used to and most comfortable with. Yet this is a pity because by sticking to one mode of behavior we deny ourselves and the students many other possibilities and modes of learning which are good not only for learning itself, but also for our students’ enjoyment of that learning.[[13]](#footnote-13)

EFL teacher should control his learners because they need him all the times.

1. **Organizer**

In order to get learners involved, engaged, and ready for the activities, the teacher will want to give any necessary instructions with telling what learners should do first and what they should do next. This kind of role of teacher is called “organizer” which means that the teacher should instruct his/her learners and engage them because they are in the first step of learning. According to Harmer,”An important tool in instruction is for the teacher to organize a demonstration of what is to happen.” [[14]](#footnote-14)

It is important to organize lessons well. EFL teacher needs to teach his syllabus and helps his learners to learn well and succeed. He needs to introduce The English language, helps the learners practice it and gives them a chance to communicate freely with each other in English as well as helping them to reach the objectives of the lesson. In addition, only the EFL teacher knows the language item and how to use it. He presents and teaches this language to the learners by demonstrating it to them, explaining it and giving learners lots of practice in how to use it. By the end of the lesson, this language becomes part of the learners own knowledge of language and they should be able to use it easily.

Furthermore, according to Harmer,

it is vitally important for teacher to get this role right when it is required. If the students do not understand what they are supposed to do they may well not get full advantage from the an activity. If we do not explain clearly the way pairs or groups should be organized, for example, chaos can ensue. If we have not spent some time engaging the students’ interest and ensuring their participation , the activity may be wasted.[[15]](#footnote-15)

However, when the teacher knows to organize his lesson, the explanation will be easy and the learners will understand well the language.

1. **Assessor**

EFL teacher should measure learners’ ability and understanding. He develops learners’ abilities to direct their own learning, evaluates their own progress and attainments and support the learning of others. Furthermore, EFL teacher can offer his learners opportunities to engage and develop their learning in order to build their confidence. He observes learners’ performance and makes various evaluations of each learners. For Example, when the teacher asks his learners to do their activities individually or in groups, He will evaluate their work as well as he will mark it and says who is right and who is wrong.

According to Harmer,

When we act as assessors (whether in the matter of ‘instant’ correction or more drawn –out grade giving), we must always be sensitive to the students’ possible reactions. A bade grade is a bade grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support. “and” we might say , for example, that in today’s piece of writing I will be looking especially at punctuation or in this communication activity I am more in your fluency then your accuracy. Students then have a clear idea of what they need to concentrate on[[16]](#footnote-16).

Finally, EFL Teacher as an assessor means that he should obtain more detailed information about each student’s educational background, experiences and level of proficiency in English in order to provide appropriate programming.

1. **Prompter**

The role of the EFL teachers begins when his learners want to learn and they have lack of vocabulary or they are lost for words. Then, the teacher should encourage his learners to think creatively. This means to prompt learners to be able to speak English with using correct vocabulary rather than using their mother tongue because there are some learners who cannot communicate in English and they usually return to their mother tongue. This problem leads them learn English hardly, that is why Harmer says that

When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the students. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement[[17]](#footnote-17).

1. **Resource**

When EFL teacher are involved in preparation for a presentation they make to the class or they involved in a piece of group writing, they need their teacher to guide them and tells them how to do their work step by step. In other words, The EFL learners want their teacher to be their resource which means that the EFL teacher has more information about everything. So, he cannot help his learners in this situation. However EFL teacher should encourage the learners to use resource materials for them, and to become more independent in their learning generally. That is why Harmer says

When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over- reliant on us[[18]](#footnote-18).

1. **Participant**

Acting as a participant is helpful for the EFL teacher and his learners because it is enjoyable and they can take part in discussion. This is more important for the EFL learners because the teacher acts as a participant like them in doing activities in the classroom.

According to Harmer,

There are good reasons why we might want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often instantly enjoyable than acting as a resource[[19]](#footnote-19).

EFL teacher as participant is helpful for the learners to be in contact with him in order to improve their learning.

1. **Tutor**

The role of tutor is combined the roles of prompter and resource. The EFL teacher guides and directs his learners to do their project, working with individuals or small groups. He helps them when they need.

According to Harmer,

It is essential for us to act as tutors from time to time, however difficult this may be. In this more personal contact the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result[[20]](#footnote-20).

EFL learners need to be motivated and supported from their teacher in order to develop their foreign language.

1. **Observer**

The EFL teacher should be careful when he observes his learners doing their oral communicative activities and getting close to them in order to give them feedback.

Harmer says, “Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.”

Observation is more important than we think because it helps us to know the level of the learners, where they make mistakes and when they do well. The EFL teacher controls the learners’ behavior and make comments when it necessary.

It can be concluded about roles of teacher in EFL Classroom, I agreed, according to Harmer about the role of teacher, not only does a teacher need to be an organizer or a participant but also the other roles need to be involved. In addition, The EFL teacher has many ways to make the learners learn the foreign language.

From the explanation above here are a table of characteristic of teacher role in EFL classroom.

**Table 2.1 Characteristics of Teacher Role**

|  |
| --- |
| **Teacher Role Characteristic** |
| **Controller**   1. Teacher-fronted classroom 2. Teacher in charge of the class and of the activity (provides learners with knowledge). 3. They take the rolls, tell students things, organise drills, read aloud. 4. Cuts down on opportunities for students to speak. 5. Lacks of variety in activities and classroom atmosphere. |
| **Organizer**   1. Giving the student information. 2. Demonstrating what is going to happen. 3. Guiding them in the performance of the activities. 4. Grouping students. 5. Closing things down when it is time to stop. |
| **Assessor**   1. Offers feedback and correction 2. Grades students in various ways 3. Indicates whether or not students are getting their English right. 4. The teacher should not make the student feel they are being unfairly judged. |
| **Prompter**   1. Do it sensitively and encouragingly, but with discretion 2. The teacher may not supply the right amount of encouragement 3. Get the performing error correction |
| **Participant**   1. Teachers may want to join in an activity not as teachers, but as participants in their own right. 2. Participating in an activity is more enjoyable than acting as a resource 3. Teachers can easily dominate the proceedings. |
| **Resource**   1. Teacher will want to be helpful and available. 2. Ask how to say or write something. 3. Want to know what a word or phrase means. 4. Want to know information in the middle of an activity about that activity or where to look for something. |
| **Tutor**   1. Teachers working with individuals or small group. 2. Pointing students in directions they have not yet thought of taking. 3. Teachers will allow more personal contact and real chance for students to feel supported and helped. |
| **Observer**   1. Observe the materials and activities 2. Being alert to the effect our actions are having: trying to tease out feelings and reactions in the classroom. 3. Posing questions about what we do in the classroom and using observation to answer them. |

1. **Definition of EFL (English Foreign Language)**

According to Gebhard (2006), EFL can be defined as the study of English by people who live in place in which English is not used as a means of first language communication.[[21]](#footnote-21) He further indicates that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007), who defines EFL as the teaching of English where the students’ are studying English in their own country or are engaged in short courses conducted in English –Speaking countries such as the United State, Britain, Australia, Canada. Ireland, or new Zealand.[[22]](#footnote-22)

It can be concluded EFL is defined as the study of English by non-native speakers living in a non –native environment and possibly taught by non-native speakers of English who may not be proficient in dealing with some cultural values in hornet in the target language.

1. **Definition of EFL Learner**

When the learner wants to learn the EFL, he needs to know how to learn it and who can guide him to learn this foreign language. Also, the EFL learner should have the desire to learn the English in order to become successful in the learning process.

At the first steps of learning the English language, EFL learner makes his efforts to achieve his goal which is to know everything in English[[23]](#footnote-23).in additional, EFL learner is curious to have more knowledge about the English. He follows the advice of the EFL teacher. Learners learn most effectively when they are allowed to rely on their own experiences and background knowledge to mentally construct their own personal understandings of course concepts .In other words, EFL Learner can learn the English by himself and his capacity to learn according to his experiences and background knowledge.

However, EFL learner can learn effectively through the teacher presentation if the information is organized properly.it means that when the teacher presents his lesson to the pupils, he helps them to learn better the English because it is foreign language for them and new knowledge.

Finally, EFL learner is always asking for everything that related to the English language which helps him to be successful and good learner. Also, he should be active and self-confident because without self-confidence, the learner cannot be able to learn and achieve his goal which is learning EFL.

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **Research Design**

In collecting the data, the researcher used a qualitative research, in order to get the data *“Portraying Teacher role’s in facilitating EFL Classroom”*, The writer also uses case study. A case study focuses on a single unit to produce an in-depth description that is rich and holistic. The underlying question is “What are the characteristics of this particular entity, phenomenon, person, or setting” Case studies typically include multiple sources of data collected over time.[[24]](#footnote-24)

A case study is a type of research design and analysis. It is also referred to as a method, a strategy and an outcome of research.

1. **Setting of Research**

This study was conducted in a public Junior high school in Serang. The school was selected because it has a good accreditation and sure has a good teacher too.

The respondents of the study are two English teachers who teach at MTs N 1 Serang and 50 students in different grade. 25 students in second grade who taught by the first teacher and 25 students in first grade who taught by the second teacher. The researcher carried out the research to EFL Teacher in MTsN 1 Kota Serang in Jl.Kp Bhayangkara No 84, Sumur Pecung, Kec. Serang, Kota Serang, Banten 42100. The time of the research will begin on September until November 2017.

1. **Data Collection Techniques**

There are two instruments used in collecting the data in this research: observation and interview.

First, the researcher observed the teacher while their teaching English in classroom. The researcher observed six times then makes a field notes regarding what kinds of teacher role that play in the classroom and what the dominant role that play by the teacher in facilitating EFL classroom.

Second, the researcher used questionnaire to collect data. In this research, the questionnaire is used to identify the EFL Leaner desire to learn English as a Foreign Language.

The research employs both close-ended and open-ended questions in the questionnaire. The first part of the questionnaire is closed-ended question questionnaire. This kind of questionnaire is used to mark yes/no, a short response, or checking an item from a list of suggested responses[[25]](#footnote-25). The second form questionnaire which consists of two questions about the teacher role and the EFL learner desire to learn English.

1. **Data Analysis**

The method used in the analysis of the data was qualitative method. Both data from observation, questionnaire and interview were interpreted in form of descriptive explanation. There is three main data analysis of this study.

1. Observation Analysis

The data gathering was done firstly by conducting a classroom observation to find out the kinds of teacher role in facilitating EFL classroom and the dominant role that play by the teacher in facilitating EFL classroom. the observation data was collected through a structured checklist and field notes.

The checklists were can see below. The researcher use (√ ) to sign on kind of roles that are often used in EFL classroom.

**-What kinds role are often used by EFL Teacher in MTs N 1 Kota Serang?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage of the activity** | **What does the teacher do?** | | **Role of teacher** | |
| **T 1** | **T 2** | **T 1** | **T 2** |
| **Beginning of lesson** |  |  |  |  |
| **Main activity of lesson** |  |  |  |  |
| **Closing** |  |  |  |  |

**Table 3.1 – Kinds of teacher role**

-**What The Dominant Role That Teachers Play in MTs N 1 Kota Serang?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Controller | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Teacher – fronted classroom |  |  |  |  |
| 2 | Provides learners with Knowledge |  |  |  |  |
| 3 | Take the rolls, tell students things, organize drills, read aloud |  |  |  |  |
| 4 | Cuts Down on opportunities for students to speak. |  |  |  |  |
| 5 | Lacks of variety in activities and classroom atmosphere. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Organizer | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Giving the student information. |  |  |  |  |
| 2 | Demonstrating what is going to happen. |  |  |  |  |
| 3 | Guiding them in the performance of the activities |  |  |  |  |
| 4 | Grouping students. |  |  |  |  |
| 5 | Closing things down when it is time to stop. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessor | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Offers feedback and correction. |  |  |  |  |
| 2 | Grades students in various ways. |  |  |  |  |
| 3 | The teacher should not make the student feel they are being unfairly judged. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Prompter | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Do it sensitively and encouragingly, but with discretion |  |  |  |  |
| 2 | The teacher may not supply the right amount of encouragement |  |  |  |  |
| 3 | Get the performing error correction |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Participant | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Teachers may want to join in an activity not as teachers, but as participants in their own right. |  |  |  |  |
| 2 | Participating in an activity is more enjoyable than acting as a resource |  |  |  |  |
| 3 | Teachers can easily dominate the proceedings. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Resource | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Teacher will want to be helpful and available. |  |  |  |  |
| 2 | Ask how to say or write something. |  |  |  |  |
| 3 | Want to know what a word or phrase means. |  |  |  |  |
| 4 | Want to know information in the middle of an activity about that activity or where to look for something. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Tutor | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Teachers working with individuals or small group. |  |  |  |  |
| 2 | Pointing students in directions they have not yet thought of taking. |  |  |  |  |
| 3 | Teachers will allow more personal contact and real chance for students to feel supported and helped. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Observer | | T 1 | | T 2 | |
| No | Statement | Yes | No | Yes | No |
| 1 | Observe the materials and activities |  |  |  |  |
| 2 | Being alert to the effect our actions are having: trying to tease out feelings and reactions in the classroom. |  |  |  |  |
| 3 | Posing questions about what we do in the classroom and using observation to answer them. |  |  |  |  |

**Table 3.2 -Dominant Role That Teachers Play.**

1. Questionnaire Analysis

In this study, close-ended and open-ended questionnaire consisted of two questions. Each statement of close-ended questionnaire had two alternative options that should be choose by the participants and in open-ended questions the participants should give the reason

**CHAPTER IV**

**THE RESULT OF RESEARCH**

1. **The Kinds of Teacher Role That Use by EFL Teacher in the Classroom.**

This section covers the kinds of teacher role that use by EFL teacher in the classroom MTs N 1 Kota Serang. The analysis kind of teacher role was identified from the categories proposed by Harmer (2001) theory, (1) Controller, (2) Organizer, (3) Assessor, (4) Prompter, (5) Participant, (6) Resource, (7) Tutor, and (8) Observer.[[26]](#footnote-26) The data gained from observation. The result was presented in the form of table and description.

Table 4.1, here are the result from the first teacher about kinds of role that their play in facilitating EFL Classroom. (Harmer, 2001).

|  |  |  |
| --- | --- | --- |
| **Stage of the activity** | **What does the teacher do?** | **Role of teacher** |
| **Teacher 1** | |
| **Beginning of lesson** | He enter class with say greeting, give the students instruction to have a sit and be quiet and ask about some material that unclear. | **Organizer** |
| **Main activity of lesson** | He give an instruction to the student to play a concentration game. He guiding them to do this game.He start to distribute the materials and giving the student information about the material. He cuts down the students to make some noisy. He answer the question from individuals in classroom and give more explanation to him. | **Organizer**  **Resource**  **Controller**  **Tutor** |
| **Closing** | He make sure that all material are clear and give an opportunity to the student to give some question and then assess them. | **Assessor** |

Table 4.2, here are the result from the second teacher about kinds of role that their play in facilitating EFL Classroom.

|  |  |  |
| --- | --- | --- |
| **Stage of the activity** | **What does the teacher do?** | **Role of teacher** |
| **Teacher 2** | |
| **Beginning of lesson** | She enter the class with say greeting. She has a powerful voice and make a good atmosphere in the classroom. sometimes She used a L1 and mother tongue of students to make a joke. She also give the instruction to the student in order to be a quiet and focus to the lesson. | **Organizer**  **Entertainer** |
| **Main activity of lesson** | She giving the materials and explain each subject with clearly. She also involve the students and give an opportunity to the students to step forward to repeated the subject who was taught. She instruct the student to mention the number and correct the wrong word. She grouping the students to little exercise about the materials. | **Organizer**  **Resource**  **Prompter** |
| **Closing** | she make sure that all the material are clear and give and assess them. | **Assessor** |

Table 4.1 shows that the first teacher use some role such as organizer, resource, controller, tutor and assessor. He take some role to facilitate EFL classroom and decided the appropriate role depend on the learner need. The first teacher not act as a participant, observer and prompter in this meeting because he just discuss about the previous material who has given. But actually in the other session he act as participant, prompter and observer in facilitating EFL classroom.

Table 4.2 shows that the second teacher also used some role in teaching session such as Organizer, Resource, Assessor, Entertainer and Prompter. This statement is supported by teacher interview.

It is a basic role that should teacher behave.as a controller, a participant, a tutor, an organizer, a prompter, an assessor, an observer and resource. And the most important role is changing the role from teacher center learning to student center learning.[[27]](#footnote-27)

It is prove that theory of Jeremy Harmer about EFL teacher role that often used in classroom is right. In the other side the researcher found that the second teacher not only play the role such as controller, organizer, prompter, resource, tutor and assessor but also play some roles like be a motivator, and entertainer.

Teacher as motivator is gives motivation and spirit to their students that can build the confidence from the students. A teacher did not give a punishment if their student made a mistake in answering or doing exercise. But the teacher will continue to support and motivate the students to repair the mistake[[28]](#footnote-28).The second teacher play this role to give a motivation in the beginning of lesson in order to the learner feel excited to start the lesson.

Meanwhile, teacher as an entertainer according the expert said that “Teaching is like acting. You’re like an actor on the stage and you’ve got to sell you’re performance”[[29]](#footnote-29). So, motivator and entertainer are be a part of teachers role that also play by the teacher in facilitating EFL classroom.

So, the researcher can conclude that all respondent play many role in facilitating EFL Classroom. Their change from one activity to another or from one stage of an activity to another such as be a controller, an organizer, a prompter, a participant, a tutor, an observer, an assessor and resource. That all is depend on what the material given and what the learners need in learning EFL.

1. **The dominant role in facilitating EFL Classroom at MTs N 1 Kota Serang.**

Table 4.3, here are the result characteristics of teacher role according to Harmer, this is a result of dominant role from first and second EFL Teacher who was observed in different classes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Controller** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Teacher – fronted classroom | **√** |  | **√** |  |
| 2 | Provides learners with Knowledge | **√** |  | **√** |  |
| 3 | Take the rolls, tell students things, organize drills, read aloud | **√** |  | **√** |  |
| 4 | Cuts Down on opportunities for students to speak. |  | **√** | **√** |  |
| 5 | Lacks of variety in activities and classroom atmosphere. | **√** |  | **√** |  |

Can we see that the first teacher and second teacher act as a controller because both of them do some characteristic above such as the Teacher fronted classroom, provides learners with knowledge, Take the rolls, tell students things, organize drills, read aloud, lacks of variety in activities and classroom atmosphere but the first teacher cannot cuts down on opportunities for students to speak.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Organizer** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Giving the student information. | **√** |  | **√** |  |
| 2 | Demonstrating what is going to happen. | **√** |  | **√** |  |
| 3 | Guiding them in the performance of the activities | **√** |  | **√** |  |
| 4 | Grouping students. |  | **√** | **√** |  |
| 5 | Closing things down when it is time to stop. | **√** |  | **√** |  |

From the table above both of teacher as an Organizer it was like giving the student information, demonstrating what is going to happen, guiding them in the performance of the activities, but the first teacher cannot grouping students at that time and the last both of them closing things down when it is time to stop.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessor** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Offers feedback and correction. | **√** |  | **√** |  |
| 2 | Grades students in various ways. |  | **√** | **√** |  |
| 3 | The teacher should not make the student feel they are being unfairly judged. | **√** |  | **√** |  |

The next characteristic is teacher as assessor. It can be seen that the both of teacher offers feedback and correction then make the student feel they are being unfairly judged but the second teacher not grades students in various ways.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prompter** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Do it sensitively and encouragingly, but with discretion |  | **√** |  | **√** |
| 2 | The teacher may not supply the right amount of encouragement |  | **√** |  | **√** |
| 3 | Get the performing error correction | **√** |  | **√** |  |

The next is a teacher as prompter. Both of teacher just do the third point that is get the performing error correction at student performance in the classroom.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participant** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Teachers may want to join in an activity not as teachers, but as participants in their own right. |  | **√** | **√** |  |
| 2 | Participating in an activity is more enjoyable than acting as a resource |  | **√** | **√** |  |
| 3 | Teachers can easily dominate the proceedings. |  | **√** | **√** |  |

Then the teacher as participant. The second teacher want to join in an activity not as teachers, but as participants in their own right but not for the first teacher. At this part the first teacher do not act characteristic above as a participant.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Resource** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Teacher will want to be helpful and available. | **√** |  | **√** |  |
| 2 | Ask how to say or write something. | **√** |  | **√** |  |
| 3 | Want to know what a word or phrase means. | **√** |  | **√** |  |
| 4 | Want to know information in the middle of an activity about that activity or where to look for something. | **√** |  | **√** |  |

From the table above it can be seen that both of teacher as resource do every single point of characteristic. They are provided many information and knowledge to be share.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tutor** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Teachers working with individuals or small group. | **√** |  | **√** |  |
| 2 | Pointing students in directions they have not yet thought of taking. |  | **√** |  | **√** |
| 3 | Teachers will allow more personal contact and real chance for students to feel supported and helped. |  | **√** |  | **√** |

From the characteristic above both of teacher just do the first point that is teachers working with individuals or small group to pair their work.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Observer** | | **T 1** | | **T 2** | |
| **No** | **Statement** | **Yes** | **No** | **Yes** | **No** |
| 1 | Observe the materials and activities. | **√** |  | **√** |  |
| 2 | Being alert to the effect our actions are having: trying to tease out feelings and reactions in the classroom. |  | **√** |  | **√** |
| 3 | Posing questions about what we do in the classroom and using observation to answer them. |  | **√** |  | **√** |

The last characteristic is teacher as observer, both of teacher observe the materials and activities in order to make a reflection that the material who has given is appropriate for the learner.

From the result above the researcher conclude to portray the dominant role from the first teacher, The first teacher teaching three different classes with the same material. The researcher tries to portray his role from one class to another in the beginning of lesson until the end of lesson and the result is that the first teacher play a controller and organizer. Act as a controller, the first teacher provides learners with knowledge, Teacher fronted classroom, Take the rolls, tell students things, organize drills, read aloud, cuts down on opportunities for students to speak and Lacks of variety in activities and classroom atmosphere. Then, the first teacher act as Organizer who giving the student information, demonstrating what is going to happen, guiding the student in the performance of the activities, grouping the students and closing things down when is time to stop. From the eight role that delivered by Jeremy Harmer theory in the fact that the teacher commonly act as a controller and organizer because from three meeting in different classes the researcher find that the learner in a bad class atmosphere, the situation so crowded, there are the learners who comprehend with the material but not for the several learners. The Researcher know that the learners are different from each other because each one has his own way of thinking and style of learning.

According to Harmer that some students have the different levels, some will be better writers and some will greater oral fluency.[[30]](#footnote-30)

The role organizer and controller will easy to expose because the first teacher just examine the learner with some task and some little practice.

Meanwhile, the second teacher play the role as an Organizer and Resource as dominant role in facilitating EFL classroom, the second teacher act as organizer and resource in three different classes. In each class she is always make sure that learner ready to learn and she prepare herself with the knowledge and experiences to be a good resource for them. as a resource the second teacher so helpful and available for students and recommend the students to think creatively to find out another sources to finish their assignment.

The researcher portray that the first teacher absolutely is more suitable if he acts as controller because it is appropriate with his characteristic who can make a clear direction and responsible to guide his follower keep focus to the lesson. In the other side the second teacher is more suitable to acts as resource in each class because she have a lot of teaching method to create the creative students to pair the work and make the classroom feel alive.

So, the researcher concluded that both of EFL teacher in MTsN 1 Kota Serang have the different dominant role that use in facilitating EFL classroom.

1. **Do the EFL learner have the desire to learn English as Foreign language?**

In the third research questions about learner desire to learn English as a foreign language the researcher found that from (50) EFL learner who was fill the questionnaire in two classes as a sample that (25) learner who teach by First Teacher agree that all of the learner have to desire to learn English and consider that the first teacher play his role well and think that he is patient, cheerfull and smart teacher in the classroom. In the other side from (25) learner that taught by the second teacher agree that there are (20) learner have the desire to learn English and consider that their English Teacher is a good role model in the classroom because she is kind person, patient and good explainer and (5) learner agree that his not have the desire to learn English because their think that sometimes she explain the material unclear and make the learner feel confuse.

From the result above the researcher conclude that the first teacher, from thirty learners who taught by the him feel that their have the desire to learn English as foreign language because the majority of them said that the first teacher make them understand to what is going on in the classroom and he is good organizer and controller. Then the second teacher, from thirty learners who taught by her said that sometimes their feel unclear with the material but the majority of students said that she is a kind and best resource and organizer until the learner have the desire to learn English as foreign language at last.

**BAB V**

**CONCLUSIONS AND SUGGESTIONS**

1. **Conclusions**

After conducting this research, the research can conclude that Portraying teachers role in facilitating EFL classroom based on the category of teachers role proposed by Jeremy Harmer.

1. Kinds of Teacher Role in facilitating EFL Classroom category based on the result, it can be seen (Chapter IV) that there are some role who used by EFL teacher in MTs N 1 Kota Serang, that is Controller, Organize, Prompter, Participant, Tutor, Prompter, Resource, Observer, Motivator and Entertainer.
2. The dominant role that used by two English Teacher in MTs N 1 Kota Serang are Controller, Organizer and Resource. The first teacher act as controller and organizer and the second teacher act as organizer and resource.
3. The learner desire to learn English as a foreign language it proven by the learner questionnaire. The result it can be seen

(chapter IV) that almost all the learners positively responded to the statement category.

Overall, the finding lead to a final conclusions that MTs N 1 Kota Serang have a good teacher who can play the role well in facilitating EFL Classroom. A role such as controller, organizer, prompter, participant, assessor, resource, tutor and observer absolutely is a main role that teacher should play the role to be a professional teacher. with an appropriate role who given to the learner, their desire to learn English will be advance.

1. **Suggestions**

After conducting this research, the researcher offer some sugestions which may be useful for further researcher especially for the School and Teacher:

1. For the School

MTs N 1 Kota Serang is one of favorite schools in serang regency, So it becomes a challenge for this school to enhance the quality from various ways. The researcher think that the school should be given more space for the classroom, because there are 30 students with the small classroom size. Which is impossible for teacher to move a freely in the classroom. In other side it is a must for the teacher to have dynamic activities. So, it is possible the school have to provide portable equipment.

1. For the Teacher

Dealing with the conclusion, the researcher would give some suggestions for English teachers. English Teachers should care more to the students because teachers are parents for the students when they at school. Because sometimes students need a friends for sharing to solve their problems.

1. For the student of UIN SMH Banten

This research is not perfect yet, I hope that someday the student of UIN SMH Banten can make it completely and can be a previous study and reference for the next research.

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