

TEACHER'S ROLE IN ENGLISH CLASSROOM MANAGEMENT

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ABSTRACT

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This study deals with teacher roles used in English classroom management. The objectives of this study were to explain the teacher's role and analyze how the teacher realize their role in English classroom management. A descriptive qualitative design used in this study. The data collected by observing the teacher's role in two classes of grade ten and interview the two English teachers at SMA Negeri 11 Medan. The data analyzed based on Marmoah & Denmar theory. The findings of this study showed the first teacher did not apply teacher's role as a motivator and evaluator. The second teacher applied seven teacher's roles completely in teaching and learning process. It can be concluded that generally teaching and learning process of English subject in SMA Negeri 11 Medan was achieve the learning objective and have effective learning. In addition, the two teachers applied the roles of teacher as learning resource, facilitator, good manager, demonstrator, and guide while one of them did not apply the role of teacher as motivator, and evaluator.

Keywords: Teacher's Role, Classroom Management.

*Graduate Status

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INTRODUCTION

Teacher is a key figure in education. Mudianingrum, Evenddy, and Rima (2019: 2), a teacher is require not only skilled in the mastery of the material, but most of the teachers arealso required to be skilled in encouraging their students to learn. In other words, a teacher isexpect to help students in the learning process so that they can build up an awareness in view of the importance of learning and learning material presented by the teacher, which in turn can provide a change in the behavior of the students themselves. The education process takes place if there is an active interaction between students, teachers, teaching materials and learning environment.

At this time, many teachers only understand how to teach well and do not understand what role they should be doing other than teaching in the classroom. Richards and Rodgers (2014) state that '*Role*' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social

and interpersonal relationships between the participants. Being a teacher is not as easy as others think. The teachers are not only required to be able to teach students, but also must play their role in creating an effective and interesting English teaching and learning process in the classroom. In addition, the teachers must also play their role in maintaining a conducive learning situation in the classroom so that they can achieve the learning objectives.

In maintaining the classroom conditions conducive to learning, teachers must have knowledge about classroom management so they can carry out their roles as teachers well and can achieve learning objectives. Karwati and Priansa (2015), classroom management can be defined as a conscious effort to plan, organize, actualize, and carry out supervision or supervision of programs and activities in the classroom so that the English classroom management can take place systematically, effectively, and efficiently, so all the potential learners can be optimized.

Moreover, a good management in the classroom can help students to reduce their levels of stress. Teachers can also build up their students' and their own self-management and learning skills in the classroom. Marmoah and Denmar (2017), state that teacher has seven roles in managing a class during teaching and learning process, they are teacher's role is as a learning resource, teacher as a facilitator, teacher as a good manager, teacher as a demonstrator, teacher as a guide, teacher as a motivator, and teacher as an evaluator.

Marmoah and Denmar (2017) state that teaching English is the arrangement of environments within which the students can interact and research how to learn and more than a set of methods in English. So, before someone performs their roles as an English teacher in the classroom, they need to prepare themselves. Because the teacher's role in managing class to achieve learning objectives is crucial. So, the learning process will work well.

Based on preliminary research in SMA Negeri 11 Medan by interview and observation in English classroom management with two English teachers, the researcher found that there were some problems about teacher's role in English classroom management. Teacher's role as a learning resource, both of them do not make a learning plan by themselves and they just copy it from the internet. So, they do not really understand the contents of the lesson plan and the English teaching and learning process does not run according to lesson plan and the textbook. Teacher's role as a facilitator, teacher 1 did not use any media in teaching English. Vice versa, teacher 2 use some media in teaching English such as laptop and projector. And teacher's role as a demonstrator, teacher 1 do not make the student learning in a group that related to scientific approach. Meanwhile, teacher 2 make the student learning in a group that related to scientific approach.

Based on the phenomenon above, show that teacher's role in English classroom management is very important to apply. In addition, the teacher's role is crucial for influences to success in English teaching

and learning process. From this reason the researcher carry out a research under title “Teacher’s Role in English Classroom Management”. The researcher will do observation and interview of the English teacher of tenth grade in SMA Negeri 11 Medan.

REVIEW OF LITERATURE

1. Teacher’s Role

Richards and Rodgers (2014) state that ‘*Role*’ refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. In attempting to determine a problem language, the teacher has some roles. A good teacher should have a capacity to perform his roles depend on different circumstances effectively.

Marmoah and Denmar (2017) state there are seven roles of teacher in the classroom which are very important to be understood by the teacher:

1. Teacher’s role is as a learning resource.

A good teacher as a learning resource is if he/she can master the learning material. Example, the teacher can explain clearly the material without seeing the textbook.

2. Teacher as a facilitator.

This role of the teacher is giving the service to make easy learning activities. Example, the teacher using media in teaching English so the student excited to learning.

3. Teacher as a good manager

Teacher as a good manager is teacher who can create the learning climate where the students can learn in a comfortable atmosphere. Example, before doing teaching and learning process the teacher asks the student to clean the classroom.

4. Teacher as a demonstrator

This teacher’s role means that the teacher can show the students everything that can make students more understand and appreciate in every message are presented. Example, the teaching using scientific approach in teaching and make group discussion for the student.

5. Teacher as a guide

Because the students are unique individuals and also they have differences in some aspects such as a talent, interest, abilities and so on, those differences require the teacher to act as guide. Example, the teacher give guidance to the student who has differences character.

6. Teacher as a motivator

The learning process will be successful when students have motivation to learn so the teacher has to arise students’ motivation and interest. Example, the teacher give some prizes to student.

7. Teacher as an evaluator

The role of teacher is to collect the data or information about the success of the learning that has been done. Example, after the teacher some tests to students then she evaluate the test and inform the result to them.

It can be concluded that the teacher plays a major role in achieving the maximum and optimal educational goals. The role that cannot be separated in educational process.

3. Classroom Management

Gunawan (2019) said management is series of activities or action intended to create conditions that allow the learning to take place. Classroom management is an important requirement that determines the creation of effective learning. It can be concluded that classroom management is an important aspect of teaching and learning process to maintain an environment conducive to learning in the classroom. Gunawan (2019) states the aim of classroom management is to provide facilities for various kinds of student learning activities in the social, emotional and intellectual environment in the classroom.

Karwati and Priansa (2015), state there are four functions of classroom management, they are:

1. Class Planning Function.

Planning is to make a target to be achieved or achieved in the future. In relation to class, planning is a process to think and determine carefully about the direction, goals, actions, resources, as well as the right method or technique for teachers to use in the classroom

2. Class Organizing Function.

After getting certainty about the direction, goals, actions, resources, as well as the right method or technique to be used, the teacher further organizes the effort so that the plan can take place successfully.

3. Class Leadership Functions.

Effective leadership in the classroom is part of the teacher's responsibility in the classroom. In this case, the teacher leads, directs, motivates, and guides students to be able to carry out effective teaching and learning processes in accordance with the functions and objectives of learning.

4. Class Control Functions.

Controlling class is not an easy matter, activities in the classroom are monitored, recorded, and then evaluated to detect what is lacking and can reflect on what needs to be corrected. Control is a process to ensure that actual activities are in accordance with planned activities.

Based on explanation above, it can be conclude that the function of classroom management is actually an implementation of management functions that are applied in the classroom by the teachers to support the achievement of learning objectives effectively.

RESEARCH METHODOLOGY

This research conducted by qualitative research. Ary (2010) states qualitative studies are a distinctive type of research in education and the social sciences that can produce vivid and richly detailed accounts of human experience. Further, Moleong (2006:5) states that descriptive research is a method of research which trying to picture out and interprets the objects as in the fact. So, in this research descriptive research was conducted in the purpose to described systematically about the fact and characteristics of the subject (the English teachers in SMA Negeri 11 Medan) accurately. The researcher used descriptive design in this research because this research was focused on a certain phenomenon in the school environment. In this case the phenomenon was the activities of English teaching and learning process. This research also does not need to give the treatment to the object of the research. Then, the researcher observed and described the phenomena as in the fact as clear as possible without manipulation. The design consists of two stages. The first was observation to the teacher and the student. The second stage was doing the interview with the English teacher.

There were three English teachers in this school. But, the researcher took two teachers to become participants in this research. The participants were selected by purposive sampling. Sugiyono (2008: 219) states that purposive sampling is the sampling technique of data sources with certain considerations that the data source is considered to know the most about what is expected, make it easier for researcher to explore objects or social situations that are being studied. The following criteria for participants in this research study: a. willing to be participant and open in providing information related to research. b. works as a English teacher grade ten in SMA Negeri 11 Medan. Tenth grade was chosen as this research's object because the researcher had observed that class had a good interactions between teacher and students. The data of this research were collected by using fieldnotes and interview sheet. In this study, the researcher used semi structured interview.

Donald Ary et al (2010:283) state the data analysis in this research can be broken down into four stages; they are coding, data reduction, data display, and drawing conclusion or interpretation. But, the researcher only used three of four stages. Those can be explained as follows:

1. Data Reduction. In this stage, the researcher got the data from observed the classroom and interview with the teachers. The result of interview shows how the teacher applied her role in managing the class during English teaching and learning process. In this step, the irrelevant data was reduced and the needed data is included.
2. Data Display. It is process of displaying data in the form of essay so what it gets more understandable. In this research, the researcher used essay in displaying the data, because it was most common data display used in qualitative research.

3. Drawing Conclusion. Here, the researcher began to see what is the data. The researcher examined all entries with the same code and then merges these categories and found the connection among the categories. Then, it continued to told the stories and to made connection among stories. Finally, the researcher got the result and conclusion of the research.

DATA, FINDINGS AND DISCUSSION

The Data

The data of this study were the descriptions of the teacher's role during teaching and learning process. This study analyzed the data based on Marmoah and Denmar's theory that shows the variables which may affect the teacher roles and students' performance during teaching and learning process in classroom. There were 69 students from two classrooms and two English teachers with different teaching experience at SMA Negeri11 Medan. The data are observation sheet of two classrooms, interview sheet of two English teachers, and lesson plan of two teachers.

Based on the analysis, from two English teachers of tenth grade in SMA Negeri 11 Medan, teacher 1 used five roles of teacher as a learning resource, facilitator, good manager, demonstrator, and guide during teaching and learning process. Meanwhile, teacher 2 used seven roles of teacher as a learning resource, facilitator, good manager, demonstrator, guide, motivator, and evaluator. Almost all the teacher's roles are effective used by the teachers, because with those roles the learning objective can be achieve. After elaborating the types of teacher's role of two English teachers, the percentages of each roles of teacher were presented in Table 1 below.

Table 1 Percentages of Each Teacher's Role used by Two Teachers

Types of Teacher's Role	Teacher 1	Teacher 2	Percentages (%)	
			Teacher 1	Teacher 2
LR	✓	✓	14,28	14,28
FC	✓	✓	14,28	14,28
GM	✓	✓	14,28	14,28
DM	✓	✓	14,28	14,28
G	✓	✓	14,28	14,28
MT	-	✓	4,76	14,28
EV	-	✓	4,76	14,28

Note:

LR	: Learning Resource	G	: Guide
FC	: Facilitator	MT	: Motivator
GM	: Good Manager	EV	: Evaluator
DM	: Demonstrator		

Based on table above, the percentages of teacher's role as a learning resource, facilitator, good manager, demonstrator, and guide were 14,28% which applied by two teachers. It means that, the teacher's role as a learning resource, facilitator, good manager, demonstrator, and guide had the same percentages because those roles of teacher were often used by the two teachers even though they applied in different way in teaching.

Table 2. Frequencies Realization of Teacher's Role in Classroom Management

Realization of Teacher's Role	Teacher 1	Teacher 2
1. Diagnose student behaviour	✓	✓
2. Drafting the learning plan (rpp)	✓	✓
3. Implementing the learning process	✓	✓
4. Implementing school administrators	-	✓
5. Information disseminators and communicators	✓	✓
6. Potential developers themselves	✓	✓
7. Potential developers students	✓	✓
8. Curriculum developers in schools	✓	✓
Frequencies	7	8

The frequencies of both English teachers had different. The first teacher was realized seven the teachers' role and the second teacher was realized eight the role of teacher.

Findings

The data analysis, the researcher found that the types of teachers' roles in English classroom, namely; the role of teacher as learning resource, facilitator, good manager, demonstrator, guide, motivator, and evaluator. The percentages of teacher's role as learning resource, facilitator, good manager, demonstrator and guide were 14.28 % which applied by the two teachers. It is mean that the kinds of teacher roles applied by the two teachers in English classroom as learning resource, facilitator, good manager, demonstrator, and guide had the same percentages because those roles of teacher were usually used by the two teachers and teachers had good experience in applied the roles of teacher eventough they applied the roles of teacher in different way of teaching. Then, the percentages of the role of teacher as motivator and evaluator same were 4.76 % which different from others. The teacher 1 did not apply the teacher's role as a motivator because of limitations and communication problems that occur during lessons, especially during pandemic. And teacher 1 did not apply the teacher's role as an evaluator because of the teacher had difficult to evaluate the honesty of student assignment, whether it is done by the students themselves or not.

The researcher found that the roles of teacher applied by the two teachers with the realization in diagnose student behaviour, drafting the learning plan (rpp), implementing the learning process, implementing school administrators, information disseminators and communicators, potential developers themselves, potential developers students, curriculum developers in schools during teaching and learning process while one of them did not realize the teachers' role in implementing school administrators.

Discussion

In teaching English, the teacher's role in classroom management is important to achieve the learning objectives and make effective learning during teaching and learning process. This study are very helpful in teaching and learning process to improve student achievement in learning English.

While, for the first problem of study, based on Marmoah and Denmar theory the types of the teacher's roles were the seventh roles teacher such as learning resource, facilitator, good manager, demonstrator, guide, motivator, and evaluator used by the teachers. There were two teachers as the object of this research. Then, the seven roles of teacher categorized from the observation sheet and interview sheet; showed the first teacher applied the five roles of teacher in teaching and learning process and did not apply the roles of teacher as motivator and evaluator. The second teacher applied the seven roles of teacher completely in teaching and learning process. It meant that generally the seventh roles of teacher was occurred because those teacher's roles often used in English classroom and it can called as effective learning.

It is similar with the previous study; the teacher's role average controller, organizer, prompter, participant, resource, tutor, and observer had same percentage. Then, the roles of teacher as assessor was failed (Bancin, H. T. D, 2020). Compared to another study, roles of teacher which were often used and applied by the teacher; they are the roles of teacher as an organizer, as a facilitator, participant, demonstrator and as a guide. Meanwhile the teacher's roles which are seldom used not been applied maximal the teacher were the role of teacher as a prompter and as a resource (Rindu, I. & Ariyanti, 2017).

For the second problem, the two teachers realized the teachers' roles well in the tenth grade and the eighth roles of teacher occurred because those roles of teacher often used in English classroom. Those realizations by the teachers were in diagnose student behaviour, drafting the learning plan (rpp), implementing the learning process, information disseminators and communicators, potential developers themselves, potential developers students, curriculum developers in schools while one of them did not realize the teachers' role in implementing school administrators

Further, Harmer (2003) states different teachers perform differently. Not only that, but any one teacher probably also has many different performance styles depending on the situation. One minute teacher may be standing at the front commanding or entertaining, but a few minutes later teacher will be working quietly with a pair while the other students are working in their own pairs. Above all, teacher's role can be before, while, or after the teaching learning process. Hence, is important to realize that the roles of teacher

are important. Teacher should know what roles used for effective learning, achieve the learning objectives, and help the students to solve their difficulties in study.

CONCLUSION AND SUGGESTION

Conclusion

The findings of the study lead to the following conclusion:

1. The categories of teacher roles in English classroom management at SMA Negeri 11 Medan were applied. The seven roles are teacher as learning resource, facilitator, good manager, demonstrator, guide, motivator, and evaluator occurred in SMA Negeri 11 Medan. It was proved by the two teachers in applying teacher's role as learning resource, facilitator, good manager, demonstrator, and guide while one of them did not apply teacher's role as motivator and evaluator.
2. The two teachers applied the teacher's role in English classroom management with such a good way. They were good in applying the teacher's role in diagnose student behaviour, drafting the learning plan (rpp), implementing the learning process, information disseminators and communicators, potential developers themselves, potential developers students, curriculum developers in schools. Meanwhile, one of two teachers did not realize teacher's role in implementing school administrators. Further, the teaching and learning process runs effective and the learning objectives can be achieve.

Suggestion

Based on the data findings and what this research intended to, it was suggested that:

1. The teachers should learn more how to solve the limitation and problem communication that occur during lesson especially in pandemic situation so she can maximally do the teacher's role as motivator. In addition, the teachers should learn more how to evaluate well so she can maximally do the teacher's role as an evaluator even during the pandemic situation. Those are important to make the students achieve their success in learning process through give the motivation and evaluation. The role of teacher is important to give influence on the achievement of students in educational program.
2. The students should undersand what roles of teacher for making them easy in following the learning activities in the classroom and to increasing their English achievement.

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