

CHAPTER I INTRODUCTION

A. The Background of the study

The teachers' roles in education are very influential on education's future success or failure. Teachers are the mainstay of the education system because they contain more roles than students to manage classroom activities and provide knowledge. Harmer (1990) provides that a metaphor to describe what teachers do; teachers are like actors because they are always on stage. In general, the teachers are the most crucial persons in the education system. Mudianingrum, Evendy, and Rima (2019) say that teachers should be qualified to master the material, but most teachers must also be qualified to encourage students to learn.

Spratt (2011) argues that the different ways of behaving in managing the class are called teachers roles. Teachers have more roles than students because teachers not only impart knowledge but also have to manage their classroom activities. In addition, Fowler (2010) says that teachers' roles are also vital to making the learning process enjoyable. If the class atmosphere is pleasant, students can learn with a happy feeling. In line, Brophy (1988) features that teachers' roles in the teaching and learning process are significant because they teach and carry out classroom management activities.

Harmer (2012) explains that the application of a good role needs to be mastered by the teachers as an effort to manage their class well. In line with Brophy (1986) defines that classroom management as the teacher efforts to establish and maintain the classroom as an effective environment for teaching and learning.

Therefore classroom management and teachers' roles influence the achievement of the students. Teachers have to know how to manage the class and play their roles well. If their classroom management become bad because they cannot master their roles well then the learning in the classroom will also be affected for the worse. Scrivener (2011) states that the effort of creating and managing a successful classroom can be the key to the overall success of the course.

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

This study focused on teachers' roles in English classroom management based on the theory of Harmer (2003) states that teachers have eight roles in classroom management, namely controller, organizer, assessor, prompter, participant, resource, tutor, and observer. First, the teacher is the controller. When teachers act as a controller, they are in charge of the class and the activity taking place and often lead from the front. Second, as organizers, what teachers have to do is organize students to carry out various activities. Third, the teacher as an assessor is where teacher must act as an assessor, offering feedback and corrections and assessing

students in various ways. Fourth, the teacher as a prompter is like a motivator. They help the students when lost in activities by giving clues or tips. With this role, the class is more interactive.

Fifth, as a participant, the teachers join the discussion with students in pairs or group in the teaching and learning process. Sixth, the teacher as a resource is the one who gives sources to the students to do activities like materials and whatever they need. Seventh, the teachers as a tutor are when the teachers give information about the material and help the students clear the lesson. Eighth, teachers as the observer, teachers want to monitor and take notes about the student's performance to help them assess the student. The teachers' roles are to judge how best to help their students learn in the environments in which they teach

To conduct the research, the researcher collected data from English teachers at SMP Negeri 4 Tanjungpinang. Based on observation, the researcher got the problem in teacher's roles.

- ₁Teacher : Is anyone absent today?
₂Student : No ma'am
₃Teacher : The topic of our learning today is about prohibition text or prohibition sentences. Have you read, or listened to the prohibition sentence?
₄Student : Ever
₅Teacher : Ever, about what? What is the prohibition? Let's try who dares to answer don't be shy.
₆Student : About that Ma'am, prohibition of crowding Ma'am. Can it, Ma'am?
₇Teacher : Of course it can. What is the usual prohibition sentence?
₈Student : That's Ma'am "it is forbidden to create crowds in public places"
₉Teacher : Yes, especially during the current pandemic, we have to be more careful in our daily life by protecting ourselves, we can also protect others. You should also reduce outdoor activities after school. If you want to eat out, take the food home, or eat at home, it's also much healthier.

- 10 Student : Yes ma'am
- 11 Teacher : Ok good next to you what is the prohibition sentence that you always read or listened to? (The teacher to all students in the class)
- 12 Teacher : Ok there are so many types of the prohibition sentence that you have ever listened to or read. Where do you think you can find the prohibition sentence?
- 13 Student : In a public place Ma'am
- 14 Teacher : Yes in public. Where else? (The teacher to almost all students in the class)
- 15 Students : students think about the answers to the questions given by the teacher
- 16 Teacher : (The teacher observes that the students are thinking about the answer to be delivered.)
- 17 Teacher : Come on what else?
- 18 Students : (Each student is asked by the teacher to answer the teacher's questions)
- 19 Teacher : So after you saw and heard the forbidden sentences, have you ever said a prohibition sentence to your friends, for example?
- 20 Student : Ever ma'am.
- 21 Teacher : Then what is the example? Start with you at the front. I ask that one by one you can give the answer so Ma'am can write down the name to find out who is the most active and Ma'am will give an added score.
- 22 Students : (Each student answers the teacher's question)
- Bell rings
- 23 Student : Ma'am our time is up
(Class condition becomes noisy)
- 24 Teacher : Our time is up? Wow, that's really fast. I forgot that during this pandemic study time was shortened. Okay, our meeting finished here, for the material we will continue at the next meeting.

[Appendix A, Page 83]

The preliminary data above showed that the teacher did not act as an organizer.

At the beginning of learning the teacher applied her role as an organizer by telling related topics of learning to be studied at that time. But during the learning process the teacher did not apply that role well because she could not manage time in class properly. The teacher ran out of time to explain the material in class.

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

To respond to what has been described from the observation above is necessary for the teacher to deal with the teacher's roles by Harmer (2003) points out in overcoming learning process problems. The previous study by Annisa, Saragih, and Bancin (2021) supports this matter with the title Teacher Roles Used in English Classroom Interaction. This previous study had similarities and differences with this research. The similarities between the previous study and this research are that they both examine what types of teachers' roles used the theory of Harmer (2003). While the difference is in the number of data sources studied and the location where the research is carried out.

The findings of the previous study showed that the first teacher applied for the eighth teacher's roles entirely in the teaching and learning process. The second teacher also used the eight roles of the teacher. The third teacher did not use the teacher's role maximally because she missed the role of the teacher as an assessor in the teaching and learning process.

Based on the explanation above, the teachers' roles in managing the English class are very important to learn because the teachers' roles are one of the factors

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

B. The Problems of the Study

Based on the statement on the background above, several problems can identify, namely:

1. What kinds of teachers' roles are applied by the English teachers in English classroom management at the eighth grade of SMP Negeri 4 Tanjungpinang?
2. Why do the teachers apply their roles the way they do in the eighth grade of SMP Negeri 4 Tanjungpinang?

C. The Objectives of the Study

Following up the research questions above, the purpose of the research are:

1. To investigate the types of teachers' roles are applied by the English teachers in English Classroom management at the eighth grade of SMP Negeri 4 Tanjungpinang.
2. To analyze the reasons why teachers applied their roles the way they do in English Classroom management at the eighth grade of SMP Negeri 4 Tanjungpinang.

D. The Scope of the Study

This research focused on the types of teachers' roles applied by English teachers in English Classroom Management by Harmer (2003), and the reasons underlined teachers used their roles by Gage (2009). The subjects of this study were two English teachers in the eighth grade of SMP Negeri 4 Tanjungpinang.

E. The Significances of the Study

The findings of this study are expected to provide information that can provide theoretical and practical contributions as follows:

1. Theoretically, it is helpful to provide beneficial information and theories about the teachers' roles in English Classroom management.
2. Practically, the findings will be useful for:
 - a. For the English teachers, the researcher hopes this research can help the English teachers who are expected to increase their roles in English Classroom management .and improve their effectiveness in teaching
 - b. For students, the researcher hopes that at school, they are expected to learn in a conducive classroom because they have good classroom management to increase learning effectiveness.
 - c. For other researchers, the results of this study will inspire those who want to do research on the role of teachers in English classroom management.