







- 3) Teacher as a facilitator: the teacher prepares the things needed by students during teaching learning process, he did it for 24 minutes or 30% in the last of the first session. The result is multiplied by 24 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. Teacher used the students' work book for 4 minutes.
  - b. Teacher used the texts book for 10 minutes.
  - c. Teacher used the pictures for 10 minutes.
- 4) Teacher as an inspirator: in the teaching learning process, the teacher gave stimulus to the students to reveal the vocabulary of the material, he gave instructions to the students to open dictionary, he did it for 3 minutes or 3.75% in the first of the second session, the result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 5) Teacher as a tutor: in the teaching learning process, he did it for 15 minutes or 18.75% the following time in the second session. The result is multiplied by 5 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:

- a. Teacher divided the students into 5 groups for 5 minutes.
  - b. Teacher gave the explanations of the materials, and what should they do for 5 minutes.
  - c. Teacher gave chance each group to present the result of their discussion in front of the class, for 5 minutes.
- 6) Teacher as a participant: in the teaching learning process, the teacher took a part and participated in discussions in the class. The teacher participated in giving opinions, he did it for 5 minutes or 6.25% the following time in the second session. The result is multiplied by 5 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 7) Teacher as an initiator: in the teaching learning process, the teacher used some interesting activity. Teacher gave new vocabulary, and then gave instructions to the students to find the meaning in dictionary, he did it for 3 minutes or 3.75% in the last of the second session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 8) Teacher as a manager: in the teaching learning process, teacher managed the classroom activity, he did it for 5 minutes or 6.25% in the first of the third session. The result is multiplied by 5 minutes the number of time to do that role is divided by 80 minutes the number of

time to teach English in one meeting, and than times 100%. The activities are:

- a. Teacher provided a column on the whiteboard to fill by students, for 3 minutes.
  - b. The teacher managed the time to do the tasks, for 2 minutes.
- 9) Teacher as an evaluator: in the teaching learning process, he did it for 7 minutes or 8.75% the following time in the third session. The result is multiplied by 7 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. The teacher evaluated the students' ability in mastering the materials for 2 minutes.
  - b. Teacher answered the students' work on the whiteboard and the students matched their work based on teacher's answered for 5 minutes.
- 10) Teacher as a corrector: in the teaching learning process, he did it for 5 minutes or 6.25% the following time in the third session. The result is multiplied by 5 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. The teacher gave value or scores for the students' tasks and the students' ability in answered the questions for 1 minute.







repeated after him, he did it for 3 minutes or 3.75% the following time in the second session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

- 6) Teacher as a supervisor: teacher supervised the students' ability in reading text. Teacher judge the students' ability in reading by making a judgment paper that included some criteria's: pronunciation, intonation, and grammar, he did it for 4 minutes or 5% the following time in the second session. The result is multiplied by 4 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 7) Teacher as a facilitator: in the teaching learning process, he did it for 20 minutes or 25% in the last of the second session. The result is multiplied by 20 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. Teacher explained the materials clearly for 10 minutes.
  - b. Teacher gave chances to the students to read the text for 5 minutes.
  - c. And also gave chance the students to practice their English in front of the class for 5 minutes.
- 8) Teacher as an evaluator: in the teaching learning process, he did it for 7 minutes or 8.75% in the first of the third session. The result is





**First Meeting:**

- 1) Teacher as a controller: in the teaching learning process, teacher did interaction with the students and she controlled the preparation of the students' things. Teacher checked students' tidiness, she did it for 3 minutes or 3.75% in the first session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 2) Teacher as a supervisor: in the teaching learning process, teacher observed students' work and their behavior during in class. She checked the students to do their homeworks, she did it for 3 minutes or 3.75% the following time in the first session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 3) Teacher as a manager: teacher managed the classroom activity. Teacher set seat arrangement managed student's time to do the tasks and answered the questions during the teaching learning process, she did it for 3 minutes or 3.75% in the last of the first session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

- 4) Teacher as an inspirator: The teacher gave instructions how to be a good student, and how to learn better than before. She directed the students to study hard and wished them to reach their hopes in the future, she did it for 2 minutes or 2.5% the following time in the first session. The result is multiplied by 2 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 5) Teacher as a resource: in the teaching learning process, teacher provided dialogues and topics that suitable with the material for the students. Teacher wrote the dialogue in the blackboard, she did it for 2 minutes or 2.5% in the first of the second session. The result is multiplied by 2 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 6) Teacher as a tutor: in the teaching learning process, she did it for 10 minutes or 12.5% the following time in the second session. The result is multiplied by 10 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. Teacher gave explanations about the materials clearly for 7 minutes.

- b. Teacher gave instructions before gave the tasks to the students.  
And she gave chances to the students to ask their difficulties during teaching learning process for 3 minutes.
- 7) Teacher as a facilitator: in the teaching learning process, she did it for 22 minutes or 27.5% the following time in the second session. The result is multiplied by 22 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. Teacher explained the materials clearly for 5 minutes.
  - b. Teacher gave chances to the students to improve their knowledge and understanding the materials by using work book and media for 10 minutes.
  - c. Teacher gave puzzles that suitable with it for 2 minutes.
  - d. Also gave chance the students to practice their English in front of the class for 5 minutes.
- 8) Teacher as a participant: in the teaching learning process, teacher took a part and participated in reading dialogues. Teacher read the text loudly, and then the students repeated after her, she did it for 4 minutes or 5% the following time in the second session. The result is multiplied by 4 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

- 9) Teacher as a guide: in the teaching learning process, she did it for 6 minutes or 7.5% in the last of the second session. The result is multiplied by 6 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. Teacher guided the students did their activities, helped the students to pronounce well, and helped them if they had any difficulties for 4 minutes.
  - b. The student asked some questions when they didn't understand, and then the teacher answered their questions patiently for 2 minutes.
- 10) Teacher as an initiator: teacher gave attractive media in the teaching learning process. Also, teacher provided new and fresh ideas to make students interesting to study. Teacher used interesting pictures, she did it for 3 minutes or 3.75% in the first of the third session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 11) Teacher as a corrector: in the teaching learning process, she did it for 7 minutes or 8.75% the following time in the third session. The result is multiplied by 7 minutes the number of time to do that role is divided







time in the first session. The result is multiplied by 5 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

- 3) Teacher as a tutor: in the teaching learning process, she did it for 8 minutes or 10% the following time in the first session. The result is multiplied by 8 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. Teacher conveyed a clear lesson, gave materials and explained it, for 4 minutes.
  - b. Also, teacher gave instructions to the students to study their lesson, for 1 minute.
  - c. Teacher accompanied the students during they did the tasks, and answered the students questions when they found some difficulties, for 3 minutes.
- 4) Teacher as an informant: teacher provided much information about the development of science and technology. She conveyed informations about hot news of education from newspapers, she did it for 2 minutes or 2.5% in the last of the first session. The result is multiplied by 2 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

- 5) Teacher as a facilitator: in the teaching learning process, she did it for 24 minutes or 30% in the first of the second session. The result is multiplied by 24 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. Teacher gave more explanation about the material clearly, for 10 minutes.
  - b. Teacher gave examples, and used interesting techniques and methods in teaching, for 4 minutes.
  - c. She explained the materials by using some pictures, and texts, as media to improve their skill and ability in the teaching learning process, for 10 minutes.
- 6) Teacher as a manager: teacher managed the students' time. Teacher managed their time to read a narrative text, managed their time to answer the questions, and then choosed students to answer the questions in front of the class, she did it for 3 minutes or 3.75% the following time in the second session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 7) Teacher as a supervisor: teacher supervised the students' attitudes during the class. Teacher made assessment of students' behaviors, she did it for 5 minutes or 6.25% the following time in the second session.

The result is multiplied by 5 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

- 8) Teacher as a parent: teacher took care of the students and gave attention to them in class and out class. Teacher called the student who didn't do their duty or their works. Then she gave them advices, she did it in class for 3 minutes or 3.75% in the last of the second session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 9) Teacher as a guide: in the teaching learning process, she did it for 10 minutes or 12.5% in the first of the third session. The result is multiplied by 10 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. Teacher provided and performed good guidance to the students, for 3 minutes.
  - b. She accompanied the students to answer the questions, for 8 minutes.
- 10) Teacher as a participant: in the teaching learning process, teacher took part and participated in students' activities, she did it for 5 minutes or 6.25% the following time in the third session. The result is multiplied







divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

- 4) Teacher as a tutor: in the teaching learning process, he did it for 6 minutes or 7.5% the following time in the first session. The result is multiplied by 6 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. The teacher gave the explanations of the materials, gave works to do, while the teacher guided them if they got some difficulties, for 4 minutes.
  - b. He read the text loudly, and then gave questions to the students orally, for 2 minutes.
- 5) Teacher as an initiator: in the teaching learning process, he did it for 3 minutes or 3.75% in the last of the first session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. The teacher used some interesting activity. He gave new words based on the text, for 1 minute.
  - b. Teacher then gave instructions to the students to find the meaning in dictionary, for 2 minutes.



- 6) Teacher as an educator: teacher gave enlightenment about the important things of study, by giving examples. Teacher mentioned some ways how to be successful in life in the future, he did it for 2 minutes or 2.5% in the first of the second session. The result is multiplied by 2 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and then times 100%.
- 7) Teacher as a facilitator: in the teaching learning process, he did it for 29 minutes or 36.25% the following time in the second session. The result is multiplied by 29 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and then times 100%. The activities are:
  - a. Teacher facilitated students during teaching learning process provided text and a list of vocabularies, for 15 minutes.
  - b. Teacher provided pictures, games, for 14 minutes.
- 8) Teacher as a manager: in the teaching learning process, he did it for 3 minutes or 3.75% the following time in the second session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and then times 100%. The activities are:
  - a. Teacher set the schedules, and determined the time for students to answer the questions, for 2 minutes.

- b. Teacher mentioned time to study the material for...minutes, and for answered the questions for.....minutes, for 1 minute.
- 9) Teacher as a participant: in the teaching learning process, he did it for 5 minutes or 6.25% the following time in the second session. The result is multiplied by 5 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. Teacher took part and participated in students' activities. Teacher read the text together with the students, and gave questions based on the text, for 3 minutes.
- b. And then they answered it together, for 2 minutes.
- 10) Teacher as an inspirator: teacher taught by using more attractive and interesting ways to give inspirations for students to study better than before. Teacher did interesting actions when he taught, he did it for 2 minutes or 2.5% in the last of the second session. The result is multiplied by 2 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 11) Teacher as a supervisor: in the teaching learning process, teacher monitored and supervised student's works, attitudes, and behaviors in class, he did it for 2 minutes or 2.5% in the first of the third session. The result is multiplied by 2 minutes the number of time to do that role



80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:

- a. Teacher established good communication with the students. Teacher also paid attention and took care of them, for 1 minute.
- b. Teacher gave them suggestion for their problems and gave them advices when they made mistakes, for 2 minutes.

15) Teacher as a motivator: in the teaching learning process, teacher explained the purpose of learning, and motivated them to study hard. He conveyed the students to study hard at home. He did it for 3 minutes or 3.75% in the last of the third session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

**Second meeting:**

1) Teacher as a supervisor: in the teaching learning process, he did it for 6 minutes or 7.5% in the first session. The result is multiplied by 6 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.

The activities are:

- a. Teacher supervised students' works, students' attitudes and behaviors during the lesson, for 2 minutes.
- b. Teacher checked students' works, and checked students' preparations to study, for 4 minutes.

- 2) Teacher as a tutor: in the teaching learning process, he did it for 15 minutes or 18.75% the following time in the first session. The result is multiplied by 15 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. Teacher explained the materials, for 7 minutes.
  - b. He gave instructions to do the tasks, and gave examples, for 4 minutes.
  - c. Teacher accompanied the students to study the lesson during the class, for 4 minutes.
- 3) Teacher as a resource: in the teaching learning process, he did it for 3 minutes or 3.75% the following time in the first session. The result is multiplied by 3 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
- a. Teacher provided texts for the students, and then gave new vocabularies to them, for 1 minute.
  - b. Teacher wrote new vocabularies in the blackboard, for 2 minutes.
- 4) Teacher as an initiator: in the teaching learning process, he did it for 3 minutes or 3.75% the following time in the first session. The result is multiplied by 3 minutes the number of time to do that role is divided



- c. He gave chances to the students to practice their English in front of the class, for 10 minutes.
- 7) Teacher as a guide: in the teaching learning process, he did it for 10 minutes or 12.5% the following time in the second session. The result is multiplied by 10 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. Teacher guided the students during teaching learning process. Teacher guided them how to pronounce the words, and sentences correctly, for 5 minutes.
  - b. Teacher guided them how to read English with the good intonations, for 5 minutes.
- 8) Teacher as a parent: in the teaching learning process, he did it for 4 minutes or 5% the last of the second session. The result is multiplied by 4 minutes the number of time to do that role is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
  - a. Teacher gave advises and suggestions for students problem, such as problem during at school and their others problems, for 2 minutes.
  - b. Teacher asked to the students who didn't do their homework's, and what their problems, for 2 minutes.

















Based on interviews and observations conducted on 8<sup>th</sup> until 19<sup>th</sup> February 2011 at MTs Negeri Dawarblandong Mojokerto Jawa timur, the researcher got result that the most common of teachers' roles that played by teacher in MTs Negeri Dawarblandong Mojokerto Jawa timur was teacher as a facilitator. It based on the result that teacher as a facilitator was used by teacher for 24 minutes or 30% in the first meeting and 20 minutes or 25% in the second meeting. In the first meeting, the teacher prepares the things needed by students during teaching learning process. Teacher used the students' work book for 4 minutes. Then, teacher used the texts book for 10 minutes. Next, teacher used the pictures for 10 minutes. In the second meeting, the teacher explained the materials clearly for 10 minutes. Then, teacher gave chances to the students to read the text for 5 minutes. Next, the teacher gave chance the students to practice their English in front of the class for 5 minutes.

Based on interviews and observations conducted on 8<sup>th</sup> until 19<sup>th</sup> February 2011 at MTs. Fatahillah Simongagrok Dawarblandong Mojokerto Jawa timur, the researcher got result that the most common of teachers' roles that played by teacher in MTs. Fatahillah Simongagrok Dawarblandong Mojokerto Jawa timur was teacher as a facilitator. It based on the result that teacher as a facilitator was used by teacher for 22 minutes or 27.5% in the first meeting and 24 minutes or 30% in the second meeting. In the first meeting, teacher explained the materials clearly for 5 minutes. Then, teacher gave

chances to the students to improve their knowledge and understanding the materials by using work book and media for 10 minutes. She gave puzzles that suitable with it for 2 minutes. The last, she gave chance the students to practice their English in front of the class for 5 minutes. In the second meeting, Teacher gave more explanation about the material clearly for 10 minutes. Then, she gave examples, used interesting techniques and methods in teaching for 4 minutes. She explained the materials by using some pictures, and texts, as media to improve their skill and ability in the teaching learning process for 10 minutes.

Based on interviews and observations conducted on 8<sup>th</sup> until 19<sup>th</sup> February 2011 at MTs. Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa timur, the researcher got result that the most common of teachers' roles that played by teacher in MTs. Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa timur was teacher as a facilitator. It based on the result that teacher as a facilitator was used by teacher for 29 minutes or 36.25% in the first meeting and 23 minutes or 28.75% in the second meeting. In the first meeting, Teacher facilitated students during teaching learning process provided text and a list of vocabularies for 15 minutes. She provided pictures and games for 14 minutes. In the second meeting, teacher explained the materials clearly for 10 minutes. He gave chances to the students to read the dialogues for 3 minutes. Then, he gave chances to the students to practice their English in front of the class for 10 minutes.



From the data above, the researcher could show and explain about the percentage (%) each role that played by the teachers. And from the data above, the researcher finally concluded that teachers' roles was played by most of the English teachers for eighth grade students of junior high school in MTs Negeri Dawarblandong Mojokerto, MTs Fatahillah Simongagrok Dawarblandong Mojokerto, MTs Hasanuddin Dawarblandong Mojokerto is as a facilitator.

After the researcher did observations and interviews with the English teachers of those schools, the researcher knew the reasons why they played teachers' role as facilitator. First, some students had less motivation in education, especially, in learning English. And also some of them had low ability and poor intelegency. From the interview data above, the researcher could know that teachers had known the kinds of teachers' role. However, teachers disable to choose and decide the suitable and appropriate role for their students. Teachers should play the role as motivator because their students need more motivation in learning, especially in English lesson. Students should learn English by their own interest rather than other's coercion. It is aimed, to create students' motivation in the deepest of their consciousness to learn that is called as intrinsic motivation. Second, the students' different on the background of their levels' proficiency especially in learning English, and also the differences of background of their environment that can support their ability in studying. After analysing the result of

interview, the researcher could know that teachers have known the kinds of teachers' role, but he or she do not implement it yet. Thus, teachers should play the role as motivator, especially in giving support to learn in order that students interest to learn, because they need other's invitation and support in learning that is called extrinsic motivation.

Finally, based on the researcher observation and interview with the English teachers of those schools, the researcher knew the obstacles that are faced by the teachers when they did their role as a facilitator. In MTs Negeri Dawarblandong there are two obstacles faced by the teacher. First, some of the students did not pay attention of teacher explanations. Eventhough, the teachers explained the materials clearly and repeated the explanation. There are six students that did not pay attention of teacher explanations and two of them still confused with the material of 30 students of eighth B grade. Second, students did not have initiative to ask to the teacher when they did not understand the materials that explained by the teacher. Also they afraid made some mistakes if the ask questions.

Then, in MTs Fatahillah Simongagrok Dawarblandong there are two obstacles faced by the teacher. First, some of the students did not pay attention of teacher explanations. Eventhough, the teachers explained the materials clearly and repeated the explanation. There are five students that did not pay attention of teacher explanations and two of them still confused with

the material of 24 students. Second, they were shy to ask questions to the teacher. Also they afraid made some mistakes if the ask questions.

The last in MTs Hasanuddin Dawarblandong there are two obstacles faced by the teacher. First, some of the students did not pay attention of teacher explanations. Eventhough, the teachers explained the materials clearly and repeated the explanation. There are seven students that did not pay attention of teacher explanations and five of them still confused with the material of 20 students. Second, students did not ask to the teacher when they did not understand the materials that explained by the teacher. They did not involve actively and looked passive in the class.