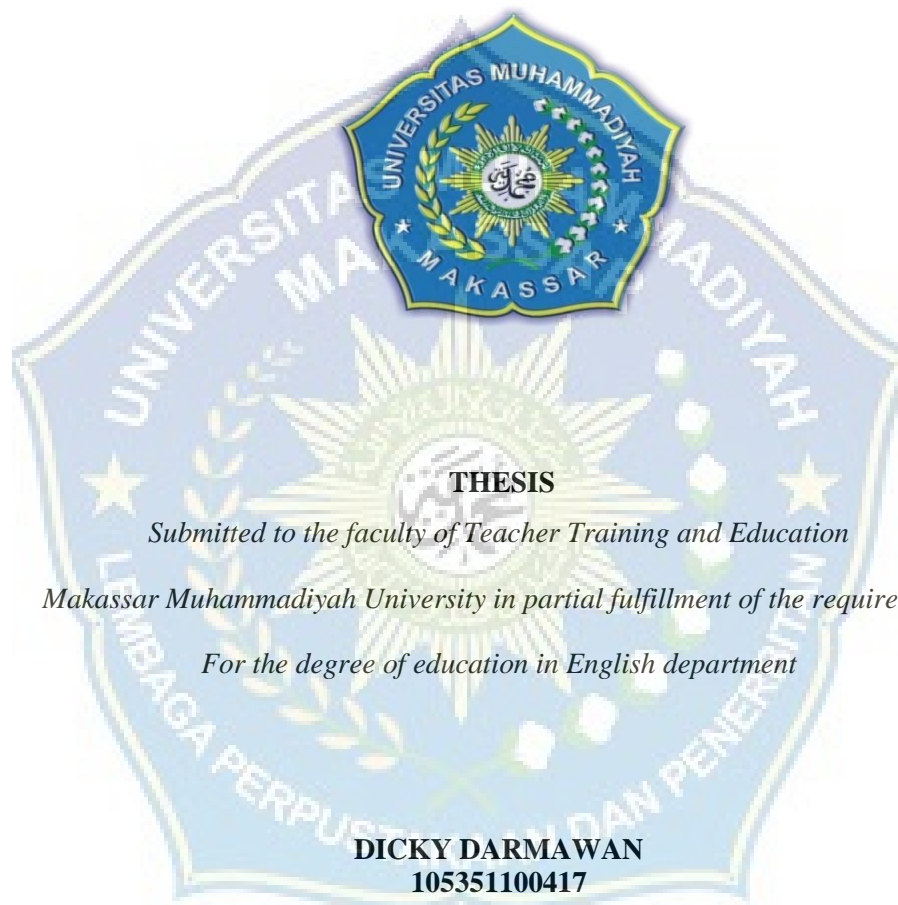


**AN ANALYSIS OF TEACHER' ROLES IN ENGLISH LANGUAGE TEACHING
(ELT) OF SMPN 1 LIBURENG**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

2023


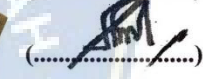
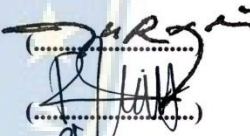
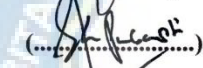
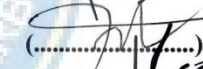




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Title : An Analysis of Teacher' Roles in English Language Teaching (ELT) to The Students of SMPN 1 Libureng

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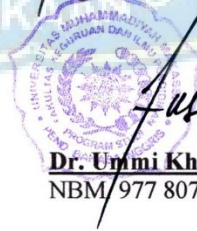

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Consultant I : Dr. Eka Prabawati Rum, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
28/8/23	1-3	reference Manager (Mendeley)	
20/8/23	1-3	no title for ch. 2 previous related studies	
1/8/23	3-5	samples Technique grammatical	
3/8/23	1-5	Research sig. Curtin	
5/8/23	5	Form - Discussion	

Makassar, 07 - 08 2023

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Day / Date	Chapter	Note	Sign
07/8/23	1-5	OK	

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Consultant II : Dr.Sitti Maryam Hamid, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Saturday/24 June 23	V-VI	<ul style="list-style-type: none"> - Pay attention on your research design (Qual / Quant) - Complete your Appendices (The important part is your Data analysis) - In your Discussion provide some responses related to your finding 	
Monday/26 June 23	IV-VI	<ul style="list-style-type: none"> - Provide your Questionnaire - Pay attention on your data analysis in your findings (be clear your data analysis based on the consultant provide in your chapter III) - Make your data analysis complete in your Appendix 	
Tuesday/25 July 23	IV-	<ul style="list-style-type: none"> - Related your data analysis in appendix should be match in your findings - Provide the frequency of your data in your findings - Make sure your data is present 	

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Day / Date	Chapter	Note	Sign
Tuesday / 1 st July 23	IV - VI	<ul style="list-style-type: none">→ separate your data→ Add the references in your document to support your findings→ Provide your CV!→ Where is document?→ Add the frequency of the person	
Thursday / 3 rd July 23	IV - V	<ul style="list-style-type: none">→ Add the frequency of the person→ Pay attention to the author→ Add the brief explanation on your document	
Friday / 4 th July 23		Well Done	

Makassar, 07-08.....2023

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Nama : Dicky Darmawan
NIM : 105351100417
Program : English Education Department
Title : **An Analysis of Teacher' Roles In English Language Teaching
(ELT) of SMPN 1 Libureng**

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar

Makassar, September 2023

Yang membuat pernyataan

Dicky Darmawan



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UNIVERSITAS MUHAMMADIYAH MAKASSAR**

SURAT PERJANJIAN

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Program : English Education Department

TITLE : **An Analysis of Teacher' Roles In English Language Teaching (ELT) of SMPN 1 Libureng**

Dengan ini menyatakan perjanjian sebagai berikut:

- 1) Mulai dari penyusunan proposal sampai dengan selesai skripsi saya, saya akan menyusun sendiri skripsi saya.
- 2) Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
- 3) Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
- 4) Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

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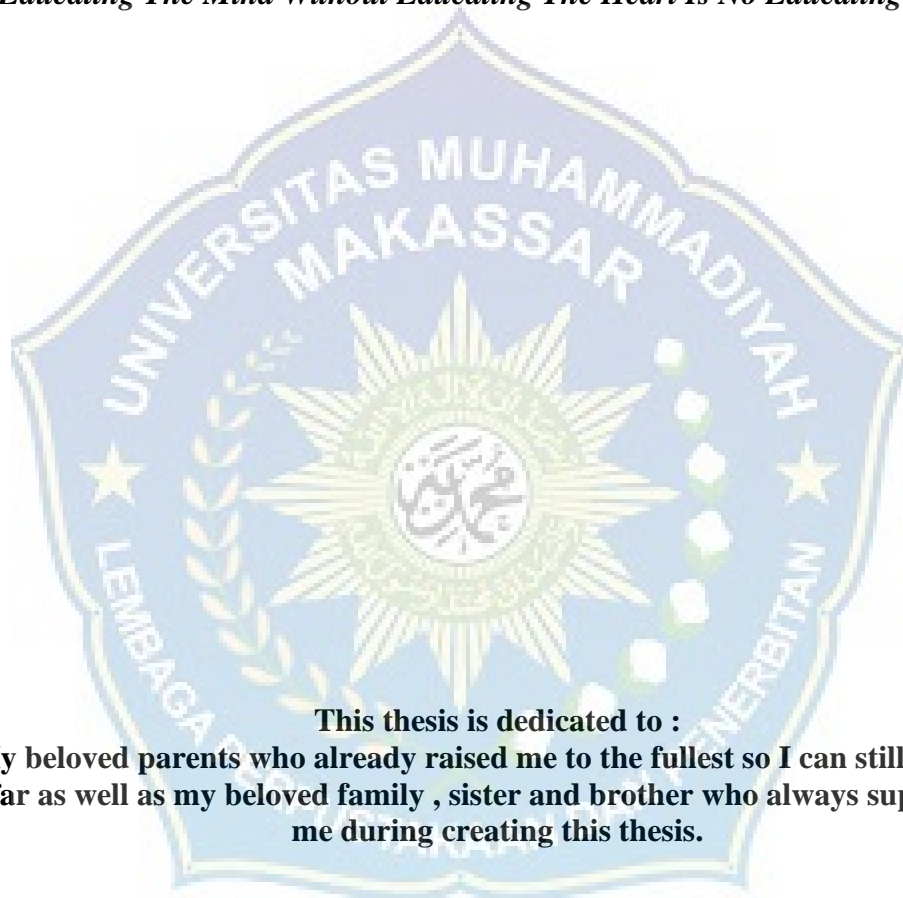
Makassar, September 2023

Yang membuat pernyataan

Dicky Darmawan

MOTTO AND DEDICATION

Educating The Mind Without Educating The Heart Is No Educating At All.



**This thesis is dedicated to :
My beloved parents who already raised me to the fullest so I can still stand so far as well as my beloved family , sister and brother who always supported me during creating this thesis.**

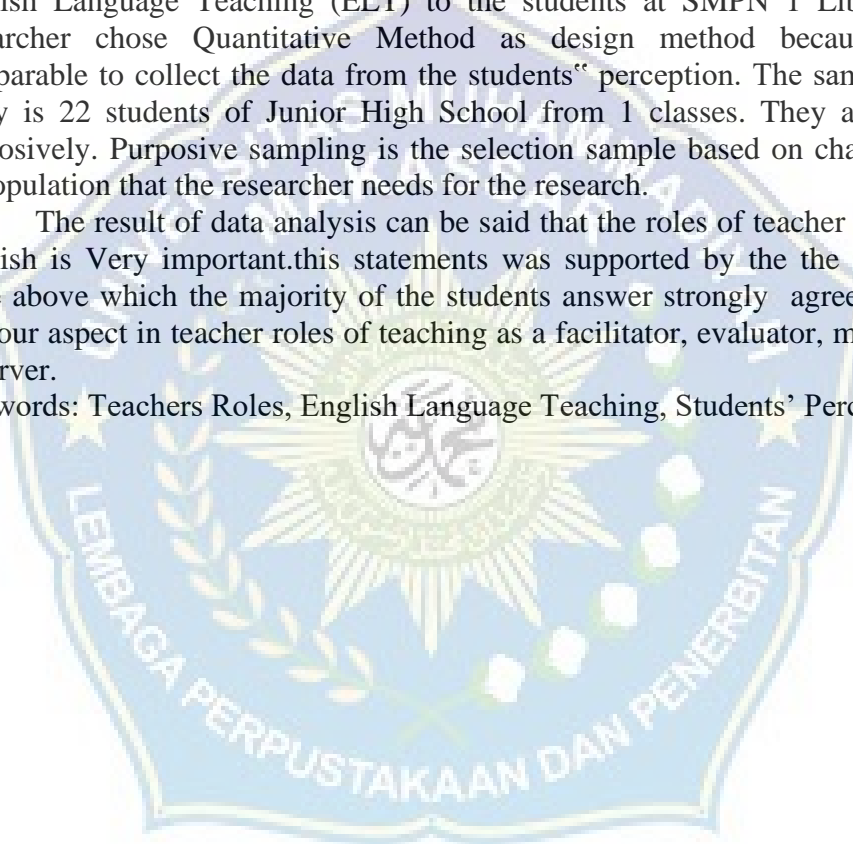
ABSTRACT

Dicky Darmawan. 2023. An Analysis of Teacher' Roles In English Language Teaching (ELT) of SMPN 1 Libureng. Thesis. English Education Department Faculty Of Teacher Training And Education Universitas Muhammadiyah Makassar. Supervised by Eka Prabawati Rum and Sitti Maryam Hamid

Teachers play an important role especially for child's development and education, but there are many other positions in the field of education that have a direct impact on the lives of hundreds of thousands of students. This study is aimed at knowing the students' perception in terms of the roles of teachers in English Language Teaching (ELT) to the students at SMPN 1 Libureng. The researcher chose Quantitative Method as design method because it was comparable to collect the data from the students' perception. The sample of this study is 22 students of Junior High School from 1 classes. They are selected purposively. Purposive sampling is the selection sample based on characteristics of population that the researcher needs for the research.

The result of data analysis can be said that the roles of teacher in teaching English is Very important. This statement was supported by the data of the table above which the majority of the students answer strongly agree and agree for four aspect in teacher roles of teaching as a facilitator, evaluator, manager and observer.

Keywords: Teachers Roles, English Language Teaching, Students' Perception.



ABSTRAK

Dicky Darmawan. 2023. Analisis Peran Guru dalam Pengajaran Bahasa Inggris di SMPN 1 Libureng. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Eka Prabawati Rum dan Sitti Maryam Hamid

Guru memiliki peran penting terutama untuk perkembangan dan pendidikan anak, tetapi ada banyak posisi lain di bidang pendidikan yang memiliki dampak langsung pada kehidupan ratusan ribu siswa. Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam hal peran guru dalam Pengajaran Bahasa Inggris (ELT) kepada siswa di SMPN 1 Libureng. peneliti memilih Metode Kuantitatif sebagai metode desain karena sebanding untuk mengumpulkan data dari persepsi siswa. Sampel dari penelitian ini adalah 22 siswa Sekolah Menengah Pertama dari 1 kelas. Mereka dipilih secara purposive sampling. Purposive sampling adalah pemilihan sampel berdasarkan karakteristik populasi yang dibutuhkan peneliti untuk penelitian.

Hasil analisis data dapat dikatakan bahwa peran guru dalam mengajar bahasa Inggris sangat penting. Pernyataan ini didukung oleh data tabel di atas dimana mayoritas siswa menjawab sangat setuju dan setuju untuk empat aspek dalam peran guru dalam mengajar sebagai fasilitator, evaluator, manajer dan pengamat .

Kata kunci: Peran Guru, Pengajaran Bahasa Inggris, Persepsi Siswa.



ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah, the researcher expresses thank you so much for the gratitude Allah SWT for blessing and mercy for the researcher during the processing until the finishing of the thesis. Shalawat and salam are sent to the our last messenger, the Prophet Muhammad SAW, who has guided us from the darkness to the brightness. In writing this thesis, the researcher find many difficulties, so the researcher realize that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gives spirit, advice, suggestion, and helping.

My highest appreciation and deepest thankful to my beloved parents, my father Hj.lallo and my mother Hj.Nyoma , they always give me spirit and motivation. And all of my family thank you so much for their attention, support and their love.

I thanks to my amazing consultant Dr.Eka Prabawati Rum, S.Pd.,M.Pd. and Dr.Maryam,S.Pd.,M.Pd. for their guidance, patient, invaluable clear perspective, valuable time, professional expertise and all motivation along the process this thesis.

The researcher realize that many people had given their helps and useful suggestion for the finishing this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to express this appreciation and sincere thanks to:

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2. Erwin Akib, S. Pd., M. Pd., Ph.D as dean of Teacher Training and Education Faculty.
3. Dr. Ummi Khaerati Syam, S. Pd., M. Pd, the head of English Education Department of FKIP Unismuh Makassar, who gave me valuable authorities on doing this thesis.
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Makassar, September 2023

Dicky Darmawan

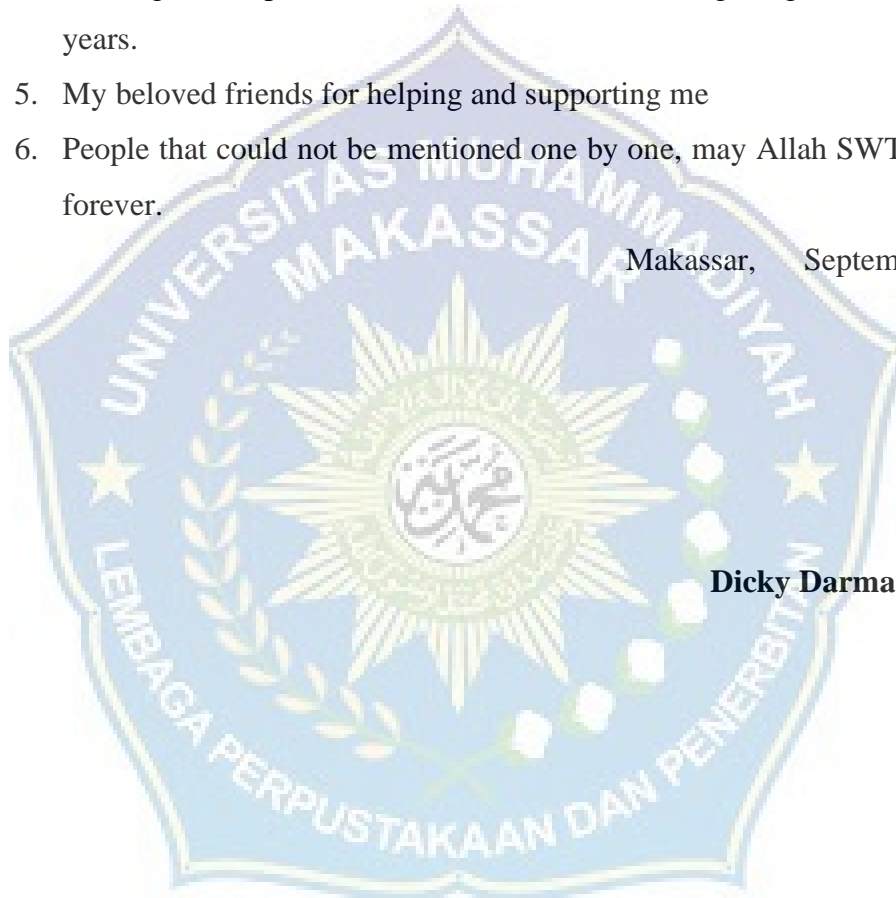


TABLE OF CONTENTS

COVER

APPROVAL SHEET

COUNSELLING SHEET

SURAT PERNYATAAN

SURAT PERJANJIAN

MOTTO AND DEDICATION

ABSTRACT

ACKNOWLEDGEMENT

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION

A. Background	1
B. Research Question	4
C. Objective of the Research	4
D. Significant of the research.....	4
E. Scope of the research	5

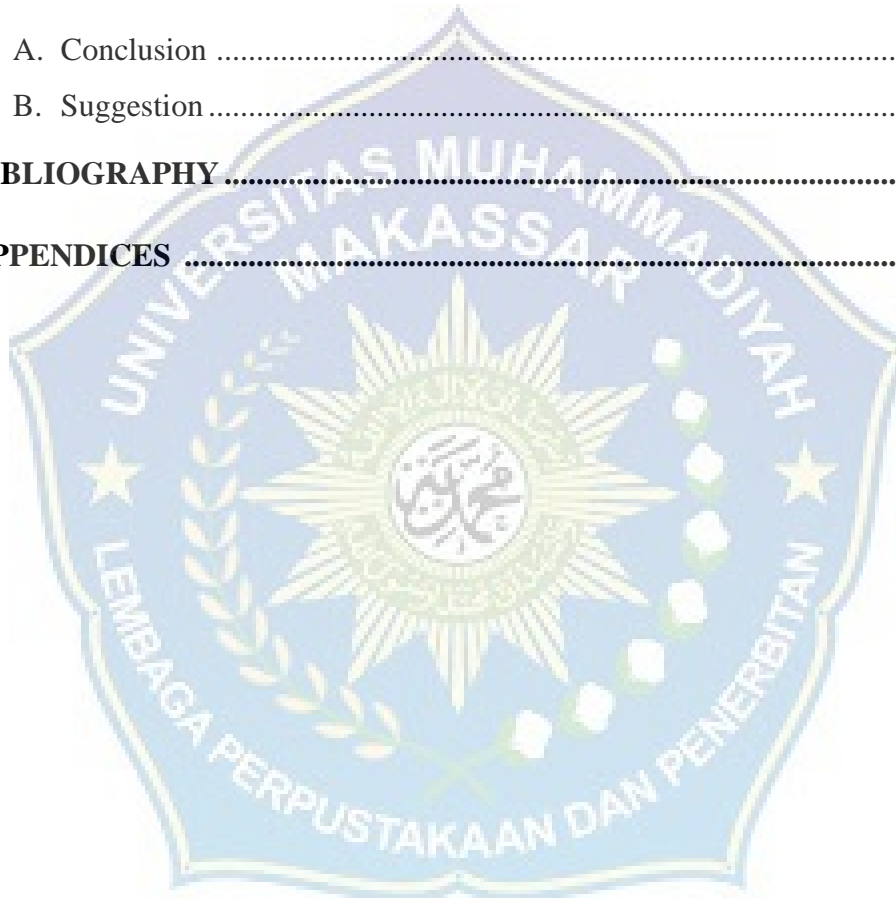
CHAPTER II REVIEW LITERATURE

A. Previous Related Studies	6
B. The Concept of Teaching and Learning Process.....	7
C. Communicative language Teaching	11
D. Language Used.....	12
E. Conceptual Frameworks.....	16

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	17
B. Population and Sample.....	17
C. Research Instrument.....	18

D. Data Collection.....	19
E. Data analysis	20
CHAPTER IV FINDING AND DISCUSSION	
A. Finding	22
B. Discussion	28
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	31
B. Suggestion.....	31
BIBLIOGRAPHY	32
APPENDICES	35



CHAPTER I

INTRODUCTION

A. Background

Everyone has a basic requirement for education. If there is a point of pivot between teachers and students, describe it. Every person should make an effort to acquire an education so that they can develop into well-rounded, knowledgeable individuals. The next generation needs to be prepared to live in these rapidly evolving times, and education is the key to this. To be well educated is to continuously and optimally foster one's intellectual growth and personal development.

The teaching and learning activities are fundamental to the teacher's tasks. This is due to the fact that the teacher plays a crucial role in imparting the materials to the students. According to Hoyle as cited in (Kornawati, 2009), the classroom instructor has two primary responsibilities. The first function refers to instruction, socialization, and evaluation. The second job involves inspiring pupils, keeping order, and fostering a climate conducive to learning. The most recent curriculum in Indonesia demands pupils to not only write but also speak English. It implies that the purpose of the teaching and learning activities is not only graduation, but also the students' proficiency in utilizing English as the international language of communication. In other words, Indonesian schools should not only focus on ensuring that all students pass the final exam, but also on preparing them to communicate internationally through English

Teachers play an important role especially for child's development and education, but there are many other positions in the field of education that have a direct impact on the lives of hundreds of thousands of students. To teach is to engage in a vocation. To be a teacher is to enter the world of work. Teachers are responsible for instructing students and are expected to fulfill a variety of roles and responsibilities in the classroom. Teachers of English as a Foreign Language need to understand their crucial roles in this field (ELT)

Teaching and learning are the responsibilities of a teacher. As a result of the new curriculum's emphasis on student-centered activities, teachers still have an important role to play in teaching English. In The role of the teacher, as cited in (Nunan, 2003) describes the teacher's numerous facets, one of which is serving as a source of information. It implies that the instructor is well-versed in his or her subject matter. Teachers in Indonesia who teach foreign languages must utilize the target language so that students grow more comfortable with the target language and are more comfortable using English in their classrooms.

The role of the teacher refers to the way in which they must conduct themselves in order to fulfill their responsibilities as educators. Both at school and at home, teachers have a wide range of responsibilities. There are specific behaviors that all officers of a particular job or rank are expected to exhibit. Teachers play a crucial part in the success of any educational system, as their influence can make or break the quality of students' final results. Teachers have a significant impact on education quality through their professional

abilities, performance, work motivation, and competencies. Teachers' primary responsibilities, as servants in the educational system, are to instruct and educate the students in their care. His performance will demonstrate his level of professionalism and provide proof that he has completed the teachers' assignments; this level of professionalism can then be used to evaluate the quality of his education.

The work of the teacher is essential in ensuring that the next generation has the tools they need to succeed in the future of education. The teacher's involvement in the educational process is highly regarded. In order for pupils to realize their full potential, teachers must be able to steer and guide them through each stage of development. Educators are obligated to ensure that their students are well-educated, morally upright, and adhere to the rules and conventions of the community and school where they reside.

Taking this title is based on the pre-observation process that has been carried out by the researcher himself by making direct observations of the teaching and learning process held at school, where in the pre-observation the researcher finds several things that become obstacles for students in understanding the learning process, including the role of the teacher who has not been maximized during the learning process because he does not play a role as it should be as someone who should be able to position himself not only as a teacher, but also as a regulator, assessor and others so as to maximize the potential of students in learning English as a foreign language.

Teachers are responsible for many other tasks in addition to teaching the students. A teacher is a person in a classroom who possesses the expertise, resources, and knowledge necessary to instruct young people.

B. Research Question

The researcher formulates the research question in relation to the concerns as a process of problem identification as follows:

1. How is the students' perception in terms of the role of teachers in English Language Teaching (ELT) to the students of SMPN 1 Libureng?"
2. How is the teachers' Perception in terms of the role of teachers in English Language Teaching (ELT) to the students of SMPN 1 Libureng?"

C. Objectives of the Research

The aim of this research is to know the students' perception in terms of the roles of teachers in English Language Teaching (ELT) to the students at SMPN 1 Libureng

D. Significance of the research

It is hoped that this study will be useful to current and future educators of the English language, particularly those working in the junior high school setting.

- 1 For the english Teachers

The instructor will feel more supported in delivering the lesson in English. If students want to improve their spoken English in everyday

situations, the teacher can play the role of facilitator. In addition, the educator will gain an appreciation for the significance of her/his own words in the language classroom. Teachers of foreign languages are also expected to benefit from this study by learning how to effectively incorporate English into their lessons.

2 For the researchers

For the future researchers, this research is expected to encourage the researchers to dig out deeper on teacher's talk. It is hoped can bring any information about teacher's talk. Therefore, the next researchers are interested in doing teachers' talk research.

E. Scope of the research

This research limited for analyzing "The teacher roles in ELT in the classroom especially (Teacher as a Learner, as a Facilitator, as an assessor as a manager and as an Evaluator) at the students of SMPN 1 Libureng

CHAPTER II

LITERATURE REVIEW

A. Previous related studies

Kumbakonam et al., (2017) states the teacher is crucial in grabbing the attention of his or her pupils and keeping it. Learner, Facilitator, Assessor, Manager and Evaluator are just a few of the roles that a teacher must play in order to be effective. In order to teach effectively, a teacher must first put himself/herself in the shoes of a learner. Students' attention will be piqued as a result. When students are getting ready for class, they can talk about things like teacher roles and other aspects of the curriculum. There are many ways in which a student can think about what roles they would like their teacher to play, as well as how this inclination relates to other aspects of their learning method.

Annisa et al., (2021), found that first teacher applied the eight teacher's role completely in teaching and learning process. The second teacher also applied the eight roles of teacher. The third teacher did not apply teacher's role maximally because she missed the role of teacher as assessor in teaching and learning process. It can be concluded that generally teaching and learning process of English subject in SMP Muhammadiyah 1 Medan was active or interesting learning. In addition, the three teachers maximally applied the teacher Roles in class.

Umar, (2021) explains that The aim of this reseach is to elaborate the roles of teachers in English language teaching (ELT). Starting from free trade,

the increasing number of foreign companies established in Indonesia, so that the use of international languages such as English is very widespread. Of course, aspiring entrepreneurs and job seekers have to master English so they can keep up with the times in this globalization era. If you are still in school or college, then you have the opportunity to learn and master English. If you have graduated from school or college, you should be ready to enter the world of work with the English skills needed by your place of work. To acquire good communication skills or to excel in communication skills, one has to acquire expertise in all the four skills. They are Listening, Speaking, Reading and Writing. Before students are able to master these 4 skills, students have to develop interest towards the subject or language. This is where the important role of the teacher will appear. Comparing with the three related studies above, the researcher already found the main differences between this research with the previous researchs is seen in the indicators which this research focuses on two main indicators namely language used and Teachers' teaching style which can be found on three research findings above.

Based on the previous research, the researcher explains that the similarity of this research with the previous research can be seen on the research focus which this research also concerns on the way of teachers in teaching English, and the differences can be seen on the research setting and the data analysis which this research focuses on quantitative research.

B. The Concept of Teaching and learning Process

1 The English Language Teaching

This theory has a relation with Language Acquisition and Communicative Language Teaching Methodology by (Littlewood, 2002). There are two language acquisition happened in students commonly, first language acquisition theory by (Vinuesa, 2002) and second or foreign language acquisition theory by Lennerberg as written by (Brown, 2000). According to the latest curriculum in Senior High School, Communicative Language Teaching methodology is the most relevant method applied since the major purpose of teaching learning activities is a real communication using the target language. The theory proposed by (Brown, 2007) gives clear explanation that the teacher is demanded to apply a real language to communicate between the teacher and students. In addition, this theory is also employed to find out the role of the teacher's introductory language.

In implementing this method, the teacher views the language acquisition acquired by the students. It is noticed that Senior High School students have already known the first language well (Setia & Nasrudin, 2020). Therefore, the teacher gives more attention to the second or foreign language acquisition. This can help the teacher to adjust the role of the teacher's introductory language and by applying this theory, the teacher can teach the students according with the students' proficiency level (Kopcha & Alger, 2011).

As a conclusion, by implementing all theories this research can find out

the language used by the teacher when she or he taught the Senior High School students and describe the role of the teacher's introductory language when the teacher taught English to the Senior High School students.

2 Teachers's roles in Teaching English

Teacher has role more than the students because the teacher is not only give knowledge but also should manage their classroom activities. A number of characteristics effective an English teacher in classroom interaction should have imagination, innovativeness, interaction, and independent thinking (Zhang, 2022).

a) Teacher As A Learner

Teaching and Learning is a continuous process and wherein strategies may differ with the moving generations. Though we find many changes in the education system, but the role of a teacher will remain the same but with slight changes. The teacher's job is to convince the student that education fulfills the need and learning in the classroom (Wang, 2022). A Teacher has to think from the learners' perspective before she plans to interact with the students. When a teacher plans with the learners' perspective and starts teaching, students can receive the information without any hesitation in grasping the things.

b) Teacher As A Facilitator

It is very significant that students should sense that their teachers concern about them and thus teacher should become the best

facilitator to the students in all the aspects. As a facilitator she has to direct and support students in learning for themselves as a self-explorer. Teachers should develop best learning environment which reflects the students' life in societal, intellectual and linguistic occurrences. As a facilitator a teacher should lay a strong foundation for their personal growth.

c) Teacher As An Assessor

As a Teacher, assessing is one of the important tools for extracting students' knowledge by giving continuous feedback. Teacher's role is not complete just by teaching a lesson. Assessing is the effective tool for making students learning perfect. A Teacher before assessing a student has to first assess their own conclusions, as to what extent a student will be benefitted with their correct assessment. These assessments can be carried out through verbal feedback, by conducting quizzes, by giving some tasks etc. An assessment makes a teacher to plan for her future teaching techniques and in guiding them to master their language.

d) Teacher As A Manager

Teacher's role as a manger is a very significant and imperative role in managing a class. A Teacher has to plan well in advance regarding handling the classes within the stipulated time, covering academics as well as interpersonal skills with various teaching techniques which is obviously a path to practical approach. An experienced teacher can manage the

timings according to their own experience. Perfect classroom management by a teacher using the major mechanisms will lead to success of teaching-learning methods.

e) **Teacher As An Evaluator**

As everyone is aware that evaluation plays a prominent role to a teacher's success. Evaluation is a subjective process, which is related to academics. Teacher has to be an effective evaluator while evaluating the student. True and fair evaluation should be done by a teacher in order to do justice to a student's career. A student has a wide scope of learning through the mistakes committed. As an evaluator a student should also be focused on the areas of competence rather than on the weaknesses and every student should be adhered to positive expectations (Thaba-Nkadimene, 2021).

C. Communicative Language Teaching (CLT)

A teacher can employ a variety of methods when instructing students on how to speak English. Communicative Language Teaching (CLT) is one of those that has remained relevant and applicable to this day. Using the Communicative Approach's theoretical perspective, this approach aims to make communicative competence the goal of language teaching and acknowledge the interdependence of language and communication. Larsen-Freeman is a company founded by (2004: 120) In a nutshell, CLT necessitates the ability to communicate effectively in English. The teacher must use English as a means of communication, not just as an object to be studied. Both

the teacher and students use the target language while in the classroom. To help students learn the target language, all communication is in the target language. Focusing on real language use rather than the mastery of language forms, CLT emphasizes communication rather than mastering language forms. When it comes to CLT, teachers are more likely to give students more opportunities to communicate with each other. However, the teacher still has an important role to play in the classroom as a facilitator of communication. The most important job of the teacher is to create conducive environments for students to communicate effectively. Students should be at the centre of instruction in the classroom, according to the CLT theory. However, the teacher's role cannot be overlooked. Teacher role in this approach is to provide guidance, answer students' questions and keep tabs on their progress.

D. Language Used

When teaching a foreign language to Senior High School students, the teacher used two languages: the students' target language and their mother tongue. When teaching, the teacher uses both languages. Providing students with the only substantial live target language input is critical to their success in learning the language. The teacher is expected to use English as the primary mode of communication in the classroom. In a language classroom, teachers should talk to students frequently to help them improve their English (Rao, 2022). Learning English is more effective when students are exposed to a wide variety of language. However, the teacher also uses the students' native language to teach the foreign language. Teaching and learning activities

benefit from the use of the student's native language. When teaching a new activity or if no one understands, the teacher may use the mother tongue, according to Slattery and (Jung & Shin, 2021). Additionally, because many high schoolers find it difficult to learn a foreign language without speaking their native tongue, the teacher encourages them to use it in class. Code switching is a common practice in the English classroom, where the teacher alternates between the two languages. Code switching is influenced by the following factors, according to Zilm as cited in (Kornawati, 2009), The type of work students are doing in class. It means that the teacher should be aware of the current state of affairs in the classroom.

In addition, the teacher's understanding of how students learn.

- 1 The teacher must be aware of the students' learning styles and determine whether or not they are paying attention to the lesson being taught.
- 2 The teacher's view of the target and native language's role and function. Using the target and native language effectively in the classroom is a teacher's responsibility.

Types of Teachers' Teaching Style Every teacher has different style that they use in teaching learning process. There are three types of teachers' teaching styles that are prevalent in classroom. According to (Jiang & Zhang, 2021) there are three types of teachers' teaching styles in teaching, they are: Visual, auditory and kinaesthetic. First is visual style is divided in to external and internal visual. External visual is information process through what are seen. Then internal visual is information process through what are seen and

remembering directly. Furthermore, teacher who has visual style give the information through seeing the object directly. Second is auditory style. Auditory style is also divides in to external and internal auditory. External auditory is information process through hearing and discuss it in a big group.

Then internal auditory is information process through hearing and discuss it in a small group. It means the teacher transfer information through hearing. Third is kinaesthetic style, kinaesthetic style is also divided in to external and internal kinaesthetic. Kinaesthetic external is information process through move, do or touch object. While internal kinaesthetic is information process through using nonverbal action like body language or tone. Teacher who has kinaesthetic style likes to move, doing or touching object directly. Furthermore, (Haggart, 2003) adds teachers' teaching style have three types, there are kinaesthetic teacher, tactual teacher and auditory teacher. First, kinaesthetic teachers have active classrooms. Students are out their seats doing projects, working in groups and making things. It means that, teachers make the students move and create an active classroom. Students work in a group and free to explore their ideas in learning. The kinaesthetic teacher is more active, because she/he moves from one side to the other side in the classroom. Second, tactual teacher, teachers with a tactual preference focus on self-esteem, social skills and self-expression. Concerned about feelings, they make sure students are comfortable and having fun. From the explanation expert, the tactual teachers create a warm and welcoming classroom environment where students work together like an extended family in a supportive atmosphere.

Last is auditory teacher, teachers with an auditory preference often lecture and ask a lot of question. In here, teachers like to do a verbal communication with students in teaching learning process. Teachers encourage the students to be active listeners and articulate speakers. In addition, (Jiang & Zhang, 2021) explains the teachers' teaching style may be classified as visual, auditory and kinaesthetic. First is visual style, the teacher presents the lesson through the pictures, sketches, diagrams, graphs or other related illustrations. It means, the teacher who has this type likes to use media in transfer information to students or something that can be seen. Second is auditory style, the teacher gives oral explanations most of the time. It means, the teacher who has an auditory style, transfer their information by use their voice and the students just hear what the teacher explained. Third, kinaesthetic style, the teacher engages the students in physical movements as they learn the subject. From the explanation above, researcher concludes that types of teachers' teaching style are: Visual style, auditory style, kinaesthetic style. First, visual style, here teacher take the students to imagine the material through picture or using illustrations.

F. Conceptual framework

The conceptual framework underlying this research is presented in the following diagram:

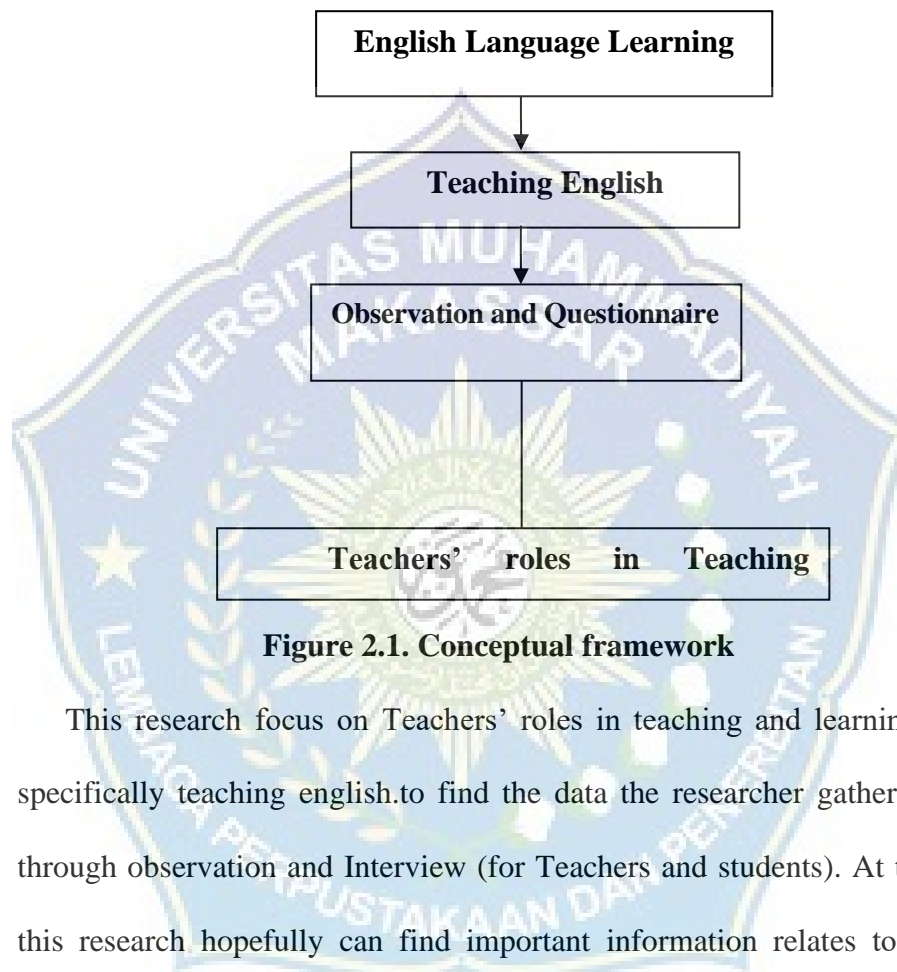


Figure 2.1. Conceptual framework

This research focus on Teachers' roles in teaching and learning process specifically teaching english.to find the data the researcher gathers the data through observation and Interview (for Teachers and students). At the end of this research hopefully can find important information relates to teachers' teaching Styles and The language used during the teaching and learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the title, the researcher chose Quantitative Method as design method because it was comparable to collect the data from the student' perception. According to Arikunto (2013:3) descriptive terms derived from the English term to describe which means describing a thing, such as circumstances, conditions, situations, events, and others. The purpose of this research design was to find out the student's perception in terms of the role of teachers in English Language Teaching.

B. Population and Sample

1. Population

The population first by listing down all members of the population. The total of students was 80 students consisted of four classes in 2022-2023 academic year, the class was chosen randomly.

2. Sample

The sample of this study was 22 students of Junior High School from 1 class . They were selected randomly. Random sampling was the selection sample based on characteristics of population that the researcher needed for the research.

C. Research Instrument

Direct Questionnaire and interview are the methods used in this study. According to (Cohen et al., 2009), the researcher is able to identify, categorize, and record behavior in either a natural or laboratory setting through the use of observation. A questionnaire was used to collect data from the students or participants. The questionnaire aimed to give the opportunity for the researcher to gather data from a number of people and the good thing about descriptive questionnaire was that they were flexible and could be word in different ways to allow participant to responses. The researcher used Likert Scale to get data questionnaire from the students. Likert scale was used to measure perceptions of a person or group of people about social phenomena. in research, this social phenomenon had been specified specifically by the researchers, hereinafter referred to as research variables (Sugiyono, 2017). Likert Scale usually had five potential choices (Strongly Agree “SA” (5), Agree “A” (4), Undecided “UnD” (3), Disagree “DS” (2), Strongly Disagree “SDS” (1)) 'but sometimes went up to ten or more. The results of questionnaires were analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

D. Data Collection

The following were the data techniques used in this study:

1. Interview, which aimed to know the students perception in teaching and learning process in the classroom.

2. **Questionnaire**

For data collection, the researcher used questionnaire as instrument method. The researcher gives questionnaire for the sample that consist of 10 closed-ended questions, the researcher gives 60 minutes for the students to answer the question based on their own think. In gathering the data, the researcher uses the following procedures:

- a. The researcher gave questionnaire to the sample of the research.
- b. The researcher collected the questionnaire
- c. The researcher analysed the data
- d. The researcher classify the answers based on the questions.
- e. The researcher did the data and made conclusion.

E. Data Analysis

To analyze the data, the researcher employed the formulas as follows:

a. The Likert Scale and scoring

Table 3.1. Likert Scale and scoring

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Partially agree	3
4	Disagree	2
5	Strong disagree	1

b. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering. The formula used is:

$$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$$

(Sugiyono, 2012:137)

Table 2. Rating Scale

Forms	Scale
5 x 12= 60	Strongly agree
4 x 12= 48	Agree
3 x 12 = 36	Partially agree
2 x 12 = 24	Disagree
1 x 12 = 12	Strong disagree

c. The next step identified the rating scale and interval distance.

Table 3.4. the rating scale and interval distance

Answer Score	Scale
49-60	Strongly agree
37-48	Agree
25-36	Partially agree
13-24	Disagree
0-12	Strong disagree

d. the data obtained from the questionnaires analysed by using the

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Total ideal score}} \times 100\%$$

(Sugiyono, 2012:137)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding covers the data of teacher's roles. The result of the research data shows the result of analysis in terms of students' perception. The researcher took 22 students as a research participant. The students' perception could be seen clearly in the following explanation:

1. The students' perception in terms of the role of teachers in English Language Teaching (ELT) to the students of SMPN 1 Libureng

1.1. Teacher as a Facilitator

Student' Perception in terms of Teacher as a Facilitator at SMPN 1 Libureng can be seen clearly in the following table:

Table 4.1. Teachers As A Facilitator

FACILITATOR			
Interval Score	Category	Frequency	Percent
49-60	SA	7	31,82%
37-48	A	14	63,64%
25-36	N	0	0%
13-24	D	0	0%
0-12	SDA	1	4,54
	Total	22	100.0

In the first Aspect of the roles of teacher in Teaching English, there are 4 students with the percentage (31,8%) as strongly agree classification, there are 14 students with percentage 63.6 % as agree classification, 1 student with percentage 4,5 % as strongly disagree. the mean score and Std deviation data can be seen clearly below:

Table 4.2. Students' mean score and Std Deviation in terms of Teachers as A Facilitator

Mean Score	Std.Deviation
12.05	2.171

Based on the table above, it can be seen that the mean score and Std Deviation are

12.05 with a standard deviation of 2.171.

1.2. Teachers as an Evaluator

The result of data analysis in terms of Teacher as a Facilitator at SMPN 1 Libureng can be seen clearly in the following table:

Table 4.3. Teachers as an Evaluator

EVALUATOR			
Interval Score	Category	Frequency	Percent
49-60	SA	14	63.6
37-48	A	8	36.4
25-36	N	-	0 %
13-24	D	-	0 %
0-12	SDA	-	0%
	Total	22	100.0

In the second Aspect of the roles of teacher in Teaching English, there are 14 students with the percentage 63.6 % as strongly agree classification, there are 8 students with percentage 36.4 % as agree and non of students in disagree and Strongly disagree classification with a mean score of 12.05 with a standard deviation of 2.171. The mean score and Std deviation data can be seen clearly below:

Table 4.4. Students' mean score and Std Deviation in terms of Teachers as an Evaluator

Mean Score	Std.Deviation
12.77	1.193

Based on the table above, it can be seen that the mean score and Std Deviation are 12.77 with a standard deviation of 1.193

1.3. Teachers as A manager

Table 4.5. Teachers as A manager

MANAGER			
Interval Score	Category	Frequency	Percent
49-60	SA	4	18.2 %
37-48	A	15	68.2 %
25-36	N	3	13.6 %
13-24	D	-	0 %
0-12	SDA	-	0%
	Total	22	100.0

In the Third Aspect of the roles of teacher in Teaching English, there are 4 students with the percentage 18.2 % as strongly agree classification, there are 15 students with percentage 68.2 % as agree, there are 3 students with percentage 13.6 % as netral classification and non of students in disagree and Strongly disagree classification with a mean score of 11.23 with a standard deviation of 1.572.as can be seen in the table below:

Table 4.6. Students' mean score and Std Deviation in terms of Teachers as a Manager

Mean Score	Std.Deviation
11.23	1.572

1.4. Teachers as an observer

Table 4.7. Teachers as an observer

OBSERVER			
Interval Score	Category	Frequency	Percent
49-60	SA	7	31.8 %
37-48	A	15	68.2 %
25-36	N	-	0 %
13-24	D	-	0 %
0-12	SDA	-	0%
	Total	22	100.0

In the fourth Aspect of the roles of teacher in Teaching English, there are 7 students with the percentage 31.8 % as strongly agree classification, there are 15 students with percentage 68.2 % as agree and non of students in neutral, disagree and Strongly disagree classification with a mean score of 11.82 with a standard deviation of 1.468 as can be seen in the following table:

Table 4.8. Students' mean score and Std Deviation in terms of Teachers as a observer

Mean Score	Std.Deviation
11.82	1.468

1.5 The students' perception in terms of the role of teachers in English Language Teaching (ELT)

Table 4.9. The Role of teachers in English Language Teaching (ELT)

ALL ASPECTS			
Interval Score	Category	Frequency	Percent
49-60	SA	10	45.5 %
37-48	A	11	50 %
25-36	N	1	4.5%
13-24	D	-	0 %
0-12	SDA	-	0%
	Total	22	100.0

In the all aspects of the roles of teacher in Teaching English, there are 10 students with the percentage 45.5 % as strongly agree classification, there are 11 students with percentage 50 % as agree, 1 student with percentage 4.5% as neutral classification and non of students disagree and Strongly disagree classification with a mean score of 47.86 with a standard deviation of 4.167. The result of data analysis can be said that the roles of teacher in teaching english is Very important. this statements was supported by the the data of the table above which the majority of the students answer strongly agree and agree for four aspect in teacher roles of teaching (as a Facilitator, Evaluator, Manager and Observer).

Table 4.10. Students' mean score and Std Deviation in terms of Teachers all aspects of the teacher's roles ini teaching

Mean Score	Std.Deviation
47.86	4.167

To make it clear, students' perception of teachers' roles in teaching can be seen in the picture below by using pie chart.

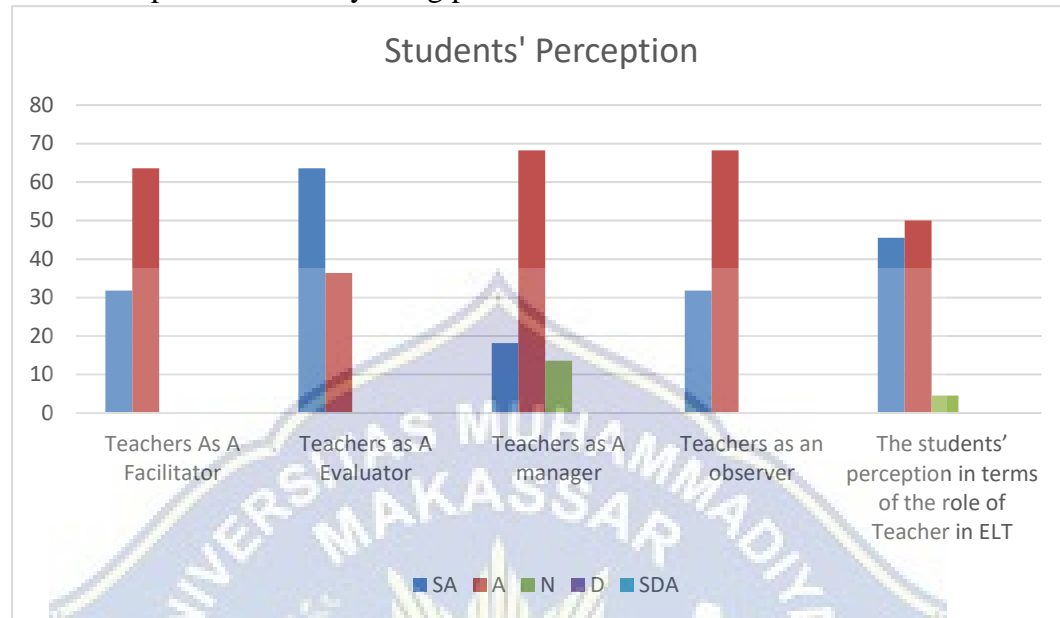


Figure 4.1.Students Perception

2. The Teachers' Perception of The teacher roles in ELT in the classroom

In this part the reserchers focuses on explaining the data in terms of the teachers perception of teachers'roles in ELT. The researcher took 3 students as a research participant. The students' perception could be seen clearly in the following data:

ALL ASPECTS			
Interval Score	Category	Frequency	Percent
49-60	SA	2	66.7 %
37-48	A	1	33.3 %
25-36	N	-	0%
13-24	D	-	0 %
0-12	SDA	-	0%
	Total	3	100

In the all aspects of the roles of teacher in Teaching English in terms of teachers perception, there are 2 teachers with the percentage 66.7 % as strongly agree classification, there are 1 teacher with percentage 33.3 % as agree, none of teachers in Netral, Disagree and Strongly Disagree classification. The result of data analysis can be said that the roles of teacher in teaching english is Very important. This statement was supported by the data of the table above which the majority of the teachers answer strongly agree and agree for four aspect in teacher roles of teaching.

B. Discussion

In this part the researcher explains about Students Perception the Role of teachers in English Language Teaching (ELT) and four Aspects of the roles of teacher in teaching process. Based on the research findings above showed that students had a positive response about teacher's roles in ELT. The student said that the teacher who implemented their roles in teaching and learning process can help the students in developing not only their character but also their ability in english. This statement in line with (Naibaho, 2019) states that this role is very important to be played by a teacher when in a timely manner. For example, when students do not understand what they should be doing, they may not benefit from the ongoing activities or from the teacher's role as an organizer. Furthermore, Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy (Umar, 2021).

In this part the researcher explains about Students Perception the Role of teachers in English Language Teaching (ELT) and four Aspects of the roles of teacher in teaching process. Based on the research findings above showed that students had a positive response about teacher'roles in ELT. The student' said that the teacher who implemented their roles in teaching and learning process can help the students in developing not only their character but also their ability in english. This research result in line with the theory proposed by (Vinuesa, 2002) gives clear explanation that the teacher is demanded to apply a real language to communicate between the teacher and students. In addition, this theory is also employed to find out the role of the teacher's introductory language.it as also supported by the previous research was done by (Annisa et al., 2021) with the tittle Teacher Roles Used In English Classroom Interactio, they found that The findings of this study showed the first teacher applied the eight teacher's role completely in teaching and learning process. The second teacher also applied the eight roles of teacher. The third teacher did not apply teacher's role maximally because she missed the role of teacher as assessor in teaching and learning process. It can be concluded that generally teaching and learning process of English subject in SMP Muhammadiyah 1 Medan was active or interesting learning. In addition, the three teachers maximally applied the teacher Roles in class.

In the process of carrying out observations, be careful, not be a nuisance by hanging all their questions by being close to them. This means that in practice, we should not interfere with what he is doing means that we are just

as an observer, and should not give input to them (Kumbakonam et al., 2017). The things needed to observe that we need to bring a notebook and pen to assess student performance either collectively or individually. Teachers here not only observe students to provide feedback. They should also pay close attention to the success of the teaching materials and the activities they deliberately carry in the classroom so that they can all, and if necessary we should prepare food during the observation process (Naibaho, 2019).

Based on the data that has been presented, it was found that English language education students the Eight Grade of SMPN 1 Libureng-Bone their understanding of the teacher's role in teaching process. There are four main aspects as a main core in this research. Of 12 statements it can be said that the result of the questionnaires shows a positive statement as we can see on the table 4.1,4.2,4.3,4.4 ,4.5 until 4.10, the majority of the student's responses in strongly Agree (SA) and Agree (A).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data gathered and analysed from questionnaire it can be concluded that most of students and teachers gave positive response to teachers' roles in teaching English. The students and teachers perceived that teacher gave a positive effect for the students. It can be seen based on the students' perception where the students' perception teachers' roles in teaching English at SMPN 1 Libureng is good perception. It can be concluded that Perception of Students and teachers toward teacher roles at SMPN 1 Libureng was good, it can be seen from the gathered data which shows majority of the student's and teachers' response in agree and strongly agree classification.

B. Suggestions

Based on the conclusions, the researcher gave same suggestions as follow:

1. For the English Teachers at Eight Grade of SMP SMPN 1 Libureng
 - a. The teachers must maintain a creative and always patient way of teaching and empathy for students because students feel comfortable with it.
 - b. The teachers must also be able to increase and increase knowledge about creative materials such as what students like.
2. For the next researchers

It is suggested to use this thesis as an addition reference in studying and the teacher should know their characteristic in teaching English.

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APPENDICES

APPENDIX A. STUDENTS' QUESTIONNAIRE CHECKLIST

57

THE STUDENTS' PERCEPTION IN TERMS OF THE ROLE OF TEACHERS IN ENGLISH LANGUAGE TEACHING (ELT) TO THE STUDENTS OF SMPN 1 LIBURENG

KUESIONER PERSEPSI SISWA

Petunjuk Pengisian Kuesioner:

1. Bacalah dengan cermat setiap butir pertanyaan, kemudian jawablah sesuai keadaan anda yang sebenarnya dengan cara memberi tanda cek (✓) pada kotak jawaban yang sesuai.
2. Angket ini tidak mempengaruhi nilai dalam pembelajaran.
3. Kategori yang digunakan untuk menjawab soal adalah SS (Sangat Setuju), S (Setuju), TT (Tidak Tahu) TT (Tidak Setuju), STS (Sangat Tidak Setuju).
4. Selamat mengerjakan dan terima kasih atas kesediaannya mengisi angket ini.

No	Pernyataan	SS	S	TT	TS	STS
1	The teacher positions himself/herself as a facilitator during the learning process. <i>Guru memposisikan diri sebagai seorang fasilitator selama proses pembelajaran berlangsung</i>		✓			
2	The teacher's Role as Resource Person <i>Guru berperan sebagai narasumber dalam pembelajaran</i>			✓		
3	The teacher positions himself/herself as an assessor during the learning process <i>Guru memposisikan diri Sebagai Seorang Penilai selama proses pembelajaran berlangsung</i>	✓				
4	The teacher's Role as a Manager in the classroom. <i>Guru memposisikan diri Sebagai Pengatur (Manager) di dalam kelas.</i>		✓			
5	The teacher positions himself/herself as an evaluator <i>Guru memposisikan diri Guru Sebagai Evaluator</i>		✓			
6	The teacher's Role as an Observer <i>Guru Berperan Sebagai pengamat di dalam kelas</i>			✓		
7	The teacher's Role as an Assessor <i>Guru Berperan Sebagai Penilai didalam Kelas</i>		✓			
8	The teacher's Role as a Controller <i>Guru Berperan Sebagai Pengendali di dalam kelas</i>			✓		
9	The teacher's Role as a Participant <i>Guru berperan juga sebagai peserta didalam kelas</i>				✓	
10	The teacher can be as a friend outside the learning process.		✓			

	<i>Guru memposisikan diri sebagai teman di luar Kelas</i>					
11	The teacher doesn't play Role as an Observer in the classroom <i>Guru tidak berperan sebagai pengamat di dalam kelas</i>	✓				
12	The teacher does not play his/her self as an assessor during the learning process <i>Guru tidak berperan sebagai penilai selama proses pembelajaran</i>		✓			

515

THE STUDENTS' PERCEPTION IN TERMS OF THE ROLE OF TEACHERS IN ENGLISH LANGUAGE TEACHING (ELT) TO THE STUDENTS OF SMPN 1 LIBURENG

KUESIONER PERSEPSI SISWA

Petunjuk Pengisian Kuesioner:

1. Bacalah dengan cermat setiap butir pertanyaan, kemudian jawablah sesuai keadaan anda yang sebenarnya dengan cara memberi tanda cek (✓) pada kotak jawaban yang sesuai.
2. Angket ini tidak mempengaruhi nilai dalam pembelajaran.
3. Kategori yang digunakan untuk menjawab soal adalah SS (Sangat Setuju), S (Setuju), TT (Tidak Tahu) TT (Tidak Setuju), STS (Sangat Tidak Setuju).
4. Selamat mengerjakan dan terima kasih atas kesediaannya mengisi angket ini.

No	Pernyataan	SS	S	TT	TS	STS
1	The teacher positions himself/herself as a facilitator during the learning process. <i>Guru memposisikan diri sebagai seorang fasilitator selama proses pembelajaran berlangsung</i>		✓			
2	The teacher's Role as Resource Person <i>Guru berperan sebagai narasumber dalam pembelajaran</i>		✓			
3	The teacher positions himself/herself as an assessor during the learning process <i>Guru memposisikan diri Sebagai Seorang Penilai selama proses pembelajaran berlangsung</i>		✓			
4	The teacher's Role as a Manager in the classroom <i>Guru memposisikan diri Sebagai Pengatur (Manager) di dalam kelas.</i>		✓			
5	The teacher positions himself/herself as an evaluator <i>Guru memposisikan diri Guru Sebagai Evaluator</i>		✓	✓		
6	The teacher's Role as an Observer <i>Guru Berperan Sebagai pengamat di dalam kelas</i>			✓		
7	The teacher's Role as an Assessor <i>Guru Berperan Sebagai Penilai didalam Kelas</i>			✓		
8	The teacher's Role as a Controller <i>Guru Berperan Sebagai Pengendali di dalam kelas</i>				✓	
9	The teacher's Role as a Participant <i>Guru berperan juga sebagai peserta didalam kelas</i>				✓	
10	The teacher can be as a friend outside the learning process.		✓			

	<i>Guru memposisikan diri sebagai teman di luar Kelas</i>		✓			
11	The teacher doesn't play Role as an Observer in the classroom <i>Guru tidak berperan sebagai pengamat di dalam kelas</i>		✓			
12	The teacher does not play his/her self as an assessor during the learning process <i>Guru tidak berperan sebagai penilai selama proses pembelajaran</i>		✓			

APPENDIX B.1 Data Tabulation of the students' perception

SAMPLE	QUESTION SCORE											
	1	2	3	4	5	6	7	8	9	10	11	12
S1	5	4	4	5	4	5	5	4	5	4	4	5
S2	5	4	4	4	5	5	5	5	4	5	5	4
S3	5	5	5	5	4	4	5	4	2	4	4	5
S4	4	3	5	4	5	5	4	3	3	5	5	4
S5	1	1	1	3	4	4	4	3	3	4	4	3
S6	4	4	5	4	5	4	3	3	3	5	5	4
S7	4	3	5	4	4	3	4	3	2	4	5	3
S8	4	5	3	5	5	4	2	5	3	4	5	5
S9	4	5	3	2	5	5	4	5	3	2	5	5
S10	4	4	4	4	3	4	4	3	2	3	4	3
S11	5	4	4	5	5	4	4	5	2	4	4	3
S12	4	5	5	5	4	4	4	4	2	4	4	2
S13	4	4	4	4	4	3	5	4	4	5	4	2
S14	4	4	4	4	4	4	4	3	3	2	4	4
S15	4	4	4	5	5	4	4	3	4	4	5	5
S16	4	4	4	4	4	5	4	3	4	4	4	4
S17	4	4	4	4	5	4	4	4	4	3	5	3
S18	4	4	4	4	4	3	5	5	4	4	4	3
S19	4	4	4	4	4	4	4	4	4	3	4	3
S20	4	4	4	5	5	4	4	4	4	3	5	3
21	5	4	4	4	4	5	4	4	3	3	4	4
22	4	4	4	5	5	4	4	4	4	3	5	3

Appendix B.2. The students total score and Classification

Respondent	Total	Classification
S1	54	Strongly agree
S2	55	Strongly agree
S3	52	Strongly agree
S4	50	Strongly agree
S5	35	Partially agree
S6	49	Strongly agree
S7	44	Agree
S8	50	Strongly agree
S9	48	Agree
S10	42	Agree
S11	49	Strongly agree
S12	47	Agree
S13	47	Agree
S14	44	Agree
S15	51	Strongly agree
S16	48	Agree
S17	48	Agree
S18	48	Agree
S19	46	Agree
S20	49	Strongly agree
21	48	Agree
22	49	Strongly agree

APPENDIX C.1 Data Tabulation of the students perception in Each indicators

SAMPLE (S)	QUESTION SCORE															
	1	2	3	Total	4	5	6	Total	7	8	9	Total	10	11	12	Total
S1	5	4	4	13	5	4	5	14	5	4	5	14	4	4	5	13
S2	5	4	4	13	4	5	5	14	5	5	4	14	5	5	4	14
S3	5	5	5	15	5	4	4	13	5	4	2	11	4	4	5	13
S4	4	3	5	12	4	5	5	14	4	3	3	10	5	5	4	14
S5	1	1	1	3	3	4	4	11	4	3	3	10	4	4	3	11
S6	4	4	5	13	4	5	4	13	3	3	3	9	5	5	4	14
S7	4	3	5	12	4	4	3	11	4	3	2	9	4	5	3	12
S8	4	5	3	12	5	5	4	14	2	5	3	10	4	5	5	14
S9	4	5	3	12	2	5	5	12	4	5	3	12	2	5	5	12
S10	4	4	4	12	4	3	4	11	4	3	2	9	3	4	3	10
S11	5	4	4	13	5	5	4	14	4	5	2	11	4	4	3	11
S12	4	5	5	14	5	4	4	13	4	4	2	10	4	4	2	10
S13	4	4	4	12	4	4	3	11	5	4	4	13	5	4	2	11
S14	4	4	4	12	4	4	4	12	4	3	3	10	2	4	4	10
S15	4	4	4	12	5	5	4	14	4	3	4	11	4	5	5	14
S16	4	4	4	12	4	4	5	13	4	3	4	11	4	4	4	12
S17	4	4	4	12	4	5	4	13	4	4	4	12	3	5	3	11
S18	4	4	4	12	4	4	3	11	5	5	4	14	4	4	3	11
S19	4	4	4	12	4	4	4	12	4	4	4	12	3	4	3	10
S20	4	4	4	12	5	5	4	14	4	4	4	12	3	5	3	11
21	5	4	4	13	4	4	5	13	4	4	3	11	3	4	4	11
22	4	4	4	12	5	5	4	14	4	4	4	12	3	5	3	11

APPENDIX C.2. Data Tabulation of the teachers' perception

SAMPLE					QUESTION SCORE							
Respondent	1	2	3	4	5	6	7	8	9	10	11	12
S1	3	5	2	4	3	4	5	4	5	3	5	3
S2	4	5	5	5	3	3	3	4	2	3	4	5
S3	4	4	3	2	5	4	5	3	2	5	4	5
S4	3	5	4	5	5	3	4	2	4	5	3	4
S5	1	3	5	3	3	4	4	5	3	2	4	4
S6	4	4	3	5	5	4	4	3	5	5	4	4
S7	3	3	4	4	4	3	4	3	4	4	3	3
S8	5	4	2	4	4	3	2	5	3	4	4	3
S9	3	4	4	3	4	4	5	4	2	3	4	4
S10	4	4	3	4	5	4	3	3	3	3	4	4
S11	4	4	5	4	4	3	3	4	3	3	4	4
S12	5	3	3	3	5	5	5	4	2	3	4	3
S13	4	3	3	4	5	3	4	4	2	5	4	3
S14	5	4	3	4	2	3	5	3	2	2	4	5
S15	3	3	3	4	4	5	5	2	3	3	5	4
S16	5	3	3	4	3	4	2	1	4	4	4	5
S17	3	5	3	4	4	2	4	4	5	3	5	4
S18	5	3	3	3	3	4	4	4	5	5	4	4
S19	4	4	4	4	4	4	4	4	4	3	4	5
S20	4	4	4	5	5	4	4	4	4	3	5	3
S21	3	4	3	4	4	5	4	4	3	3	4	3
S22	4	4	4	5	5	4	3	4	4	4	5	4

APPENDIX D.1. Plagiarism-Free Letter.



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Dicky Darmawan
Nim : 105351100417
Program Studi : Pendidikan Bahasa Inggris
Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	1 %	10 %
2	Bab 2	3 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 08 Agustus 2023
Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,



APPENDIX D.2. Letters



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp. : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 12548/FKIP/A.4-1/1/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan, bahwa mahasiswa tersebut di bawah ini:

Nama : Dicky Darmawan
Stambuk : 105351100417
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Mallinrung / 01-11-1998
Alamat : BTN ana gowa landa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The role of teacher in english language teaching (ELT) to the student of junior high school at MTSN 4 Bone*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
27 Januari 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM 860934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 224/05/C.4-VIII/I/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

06 Rajab 1444 H
28 January 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMMD Prov. Sul-Sel
di –
Makassar

أَسْتَغْفِرُكَ وَأَتُوبُ إِلَيْكَ يَا أَرْحَمَ الرَّاحِمِينَ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 12548/FKIP/A.4-II/1444/2023 tanggal 27 Januari 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **DICKY DARMAWAN**
No. Stambuk : **10535 1100417**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Role Of Teacher In English Language Teaching (ELT) To The Student Of Junior High School At MTSN 4 Bone"

Yang akan dilaksanakan dari tanggal 1 Februari 2023 s/d 1 April 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

أَسْتَغْفِرُكَ وَأَتُوبُ إِلَيْكَ يَا أَرْحَمَ الرَّاحِمِينَ

Ketua LP3M,





KARTU KONTROL PENELITIAN

Nama Mahasiswa : Dicky Darmawan
NIM : 105351100917
Pembimbing I : Dr. Gka Prokavati Rum, S.Pd., M.Pd.
Pembimbing II : Dr. Sibti Maryam Hamid, S.Pd., M.Pd.
Judul : Role of Teacher in English Language Teaching (ELT)
To the Students of SMPN 1 Libureng
Lokasi Penelitian : SMPN 1 Libureng

No	Kegiatan Penelitian	Tanggal	TTD Guru Mapel
1	Pengenalan dalam kelas	07-02-2023	
2	Pre-test	08-02-2023	
3	Treatment 1	09-02-2023	
4	Treatment 2	10-02-2023	
5	Treatment 3	11-02-2023	
6	Treatment 4	12-02-2023	
7	Treatment 5	13-02-2023	
8	Post-Test	14-02-2023	
9			
10			
11			
12			

Catatan:

1. Kartu kontrol penelitian di isi pada saat melaksanakan penelitian.
2. Kartu kontrol diparaf atau ditandatangani oleh kepala sekolah/guru.
3. Kartu Kontrol dikumpul pada saat mendaftar ujian skripsi.

Libureng, 20 Februari 2023

Mengetahui
Plt. Kepala Sekolah

ZAINUDDIN, S.Pd, M.M
NIP. 196312311984031057



PEMERINTAH KABUPATEN BONE
DINAS PENDIDIKAN
SMP NEGERI 1 LIBURENG



Alamat : Libureng Kec. Libureng Kab. Bone Sul – Sel 92766

SURAT KETERANGAN PENELITIAN

No : 421.3/006/ IV /050/DP/2023

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 1 Libureng Kabupaten Bone menerangkan bahwa :

Nama : **DICKY DARMAWAN**
Nim/Nomor pokok : 105351100417
Pekerjaan : Mahasiswi (S1) UNISMUH Makassar

Berdasarkan Surat ketua LP3M UNISMUH Makassar Nomor : 224/05/C.4-III/1444/2023 tanggal 28 Januari 2023 , bahwa benar telah mengadakan penelitian sejak tanggal 1 februari 2023 s/d 1 April 2023 pada SMP Negeri 1 Libureng untuk memperoleh data penelitian dalam rangka penyusunan SKRIPSI dengan judul :

"THE ROLE OF TEACHERS IN ENGLISH LANGUAGE TEACHING (ELT) TO THE STUDENTS OF JUNIOR HIGH SCHOOL AT SMP NEGERI 1 LIBURENG"

Demikian Surat ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Libureng, 1 April 2023

Plt. Kepala SMPN 1 Libureng


ZAINUDDIN, S.Pd.M.M
NIP. 19631231 198403 1 057

APPENDIX E. Research Documentation



CURRICULUM VITAE



The researcher, **Dicky Darmawan** was born on November 01th, 1998 in mallinrung-Bone , South Sulawesi. He is the the second from two siblings from the marriage of Hj Lallo and Hj.Nyoma. He began his study at SD Inpres 3/77 Mallinrung and graduated in 2010. Then He continued his education at SMPN 1 Libureng-Bone and graduated in 2013 Afterwards, He continued his study at SMAN 1 Lappariaja-Bone and graduated in 2016. In year 2017, He was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During his study at the university, He joined organization, namely English Department Students Association (EDSA).

