

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

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.

Furthermore, Richards & Rodgers (2014) states 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 circumstance effectively.

This study focused on the roles of teacher (controller, organizer, assessor, prompter, participant, resource, tutor and observer). It is supported by theory of Harmer & Brown which state the teacher roles in managing a class. First, Teacher as controller means that teacher has complete control when the pace of lesson. Second, Teacher as organizer should organize all activities and things from the beginning till the end of a class. Third, a teacher an assessor gives evaluation how well students are performed. Fourth, Teacher as prompter is the teacher gives some suggestion to his/her students. Fifth, the teacher as participant joins the activity do in teaching and learning process. Sixth, a teacher answers the students'

question is the teacher as resource. Seventh, the teacher as tutor helps students individually so that every student gets the teacher's help or advice. Eighth, teacher an observer note while observing students' performances so that it helps him/her to assess students in the future. Teacher's role can be before, while, or after the teaching learning process. The teacher should manage their classroom activities and build a warm environment.

Dolmans, Wolfhagen, Schmidt and Van der Vleuten (1994) argue that a teacher's performance towards his or her teaching assumes an important influence on the quality of an educational program, and eventually on the competence of graduates. In addition, Albanese (2004) asserts that the function of the teacher alone is able to flourish or crush the outcome of students' participation in the teaching and learning process.

There were many problems existing in teaching process at SMP Muhammadiyah 1 Medan when the researcher did the observation on 18<sup>th</sup> June 2019. In the classroom, teacher did not explains the lesson with clear explanation and it was too monotonous which cannot arouse student's interest. It was clear that teacher just paid attention on the first stage of lesson when the teacher checked student's attendance then the students just busy with themselves and talked with their friend. In fact, the students got lower mark in mid-term test even final semester.

The teacher should know what roles used for helping students' difficulties. If the teacher applied the roles of teacher maximally, the students' participation would be increased. Then, the classroom interaction also would be active learning

and more interesting. Automatically, the students would get the high score for each test.

In order to undergo the research, the researcher gathers the data from female English teacher of SMP Muhammadiyah 1 Medan. Based on the observation, the researcher got the problem in teacher roles. It is quoted from her as the preliminary data.

Teacher : Good morning students.

Students : Good Morning, Ma'am.

Teacher : **I am going to call you one by one. Say present, please!** (The teacher call students' name)

Students : Present ma'am. (All of the students said present to the teacher)

Teacher : Alright. Today, we are going to learn the next chapter. Chapter 2. What page is it? What is the page of chapter two ?

Students : page 21 Ma'am.

Teacher : What is the title of this chapter?

Students : "This is Me"

Teacher : Good. Now, I want to ask all of you. Do you ever introduce yourself to other people?

Students : me ma'am. (All students answer the teacher).

Teacher : Okay. What are needed to tell if we want to introduce our self?

Students : (silent for a moment and then noisy)

Teacher : How about you Gaida?

Gaida : Our identities Ma'am.

Teacher : Okay, Good. **You can read what are needed in introduce yourself page 22 to page 26.**

The preliminary data above showed that teacher didn't apply the roles of teacher as organizer and resource. The teacher didn't apply the role of teacher as organizer because the teacher wasted time allocation for checked the students' attendance to the lesson such as **"I am going to call you one by one. Say present, please!"**. It should be the teacher just said "who is absent today? ". It also gave the students' chance for busy with themselves and talked with their friend.

Then, teacher didn't explain the whole substance of lesson. It meant that the teacher didn't apply the teacher roles as resource. Those were because teacher didn't give the clear explanation about the material. In addition, many students had difficulties study English.

Researcher thought that the English teachers should be implied the teacher's role in overcoming this problem, because the teacher's role can solve students' difficulties in learning English and support the effectiveness in teaching.

### **B. The Problems of the Study.**

Based on the background above, the problems of the study can be formulated as:

- 1) What are teacher roles applied in English classroom interaction?
- 2) How teacher roles applied in English classroom interaction?

### **C. The Scope of the Study.**

This study focused on the roles of teacher (controller, organizer, assessor, prompter, participant, resource, tutor and observer). It is supported by theory of Harmer & Brown which state that teacher roles in managing a class. Then, analyzed the teachers' role found in English classroom interaction especially Eighth grade class of Junior High School in academic years 2019/2020 who study English as a foreign language at SMP Muhammadiyah 1 Medan.

### **D. The Objectives of the Study.**

- 1) To find out teacher roles applied in English classroom interaction
- 2) To describe how teacher roles applied in English classroom interaction.

### **E. The Significant of the Study.**

Findings of the study are expected to give someone relevant contributions theoretically and practically.

#### 1. For Theoretically

The findings are expected support in theories of teacher roles applied in English classroom interaction or source of the next researchers.

#### 2. For Practically

First, the finding of this study hopefully can be useful as a guidance to investigate the dominant teacher roles applied in English classroom interaction which can be used as an evaluation matter as references for having an effective roles of teacher in classroom.

Second, the finding can be a helpful way for increasing the education world especially for applied the teacher role for students in English classroom interaction; it becomes reference matter to conduct the research deals with applied teacher roles in English classroom interaction in different cases.

Third, the findings are also useful for other researchers who want to use the result of this research as a comparison or reference of the next researchers.

