

TEACHERS' ROLES IN ENGLISH CLASSROOM MANAGEMENT AT THE EIGHTH GRADE OF SMP NEGERI 4 TANJUNGPINANG

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ABSTRACT

Firstananda Jenni Yulieta Siagian. Registration Number: 2183321027. Teachers' Roles in English Classroom Management at the Eighth Grade of SMP Negeri 4 Tanjungpinang. A Thesis. English Educational Program, State University of Medan. 2022.

This research dealt with teachers' roles used by English teachers in English classroom management. This study aimed to investigate the types of teachers' roles were used by the English teachers and to analyze the reasons why teachers applied their roles in the way they did in English Classroom management at the eighth grade of SMP Negeri 4 Tanjungpinang. A descriptive qualitative design was used in this study. The data in this study were collected by using field notes, video recording, and unstructured interviews with teachers. The data were analyzed by data reduction, data display, and drawing conclusions. The findings of this study showed that the two teachers who taught in the eighth grade of SMP Negeri 4 Tanjungpinang applied these eight roles to manage the classroom during teaching and learning. But there are differences between the roles performed by them when the teaching and learning process takes place in the classroom. The first teacher (W) applied the seven teacher' roles as controller, organizer, assessor, participant, resource person, tutor, and observer. The second teacher (R) applied seven teacher' roles as controller, organizer, assessor, and prompter, resource person, tutor, and observer. The reason why the both of English teachers in the eighth grade at SMP Negeri 4 Tanjungpinang applied their roles as they did. Because of 1) teachers' formative, 2) teachers' training experience, and 3) teachers' personal attributes.

Keywords : Teachers' Roles, English Teacher, Classroom Management

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I. INTRODUCTION

A. Background of the Study

The teachers' roles in education are very influential on education's future success or failure. Teachers are the mainstay of the education system because they contain more roles than students to manage classroom activities and provide knowledge. Spratt (2011) argues that the different ways of behaving in managing the class are called teachers roles. Teachers have more roles than students because teachers not only impart knowledge but also have to manage their classroom activities.

In addition, Fowler (2010) says that teachers' roles are also vital to making the learning process enjoyable. If the class atmosphere is pleasant, students can learn with a happy feeling. In line, Brophy (1988) features that teachers' roles in the teaching and learning process are significant because they teach and carry out classroom management activities. In addition, Scrivener (2011) states that the effort of creating and managing a successful classroom can be the key to the overall success of the course.

Moreover, good management in the classroom can help students to reduce their level of stress. In teaching English it is the same, English teachers must be able to manage their classes well so that lessons can be conveyed well to students and so that students can enjoy learning English. Marmoah and Denmar (2017) explain that teaching English is an environmental setting where students can interact and find their way of learning in English. So, before someone performs their role as an English teacher in the classroom, they need to prepare themselves. Because the teachers' roles in managing class to achieve learning objectives are crucial. So, the learning process will work well.

This study focused on teachers' roles in English classroom management based on the theory of Harmer (2003) states that teachers have eight roles in classroom management, namely controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

To conduct the research, the researcher collected data from English teachers at SMP Negeri 4 Tanjungpinang. Based on observation, the researcher got the problem in teacher's roles. The preliminary data above showed that the teacher did not act as an organizer. At the beginning of learning the teacher applied her role as an organizer by telling related topics of learning to be studied at that time. But during the learning process the teacher did not apply that role well because she could not manage time in class properly. The teacher ran out of time to explain the material in class.

Based on the discussion of preliminary data above, there was a contradiction between expectations and reality on the ground. In reality, the teacher just applied the fifth of the teacher's roles, and she did not fulfill the teacher's roles as an organizer. While ideally, the teacher should apply eight teacher roles according to the theory proposed by Hamer (2003) features that a teacher should have eight roles in managing the classroom: controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

Based on the explanation above, the teachers' roles in managing the English class are very important to learn because the teachers' roles are one of the factors that can affect classroom management. If the teachers can play their role well in the classroom, class management will also run well. If students learn English with good classroom management, they will enjoy learning more, so that the English teaching and learning process can be successful. Therefore, the researcher is extracted in conducting this research with the title "Teachers' Roles in English Classroom Management at the Eighth Grade of SMP Negeri 4 Tanjungpinang".

II. LITERATURE REVIEW

A. Theoretical Framework

1. Definitions of teachers' roles

Spratt (2011) argues that the teacher's role is the different ways of behaving in managing the classroom. Teachers need to behave in different ways at different stages of a lesson in order to manage the classroom and

successfully guide students through the lesson. Teachers apply several different roles in every lesson. To determine the problem language, the teacher has several roles. Teachers must play their role in creating the effective and interesting English teaching and learning process in the classroom. A good teacher can play several roles in dealing with language problems effectively depending on different circumstances.

2. The Importance of Teachers' Roles

Teachers are the key figures in the learning process. They fundamentally influence their students' progress or lack to achieve the desired result. Teachers play very important roles in educational practice. It is the teachers who conduct a teaching-learning process, which is the core of the educational activity. Brophy (1988) says that teachers' roles in teaching and learning are significant because they teach and carry out classroom management activities. In addition, Fowler (2010) points out that the teachers' roles are vital to making learning enjoyable. If the class atmosphere is pleasant, students can learn with a happy feeling.

3. Types of Teachers' Roles

The teachers have many roles in the classroom. Harmer (2003) states that the teachers have eight roles in managing a class: controller, organizer, assessor, prompter, participant, resource, tutor, and observer. They are the explanation below:

a. Controller

Harmer (2007) says that when teacher act as controllers, they are in charge of the class and of the activity taking place and are often 'leading from the front'. In addition, Rindu (2017) states that the teacher as a controller is the teacher who controls the whole activity in the class during teaching and learning activity, including the language and students' behavior which happened in the classroom.

Sometimes students have to be student-centered in class, especially in English class, where students have to be more active in using English so that they can be trained again. And here, the teacher must be able to control

students and every condition in the class well. Harmer (2007) suggests that what teachers do when they act as controllers are include making announcements, leading a question and answer session, and controlling students so they don't make noise.

b. Organizer

Harmer (2007) says that as organizer, the teachers often involve giving the students information, telling them how they are going to do activity, putting them into pairs or groups and finally closing things down when it is time to stop. This role as an organizer is very important to be done by the teacher properly. If students do not understand what they are supposed to do or when class time is not well organized, they may not get the full benefit of the learning activity. If the teacher doesn't explain how pairs or groups should be organized, chaos can occur.

c. Assessor

Harmer (2003) states that the teachers have to act as an assessor, offering feedback and correction also grading students in various ways. One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. In this section, the teachers conduct an assessment of learning by giving questions to students classically or individually.

d. Prompter

Harmer (2003) shows that when teachers act as prompters, they want to help and motivate their students. The motivation of the teacher is very important for improving student learning outcomes, especially in learning English, where English is a foreign language or a second language for them. Teacher motivation is very influential for them to improve their English language skills.

Williams and Burden (1997 (in Kata Csizér, 2019) suggest that motivation is a state of cognitive stimulation that triggers a decision to act so that the person can achieve some predetermined goal. An important factor in the continuity of student motivation is the teacher.

e. Participant

Scrivener (2011) says that as a participant, teachers could sit down and join groups or pairs (temporary or entire assignments) and take part as if they were one of the group, offer ideas, help with questions, and join in on discussions. The teachers can move to another group if they have finished the discussion with the previous group. Of course, while they are working with one group, they will need to remain alert to what others are doing and if there are any problems.

f. Resource

Harmer (2003) argues that as a resource person, the teacher's task, in this case, answer student questions, and provide other resources related to the topic being studied. Students ask about the subjects being studied, and the teacher is expected to be a source of information. Teachers are helpful and available to their students.

g. Tutor

Harmer (2012) says that being a tutor is when the teacher works with all students in the classroom or individually to provide information about English. Teachers must implement their role as tutors because students need teachers to provide information about the material they are learning in class. If there are still students who do not understand the material explained, the teacher can also apply their role as a tutor.

Harmer (2007) points out that as a good tutor, the teacher needs to ensure that every student has the same opportunity to listen to the teacher's explanation individually until there is no doubt. A good teacher is a tutor if they can give information about the subject being studied, they can explain the information or material clearly to their students

h. Observer

Harmer (2003) points out that teacher observation refers to the teachers' use of visual perception modes to gather information and understand what is happening as it happens in the classroom environment. In this section, the teacher pays more attention to students' actions, reactions, and interactions in

the classroom. For example, when the teacher pays attention to student interactions during discussions or when presenting the results of their discussions in front of the class.

4. Teachers' Roles in English Material

The material in English is always related to the four skills in English. Yasin (2002) suggests that English taught in high schools in Indonesia includes four English skills: listening, speaking, reading, and writing. There are different teacher roles that they have to apply when they teach any English lesson to their students as follows:

a. Teachers' Roles in Writing Skill

O'Malley and Pierce (1996) in Autila (2018) say that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics. So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions. In this writing process, the roles of the teachers are also very much needed. In good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider coherence and cohesion. Harmer (2001) explains that teachers need to adopt some or all of the usual roles when students are asked to write, but the following are especially important there are prompter, resource, and assessor.

b. Teachers' Roles in Reading Skill

Pang (2003) argues that reading is about understanding written text. In other words, reading is drawing from the printed text and interpreting the information appropriately. To get students reading enthusiastically in class, teachers need to work on creating interest in topics and assignments. Harmer (2001) features that there are further roles they need to apply when asking students to read such as organizer, observer, assessor, and prompter.

c. Teachers' Roles in Listening Skill

Harmer (1991) explains that listening is a receptive skill in which people gain ideas based on what they heard. From this definition, it can be concluded that listening is the activity of paying attention to someone or something to understand what someone is saying. Harmer (2001) shows that, as with all

activities, for listening, the teachers need to be active in creating students' confidence by helping them listen better rather than by testing their listening abilities. In particular, teachers need to focus on the following roles as organizer, assessor, and prompter.

d. Teachers' Roles in Speaking Skill

Speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. Chaney (1998) says that speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. Harmer (2001) states that, as with any other type of classroom procedure, teachers must play several roles during speaking activities. However, there are particular roles if the teachers are trying to get students to speak fluently such as prompter, participant, and assessor.

5. The reasons teachers apply the roles the way they do

There are several reasons for teachers to influence teacher behavior in the teaching process. Gage (2009) explains that there are four variables as the teachers' reasons in teaching specifically are presage, context, process and product. One of the variables mentioned above, presage variable is one of the variables that relate to the teacher.

Dunkin and Biddle (1974) explain that presage variables concern traits that teachers have that affect the teaching process. Presage variables include those that affect teachers and their teaching behavior. Gage (2009) says that presage variables consist of teachers' formative experience, their training experience and their personal attributes.

6. Classroom Management

a. Definition of Classroom Management

Classroom management is the greatest concern of the most teachers. This topic is regarded as one of the most serious challenges facing student and beginning teachers. Brophy (1986) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. Teachers should create and well

maintain the classroom condition for their students to grow an active, creative, effective, and enjoyable learning climate

b. The important of Classroom Management

Rasyid (2008) explains that classroom management was essential to determining the success of the process in the classroom. In line, Scrivener (2011) states that the effort of creating and managing a successful classroom could be the key to the overall success of the course. Classroom management is very important in the classroom because it will enable teachers to ensure that classroom lesson runs smoothly without disruptive behavior from students. Teachers can increase student success through successful classroom management and create a productive and cooperative learning environment.

c. Goals of Classroom Management

Classroom management generally aims to increase effectiveness and efficiency in achieving learning objectives. In addition, classroom management also aims to create a comfortable classroom atmosphere for the teaching and learning process to take place. Evertston & Weinstein (2006) in Garret (2014) nevertheless emphasize that classroom management has two goals:

- 1) Creating an environment for academic learning.

Academic learning refers to learning content specified in state content standards, such as reading and writing, learning to reason, learning science, math, social studies, and so on.

- 2) Creating an environment for social-emotional learning.

Socio-emotional learning encourages the growth of social skills and the ability to express emotions maturely. Classrooms are well managed only when the teachers create environments that promote both these kinds of learning.

d. English as Foreign Language

English in Indonesia is more likely to be taught and learned only as a foreign language. This means that learning and teaching English occurs mostly in classrooms rather than in daily communication. English learners in

Indonesia do not have ready access to using English as a communication tool during their daily lives outside the classroom. Oxford and Shearin (1994) define a foreign language in this context as a language learned only during formal education. As such, English language teaching and learning in Indonesia presents challenges not encountered in countries where English is more commonly used daily.

Marmoah and Denmar (2017) explain that teaching English is an environmental setting where students can interact and find their way of learning English. In line, Scrivener (2011) states that the effort of creating and managing a successful classroom could be the key to the overall success of the course. As an English teacher who teaches English as a foreign language to students in the classroom, the teachers can make students active in English and improve students' ability in English by managing the classroom environment well. That is where classroom management can have an impact on the success of learning English.

e. The Implementation teachers' roles in classroom management

Classroom management influences the teaching and learning process, including English in the class. It is one of the things that are important in determining the students' learning outcomes. The teachers play an important role in classroom management, teaching, and learning English activities. Albanese (2004) asserts that the function of the teacher alone can flourish or crush the outcome of students' participation in the teaching and learning process.

Santrock (2001) features that also manages to bring into discussion some, but not limited to, of the characteristics and role of teachers in the active learning environment. First, teachers should adapt the instruction according to the students' developmental level. Second, teachers must pay attention to individual differences in learning. Third, teachers must always assess their students as an integral dimension of the teaching and learning process.

In conclusion, this topic highlights the teacher's important role in shifting students from a passive role to an active one in the teaching and learning

process. Teachers are encouraged to guide students to critically reflect on their knowledge and encourage teamwork among students.

III. RESEARCH METHODOLOGY

In this research, the researcher used a descriptive qualitative design that found the answers to the two problems of the study because this research is focused on specific details of a situation or phenomenon in English classroom management. In this case, the teachers' roles in English classroom management were the phenomenon.

The data in this study were the transcript of a video recorder, a table of field notes from observations in class, and the transcript from an audio recorder of an interview between teachers and researcher, which focuses on the teachers' roles in English classroom management and the reasons they do their roles the way they do. In this study, the data were gathered from two English teachers in the eighth grade of SMP Negeri 4 Tanjungpinang. The two English teachers were selected by purposive sampling.

The data of this study were collected by using observation, interview, and document. The techniques used to collect the data were field notes, audio recorder, and video recorder. The data of this study were analyzed using data reduction, data display, and drawing conclusions.

IV. FINDINGS AND DISCUSSION

a. Findings

1. Gathering Data and Information

The needs analysis was conducted on May 23th, 2022 at SMP Negeri 4 Tanjungpinang. The respondents of the needs analysis were two English teachers who applied the teachers' roles when managing an English class in the eighth grade.

2. Data Analysis Result

In this study, the data were collected by using field notes, interview, and document. The result collected through the instruments are as follows:

a. Observation and Documentation Analysis

Based on observation and documentation conducted in the teaching and learning process about teachers' roles, there are eighth teachers' roles in the teaching and learning process applied by English teachers. The frequencies of each teacher's roles used by the three teachers were presented in Table 4.1 below

Table 4.1 Frequency of Teacher Roles Applied by the Three Teachers

Teachers	The types of teachers' roles								Frequencies
	C	OG	A	PR	P C	R	T	O B	
W	✓	✓	✓	-	✓	✓	✓	✓	7
R	✓	✓	✓	✓	-	✓	✓	✓	7
Total	2	2	2	1	1	2	2	2	14

Notes:

W : As a first teacher

R : As a second teacher

C : Controller

OG: Organizer

A : Assessor

PR : Prompter

PC : Participant

R : Resource

T : Tutor

OB : Observer

Based on the investigation of two English teachers in the eighth grade of SMP Negeri 4 Tanjungpinang, the first teacher (W) applied the seven roles of teacher as controller, organizer, assessor, tutor, participant, resource, and observer. The second teacher (R) applied the seven roles of teacher as controller, organizer, assessor, prompter, resource, tutor, and observer.

From table 4.1, the first teacher (W) did not apply the roles of teacher as a prompter. She did not apply the teacher's role as a prompter because there was no student at that condition required the teacher to finally encourages her student.

The second teacher (R) did not apply the teacher's role as a participant because when the teacher gave assignments to students to do, the teacher did other activities in class, namely checking student assignments that she

previously gave, and there were 10 minutes left for students to did assignments before they finally finished. Before finally, they checked together the answers to the assignments that were being done at that time, and the bell rang so that the teacher did not have time to go around the students' desks again. After elaborated calculation of each teachers' roles applied by the two teachers, the percentages of each teachers' roles were presented in table 4.2 below.

Table 4.2 Percentages of Roles of Each Teacher Performed by Two Teachers

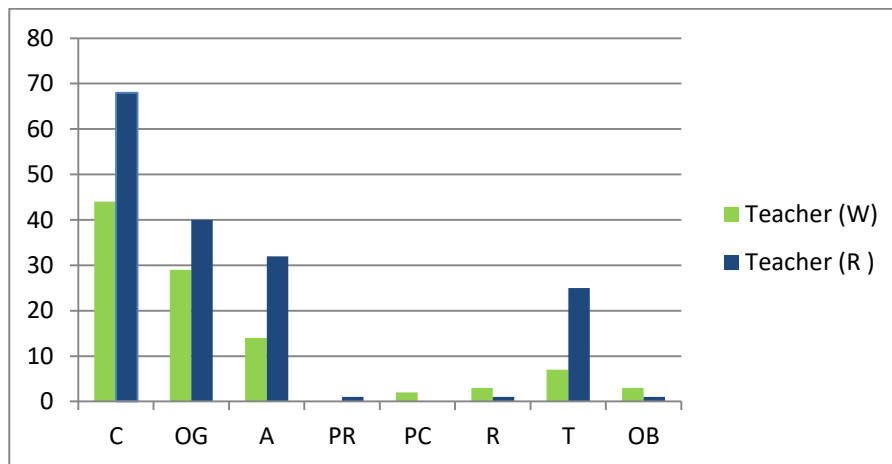
	The types of teachers' roles								FreQ
	C	OG	A	PR	PC	R	T	OB	
Percentages (%)	14.28	14.28	14.28	7.14	7.14	14.28	14.28	14.28	99.96
W	✓	✓	✓	-	✓	✓	✓	✓	7
R	✓	✓	✓	✓	-	✓	✓	✓	7
Total	2	2	2	1	1	2	2	2	14

As mentioned above, the percentages of teachers' roles as controller, organizer, assessor, resource, and observer were 14.28% which was applied by the two teachers. It meant that the teachers' roles as controller, organizer, assessor, resource, and observer had the same percentages. It was because those teachers' roles were applied by the two teachers. While the percentage for the teacher's role as a prompter and participant is 7.14% because the first teacher did not perform her role as a prompter and the second teacher did not perform her role as a participant. At last, the total percentages of the eight roles of teachers were 99.96%.

Table 4.3 The Display of Teachers' Roles

Teachers	The types of teachers' roles								FreQ
	C	OG	A	PR	PC	R	T	OB	
W	44	29	14	0	2	3	7	3	102
R	66	40	32	1	0	1	25	1	166
Total									268

Chart 4.1 The Amount of Each Teachers' Roles



The chart above showed the total of the types of the teachers' roles that applied by the two English teachers. It can be seen that the types of teachers' roles that the most frequently applied by the two English teachers in the English classroom management was controller. Where teacher (W) applied the role as controller 44 times and teacher (R) applied the role as controller 66 times.

The role that was least applied by the teacher (W) was the role as a participant which was carried out 2 times. While the role she did not apply in the teaching and learning process at that time was her role as a prompter. The role that was least applied by the teacher (R) was the role of prompter, resource, and observer, where each role was only performed once during yesterday's teaching and learning process. Meanwhile, the role she did not perform at all was her role as a participant.

b. Interview Analysis

After the teaching and learning process was carried out to be documented and analyzed, researchers found out why teachers have implemented the roles the way they do. Based on Gage (2009) says that presage variables consist of teachers' formative experience, their training experience and their personal attributes. The subjects of this study were two English teachers at the eighth grade of SMP Negeri 4 Tanjungpinang and conducted interviews to obtain further information related to the reason teachers applied their roles the way

they do in managing English classes. The data from the interview sessions below showed the reasons teachers applied the role as they do.

Both teachers who taught in the eighth grade of SMP Negeri 4 Tanjungpinang had the same reasons why they applied their roles the way they do. Based on the interviews that have been conducted, it was found that there are three reasons that influence the two teachers when implementing their role as teachers. Namely teachers' formative, teachers' training experience, teachers' personal Attributes

b. Discussion

This study investigated the types of teachers' roles and the reasons why they applied their roles the way they do. This study was conducted results from the transcripts of video recording, field notes from observation and transcript of the interview audio recording during the teaching and learning process from two English teachers. The first teacher (W) applied the seven teacher roles as controller, organizer, assessor, participant, resource, tutor, and observer and she did not apply the teacher role as prompter. The second teacher (R) applied the seven teacher roles as controller, organizer, assessor, participant, resource, tutor, and observer and she did not apply the teacher's role as a participant.

For the second regarding the reasons teachers applied their roles as they did, this study was conducted from interviews with two English teachers. The two teachers interviewed said there were three reasons they applied the teachers' roles in managing the English class. The teachers said that the first reason was the teachers' formative. Teachers need to adjust their role to the situation in the class.

The second reason was the teachers' training experience that includes their college background and the experience they gained during college. Based on the explanation in the interview from the two teachers, they have the same college background which is from English education. They said that in the department they were taught about the roles that must be applied by the teacher in the teaching and learning process in the classroom. The knowledge

and experience they got from the college eventually became the reasons that influenced them in carrying out their role as teachers during the teaching and learning process yesterday. The third reason was the teachers' personal attributes which contained their belief and perceptions. The two teachers explained that they applied the teacher's roles in the class based on their perceptions and beliefs.

It is necessary to realize that the teacher's role is very important, especially in managing English classes. Because good classroom management can provide a good environment for students to learn, especially in learning English. If students learn with good class management, the learning in class will run successfully.

V. CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as the following:

The two teachers who taught in the eighth grade of SMP Negeri 4 Tanjungpinang applied these eight roles to manage the classroom during teaching and learning. But there are differences between the roles performed by them when the teaching and learning process takes place in the classroom.

The first teacher (W) applied the seven teacher roles as controller, organizer, assessor, participant, resource person, tutor, and observer. The second teacher (R) applied seven teacher roles as controller, organizer, assessor, prompter, resource person, tutor, and observer.

Both of teachers who taught in the eighth grade at SMP Negeri 4 Tanjungpinang, have the same reason why they applied their roles the way they do teacher applied their roles because of the teachers' formative, teachers' training experience, teachers' personal attributes.

B. Suggestion

From the findings about the teacher's role, the researcher has several suggestions as follows:

For teachers, the teachers need to master their roles well because it is an effort to manage the class well which serves to make teaching and learning successful. The teachers should pay attention to the roles and reasons they apply their roles the way they do so that they can continually adapt their roles to the stages of the lessons, learner activities, and lesson objectives, students language level, and the age of the students that exist when they teach in class.

The first teacher must implement her roles as prompter because the teacher's role as a prompter is important to encourage students to be more enthusiastic in learning English in the classroom. Meanwhile, the second teacher should apply her role as a participant regardless of the time available because it makes the teacher open up opportunities for students to ask questions in pairs or groups with students so that students better understand the material being taught.

For students, students must be more active in communicating orally and in writing using English in teaching and learning so that the classroom management that the teacher has done well can be a place for students to develop their abilities in English.

For further researcher, this research is limited to one school and two teachers of the same level in one class meeting. This research in the future can still be developed further. The researcher recommended other researchers conduct research by expanding the study on other schools, teachers, class levels, number of meetings in teaching and learning, and other literature to obtain new findings especially related to teachers' roles.

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