

**TEACHER'S ROLE AS A FACILITATOR TO ENHANCE EFL
STUDENTS' SPEAKING SKILLS FOR GRADE XI AT SMA PAB 4
SAMPALI**

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ABSTRACT

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The research focuses on the role of the teacher as a facilitator. The objective of research was to know what are the characteristics of teacher's role as a facilitator to enhance EFL students' speaking skill. This study was conducted at SMA PAB 4 Sampali, Medan which the sample was the twenty five students and an English teacher at grade XI that had been selected by doing an observation and delivering questionnaire based on the characteristics of teacher's role as a facilitator. The method for this research was qualitative descriptive. The data was collected by distributing the questionnaire and doing an observation during the learning process. The results showed that the teacher completely fulfill the characteristics of teacher's role as a facilitator. It is because the students dominantly choose strongly agree in three characteristics and agree in five characteristics, that are Partnership (92%), Participant (96%), Knowledge available (84%), Open learning (84), and also Wider horizon (60%). It was also found that the students choose that they are strongly agree in three characteristics, that are Focuses on learning (76%), Students centered (68%), and Sharing (68%). Meanwhile, the teacher can not play two characteristics, because the students dominantly choose disagree in Focus on Individual Learning Needs (92%) and Let Students Set Parameter (68%). During the learning process confirmed that the teacher was able to play a role as a facilitator. It can be seen from ten characteristics, the teacher had eight characteristics as a facilitator. However, it is so important for the teacher to have the characteristics as a facilitator in supporting students to enhance their speaking skill.

Keywords : *Teacher's Role, Teacher's Role as a Facilitator, English for Foreign Language, Speaking Skill*

*Graduate Status

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I. INTRODUCTION

A. Background of The Study

Teacher roles are very important in teaching and learning activities Hoyle (1969) states that teachers must have two major roles in the class. The first role is related to several functions of learning guidance, socialization, and evaluation. Second, the second role focuses on motivating students, managing teachers, and creating a suitable environment for students to learn. Adams (1970) states that the role of a teacher is always related to everything an individual does, their behavior, but the behavior of an individual is the role of the individual, in some cases the individual, the teacher himself, or another student or colleague. , Principal, parents, expectations for society. The role of a teacher is not clearly defined, and many factors can influence that definition. It is explained by social events, culture, and learning environment. It can affect different perceptions of the role of teachers in different societies and cultures, including the geographic areas surrounding the area.

To develop the speaking skills of EFL students, teachers need to be able to use their roles to support the learning process. Beijaard (1995) states that the identity of the teaching profession consists of three components. Subjects, interactions with students, teacher roles or the concept of their role (p.282). The latter is prepared for objections and coordination with students and cannot be determined directly by other factors. MoE (1992) argues that teachers play a major role in determining whether schools can achieve their educational goals.

In order to conduct the research, the researcher gathers the data from teachers of SMA PAB 4 Sampali. The researcher interviewed the teacher after the teaching and learning process finished.

Interview:

Researcher (R): "According to you what is the important aspect that should be exist in teaching speaking to the students?"

“Menurut anda, aspek apa yang terpenting dalam mengajarkan berbicara pada siswa?”

Teacher (T) : "I think , in teaching speaking , teacher is one of aspect that play a main role to give the students an appropriate material in improving their speaking ability. Besides that, students also should get involve when teachers ask them to speak or answer the question in English."

“Menurut saya. dalam mengajar berbicara, guru adalah salah satu aspek yang berperan penting dalam memberi materi pada siswa untuk meningkatkan kemampuan mereka dalam berbicara. Selain itu, siswa juga harus terlibat ketika guru bertanya dan menyuruh mereka berbicara dalam bahasa Inggris.”

R : "What must the teachers do to be successful in teaching especially in speaking English to the students?"

“Apa yang harus guru lakukan agar berhasil dalam mengajar terkhusus belajar berbicara dalam bahasa Inggris pada siswa?”

T : "I think the teachers must understand about the material, they

must know how to explain it in the classroom, provide some media, and ask the students to speak in English. Teachers also must be able to help the students build their self-confidence in speaking and give them motivation in the classroom."

"Saya rasa guru harus mengerti tentang materi yang diajarkan, mereka harus tau bagaimana menjelaskannya di kelas, menyediakan media, dan mengajak siswa untuk berbicara. Guru juga harus mampu membantu siswa untuk membangun rasa percaya diri dan memberikan mereka motivasi di kelas"

T : "According to you, how the role of teachers in helping students to improve their speaking skill?"

"Menurut anda bagaimana peran guru dalam membantu siswa untuk meningkatkan kemampuan berbicara mereka?"

R : "I think the role of teachers is very important, because teacher that will guide students to speak in English. Moreover, teacher also the center of knowledge, so teachers should know their role in the classroom."

"Menurut saya peran guru sangatlah penting, karena gurulah yang akan membimbing siswa dalam berbicara dengan bahasa Inggris. Apalagi guru adalah sumber ilmu. jadi guru haruslah paham peran mereka di dalam kelas."

R : "What are the roles of a teacher that you know in teaching especially in speaking English?"

"Peran guru yang seperti apa yang anda tau dalam mengajar"

terkhusus dalam hal berbicara bahasa Inggris?"

T : " I think, I can't explain the certain role of a teacher in teaching speaking. But, for me, teacher must be a good role model for students . For example, in speaking, teachers should give an example by speak in English first in front of the students in order to make the students believe and understand that their teacher also have capability and it can be their motivation to improve their speaking skill."

"Saya rasa, saya tidak bisa menjelaskan peran tertentu dalam mengajar berbicara ini. Tapi ,bagi saya, guru harus menjadi panutan yang baik bagi siswa. Contohnya dalam berbicara, guru harus memberikan contoh dengan berbicara dalam bahasa Inggris di depan para siswa, agar siswa percaya dan mengerti bahwa gurunya juga mampu dan menjadi motivasi bagi mereka untuk meningkatkan kemampuan berbicara"

This study is the role of the teacher as a facilitator to improve the speaking skills of efl students. Beijaard's (1995) theory supports that the teacher's professional identity is defined in three aspects: subject, relationship with students, role or concept of role (p. 282). Zeiger (2014) states that the role of a teacher is more important than standing in front of a student or teacher. Yate teacher means being able to teach many activities so that all students receive quality instruction. Therefore, this study is primarily aimed at identifying the role of teachers as facilitators in improving the speaking skills of EFL students. Researchers want to

know about the role of teachers and the implementation of teachers' roles as facilitators to improve students' speaking skills.

II. REVIEW OF LITERATURE

A. Theoretical of Framework

In doing this research, it is important to describe the concepts or terms implemented in the focus of research by using some theories. In this chapter, the writer presented some theories of this research was focused on the teacher's role as facilitator.

1. The Nature of Teacher's Role

Harmer (2007: 107), states that the teacher need to play so many important roles in the quality of education. Supported Harmer, Downie, et al (1974) begin by states there are some different senses related to the role of teacher. The senses divided into four categories. The first role is often need as class concept, where the students are seen in the goodness of certain things they have in general. It can be seen from groups that share a general goals like the role of doctor, basketball player or even a teacher. But, the sense only defines the teachers' role in terms of things that are generaly conduct together and consequently may not be very helpful. The second sense is spesifically cevelop any kinds of role. This meaning refers to forbidden behaviour. It can be predictive or normative in sense. In this matter, teacher is described to implement their role and people think teacher can behave although they can't focus on these purposes. This means there are some Rules that teachers should know and rules that teachers should not follow in their social life. Teachers can be criticized if they do what society prohibits. However, this argument does not

show why people act as witnesses and why they expect the behavioral model to relate to one role rather than another. The important point is that there is a lot of hope for student behavior from teachers, as opposed to those who play other roles. Teachers, on the other hand, need to know what society wants and expects from teachers. The third is its role as a social function. The role of a person in society is defined as a function of his or her achievements and contributes to the maintenance of the social system. The focus is on the actual impact of an individual or institution on social life. Teachers also have a social model of behavior. This is to put students in a socially healthy environment and to prevent them from living a life far from good socialization norms. There is always one or more students in the school who can act as clowns in some way. This job is to relieve school tensions, especially in stressful exam situations, even if she is unaware. Dörnyei and Murphey (2003) define the term role as "general expectations of how an individual should behave." In other words, the role explains what people should do. Littlewood (1981) describes one of the teacher's main tasks in the context of communicative teaching as a "learning companion" who can motivate and encourage students to become more autonomous students.

2. Types of Teacher's Role

Harmer (2007), states that there are the descriptions for 8 roles of teacher that can be implemented in the process of teaching such as teacher as facilitator, teacher as resource, teacher as controller, teacher as prompter or motivator, teacher as participant, teacher as tutor, teacher as organizer, and teacher as assessor. First role is teacher as a facilitator. Elizabeth Hartnell-Young (2000),

states that as facilitator the teacher acts in the practice community, which requires mutual willingness and supportive leadership. Where participants take risks, reflect on experiences and share their learning, they build organizational knowledge and develop individual skills. The second role of the teacher is the role of resources. Wilder (2017) states that teachers are a kind of walking content resource for students when they need help solving learning problems. The third role is the teacher as a controller. Bălcescu (2015) states that the teacher as a controller is always the person who has full responsibility for the class to control what the student does, what he says and how he says it. Next is the teacher's fourth role as an incentive or motivation. Bălcescu (2015) states that the role of teachers is to encourage teachers to participate in the learning process by suggesting how to proceed with the activity. Harmer (2007) argues that if a student gets lost or "lost", the teacher needs to move the teacher forward carefully and supportively.

3. Teachers' Role as Facilitator

The role of the teacher as a facilitator is to play a major role in helping teachers learn well with all kinds of strategies, methodologies, media, and some learning resources. Means. As a facilitator, Harmer (2007) argues that teachers need to have a strong foundation for self-development. This role is the main role of all roles. It is very important for students to focus on the teacher, so teachers need to be good facilitators for students across the sector. Harmer, J. (2007) also mentions that facilitators are used by many authors to define certain types of teachers. This is done in class and promotes student autonomy, by allowing students not only to learn alone, but also to use as a resource rather

than deploying knowledge brokers through the activities of groups and couples. Responsible for learning . Supports Harmer, Carl Rogers (1980) claims that the main role of the learning process comes from the teacher, but it is not the same as the textbook that conveys its content, but is a learning companion. Reassurance comes from the teacher's behavior and attitude in the personal relationship with the student. Rogers identifies three attitude qualities needed for supportive practice, whether counseling or education. These so-called core conditions are: a) Reliability. The teacher needs to be confident. Teachers must be excellent people who can recognize their feelings and build good communication with their students regardless of their feelings.

Teachers should not act solely in terms of education, faceless reification of curriculum requirements, or sterile tubes where knowledge is passed from person to person, b) Price, acceptance, trust. This means that the teacher needs to take care of the student and accept the feelings of the student who support and interfere with learning. It is trust and gratitude for one's ability and one's ability as a person, and c) empathy. In this part, teachers need to understand student opinions and internal feedback during the learning process. The point here is to understand, not judge or evaluate. The teacher's role as a facilitator needs to be able to encourage and support students with all the tools they need. We also need to help our students focus more positively, creatively and difficult.

4. The Characteristics of Teachers' Role as Facilitator

a) Focuses on learning

McGill, Ross Morrison (2010) explained that there are 10 ways teachers can focus on learning. a) Clarify the learning outcomes and keywords that form the basis of your teaching through a combination of direct self-adjusting feedback and “nudge theory”. b) Apply modeling strategies such as the following to help students develop their reading and computing skills. c) Have the courage to follow the learning process, not the lesson plan of the letter. This needs to be supported by an overall school culture that allows teachers to make mistakes and learn from them. d) Make sure you have a firm grasp of how memory works and how students learn and retain information. Use it to develop simple, evidence-based teaching and learning strategies to achieve "collective teacher efficiency", reduce workload, and maximize student progress in school, e) Use the Question Matrix to plan the questions you want to ask your students and how to ask them in a concise, systematic and effective way to see if your learning is stuck. This allows you to provide feedback and determine the knowledge and skills you need to reclassify. f) Employ seven qualities of effective teachers to improve the impact of instruction on social mobility. g) Carefully consider how Barak Rosenshine's principles can be ensured for effective training in practice. Take the time to think about your professional development priorities and how to increase your influence in the classroom. h) Improve observations in the school classroom by training observers using my four-step process. This will improve the reliability of observations, reduce observational bias and develop an open-door culture. The end result is a happy,

confident teaching team who feel supported to develop, i) Prioritise collaboration. Embed collaborative learning strategies, such as back to back, into your classroom to increase engagement in your lessons and create an inclusive learning environment, j) As a department or whole school, develop the right conditions for teachers to work collaboratively in order to improve practice, k) Establish a system of coaching in your school to support the professional development of all staff and improve teaching and learning in every classroom

(b) Students Centered

McCombs & Whistler (1997) find that teachers who focus their learning activities on students are involved in making decisions about learning and evaluation and understanding backgrounds, interests, and individual differences in learning. did. Respect and recognize the abilities of our students. And experience. Weimer (2002) states that student-centered teachers play a major role in the classroom, encouraging students to create discovery learning and understand each other. Instructors need to focus on real, real-life works that support student participation and involvement. Moffett & Wagner (1992) stated that during the learning process, students can deal with what they have learned in previous learning and create new meaning.

(c) Sharing

Kasl et al. (1997) define the exchange of knowledge between teachers as a process of collective sharing, sharing and interaction of work experiences, giving advice and allowing students to express new ideas, discussions and even suggestions. ... For example, teachers can motivate each other by trying to share

strategies for coping with the behavior of some students, or by teachers sharing different teaching methods. At the same time, exchange methods can stimulate discussions about pedagogy and achieve new knowledge goals

(d) Partnership

The American Psychological Association stated that teachers who can build positive partnerships with students create a wonderful class atmosphere while studying and understanding their needs, emotional and academic development. In addition, if students feel that they have a close and strong connection with the teacher, they will gain and achieve trust in the teacher through daily exchanges with the teacher, rather than receiving advice and suggestions and making decisions

(e) Participant

J. Imants, K. van Veen, (2010) stated that teachers should be able to successfully participate in activities aimed at developing problem-solving and improving both formal and informal education and counseling. Teachers need to participate in every step of the cycle in which improvements are developed (planning, development, performance, and evaluation). Learning is diminished if the majority of teachers are only expected to complete classroom tasks planned, developed, and evaluated by teachers and managers

(f) Knowledge Available

Shulman (1987) described seven types of teacher knowledge: content knowledge, general education knowledge, curriculum knowledge, educational content knowledge, learner knowledge, educational context knowledge, and educational goals, objectives, and value knowledge. .. Rechart, AE (1988) He

argued that the necessary knowledge features were necessary for the people involved in the classroom

(g) Focus on Individual Learning Needs.

Tim Pengembangan MKDK IKIP (1989: 149) describes several factors that affect learning and performance. a) Intelligence. It is very important for learning failure and successful effort. For example, high IQ students are more successful than low IQ students. b) Talent. It is also important when students learn a subject that suits their aptitude. Students may be able to reach their goals. c) Interest. Highlard, quoted by Slameto (1995: 57), the definition of interest is a permanent tendency to pay attention to and enjoy some activity or content. Interest has a significant impact on the process of learning.

(h) Open Learning

According to Sariola, openness has physical, doctrine, psychological, and virtual characteristics. a) Physical properties defined as the physical nature of the learning situation and its accessibility to the student. These characteristics determine whether the facility is always accessible. b) The didactic characteristic is the learning method and evaluation procedure. They try to answer about how students learn and learn. c) Psychological characteristics are due to learning motivational factors. Do they try to answer what motivates students and how? , D) Virtual characteristics refer to advanced media and technologies used in the teaching and learning processes.

(i) Let Learner Set Parameters

Having students set their own parameters in language learning is widely regarded as one of the strategies to promote learner autonomy (Locke, Shaw,

Saari & Latham, 1981; Wentzel, 1991; Yang, 1998). Charle & Szabo (2000) endorsed this theory that learners develop responsible attitudes and autonomy. A collaboration between students and teachers. Boekaerts (2002) states that the optimal strategy is a combination of learning parameters set by the student and approved by the teacher.

(j) Wider horizon

Zagursky (2011) supported these statements, stating that all students have the opportunity to develop their creativity skills in a challenging, low-threat environment. If teachers ignore it, students will be less creative and institutions will not be able to graduate from complex and creative problem-solving students.

5. EFL Students'

Stern (1983) states that a foreign language means a language used abroad. Learning a foreign language is used for tourism, communicating with native speakers, or reading foreign magazines. Yoko Iwai (2011) defines EFL as referring to people learning English in countries other than the Anglosphere. (For example, Japanese who study English in their own country are EFL learners)

6. Speaking Skill

Speaking is the first language skill to show that a student has succeeded in learning a new language. As Goh & Burns (2012) points out, learning English is a priority for second language learners. Successful language learning often depends on how good your oral language skills are. In any case, it is very important to acquire sufficient language skills to be acquired in daily lessons.

Speaking is an integral part of everyday communication and is a way of communicating ideas, expressing emotions and exchanging information. It is also used as a parameter for successful acquisition of speaking skills..

III. RESEARCH METHODOLOGY

This study was conducted by using descriptive qualitative research. The data of this study was the result of questionnaire from the students and the observation of English teacher at SMA PAB 4 Sampali.

The data of this study was collected by using observation and questionnaire. The researcher was doing the observation and the questionnaire guide that adapted from Gay's formulas that consisted of strongly agree (SA), agree (A), doubt (D), disagree (DA) and strongly disagree (SDA).

In this study, data analysis proceeds concurrently with the data collection process. As presented by Miles, Huberman and Saldana (2014), the flow of analysis follows an interactive analysis model. In the course of this investigation, the analysis proceeded in four steps which are; data collection, data reduction, data display and drawing conclusion.

IV. DISCUSSION

Based on the analysis of the data, it was found there were eight characteristics that showed by the teacher from ten characteristics based on Neary namely; a) Focuses on learning,(b) Students centered,(c) Sharing,(d) Partnership, (e) Participant, (f) Knowledge available, (g) Focus on individual learning needs, (h) Open learning,(i) Let students set parameter, (j) Wider horizon.

No	Statement	Amount of Students					Total
		SA	A	DA	Do	SDA	
1	Focuses on Learning	19	6	-	-	-	25
2	Students Centered	17	8	-	-	-	25
3	Sharing	17	8	-	-	-	25
4	Partnership	2	23	-	-	-	25
5	Participant	1	24	-	-	-	25
6	Knowledge	4	21	-	-	-	25
7	Focus on Individual	-	-	23	1	1	25
8	Open Learning	4	21	-	-	-	25
9	Let Students Set Parameter	-	1	17	2	4	25
10	Wider Horizon	10	15	-	-	-	25

It was found that there were, from ten characteristics of teachers' role as a facilitator, teacher completely fulfill eight characteristics based on Neary. The data showed that the students dominantly choose agree in five characteristics, that are Partnership (92%), Participant (96%), Knowledge available (84%), Open learning (84), and also Wider horizon (60%). It was also found that the students choose that they are strongly agree in three characteristics, that are Focuses on learning (76%), Students centered (68%), and Sharing (68%). Meanwhile, the teacher can not play two characteristics, because the students dominantly choose disagree in Focus on Individual Learning Needs (92%) and Let Students Set Parameter (68%). During the learning process confirmed that the teacher was able to play a role as a facilitator. It

can be seen from ten characteristics, the teacher had eight characteristics as a facilitator.

The reason why the teacher cannot fulfill two characteristics of teachers' role as a facilitator due to several reasons; 1) The teacher cannot focus on individual learning needs, because during the learning process the teacher used to have an interaction to the same students, they might be the good one in the class. 2) The teacher did not allow the students to set their own parameter, because the teacher used to lead them by using the English Book and the students also used to learn the material by listening to the instruction from the teacher. It makes the students are not able to set their parameter.

V. CONCLUSION AND SUGGESTION

This research used descriptive qualitative method to find out the Teacher's Role as a Facilitator to Enhance EFL Students' Speaking Skill at Grade XI of SMA PAB 4 Sampali Medan. Moreover, after conducting the research, the researcher would like to conclude some points in order to answer the problem of the study. They are as follows: In order to answer the problem of this research, the researcher concluded that there were eight characteristics of teacher's role as a facilitator that completely had by the teacher. That are Focuses on learning, Students centered, Sharing, Partnership, Participant, Knowledge available, Open learning, and Wider horizon. From the data presented by the chart, there were Focuses on learning (76%), Students centered (68%), Sharing (68%), Partnership (92%), Participant (96%), Knowledge available (84%), Open learning (84), and also Wider horizon (60%). From the percentage in each characteristics the teacher can be confirmed

enough to play a role as a facilitator because the teacher had fulfilled eight characteristics from ten characteristic.

A. The Suggestion

From the research result that have been concluded by the researcher, the researcher would like to suggest some points:

- 1) The teacher should be able to maintain the characteristics of teacher's role as a facilitator in learning process. Teacher play an important role to support the students enhancing their skill in speaking English. Besides that, teacher's role as a facilitator is a key to enhance students' speaking skill, because as a facilitator, it has already covered other roles of teacher.
- 2) If other researchers would like to conduct the same research, they should have considered the institution's availability in serving the researcher that conduct research in that place. They also have to make sure that the objects of the research agree to help. Moreover, they have to consider appropriate time in collecting the data.

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