CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, it is important to describe the review of related literature to find the theories that could be the foundation of this study and in order to give a relevant knowledge in the field.

A. Definition of the Teachers' Role

Teachers' Role refers to teachers' pedagogic role, which is related to convictions about language and the teaching and learning of it. These roles are manifested in teachers' teaching approaches, selection of materials, activities, judgments, and behaviors in the classroom.¹

The study of teachers' role can provide significant insight into many aspects of education. Teachers' role is essential to improve teachers' professional development and teaching practices.² Similarly, concludes that the study of role is central to educational practice as these are "the clearest measure of a teacher's professional growth".³

¹Borg, M. Key Concepts in ELT: Teachers' Beliefs, ELT Journal (2001) 55 (2), 186-187.

²Nugrahenny T. Zacharias, MA-ELT THESIS: A survey of tertiary teachers' beliefs about

English Language Teaching in Indonesia with regard to the role of English as a global language, Institute for English Language Education, Assumption University of Thailand August, (2003), 7.

3Kagan, D. Implications of Research on Teacher Belief, Educational Psychologist,

^{(1992)27(1), 65-90.}

The duties of a teacher's role are to continue or the transmission of knowledge, skills and other values are similar to an unknown child and should be known by the child. Human task is the tasks of helping students to meet the main tasks and the human future with the best. Human tasks that are self transformation, self-identification and understanding about themselves.

In this case the teacher is required for professionals with its main task as well as educate, teach, and train. The task of teachers was a realization of the act. Called complex because the teacher is required for competent personal, professional, social cultural and integrated in the learning process. It said the complex because the teacher should be able to integrate the mastery of the material and methods, theory and practice in the interaction of learners. Making of other complex for a teacher is able to integrate elements of art, science, technology, choice and value for foster children skills in teaching and learning.⁴

Teachers as educators (nurturer) are the roles associated with the tasks of giving aid and encouragement (supporters), the tasks of supervision (supervisors) as well as tasks related to disciplining the child for the child to be obedient to the rules school rules and norms in family and community life. These tasks related to improving the growth and development of children to gain more experiences such as the use of physical health, free from parents and other adults, morality social responsibility, knowledge and basic skills, preparation for marriage and family life, the election office, and Things That are personal and spiritual. Therefore, the

⁴ Thoi Furi, Menjadi Guru Inisiator (Semarang: Rasail Media Group, 2007), 7.

task of educators and teachers can be called a child maintenance. Teacher in charge of disciplining children must control every activity of the children so that children do not deviate behavior level with the existing norms. The role of teachers as models or examples for children. Each child's teachers expect them to be an example or model for him. Therefore, the behavior of educators must be in accordance with the norms adopted by society, nation and state.

Role as judgments and evaluations that people make about themselves, about others and about the world around them.⁵ However, despite this seemingly simple definition, and despite the fact that they are considered "the most valuable psychological construct to teacher education", roles are in fact difficult to conceptualize.

The following synthesis of role drawn from his review of the literature on the topic:

- Roles are formed early. In fact, the earlier a role is incorporated into the role structure, the more difficult it is to alter. Newly acquired role are most vulnerable to change.
- 2. Roles appear to be self-perpetuated and resistant to change. They tend to be preserved even against contradiction caused by reason, time, schooling, or experience. In addition, individuals tend to hold on to role based on incorrect or incomplete knowledge even after scientifically correct explanations are

⁵Dilts, R.B, Sleight of Mouth: The Magic of Conversational Belief Change (Capitola: C.A, Meta Publications, 1999), 19.

presented to them. This is the reason why roles appear to be static, resistant to change and are generally not affected by reading and applying the findings of educational research.

- 3. People develop a role system that houses all the beliefs acquired through the process of cultural transmission.
- 4. Roles are prioritized according to their connections or relationship to other role. In fact, speculates that the more teachers' role are interconnected with other role they are more difficult to change.
- 5. Roles strongly influence perception and behavior although they are unreliable guides to the nature of reality.
- 6. Roles play a key role in defining tasks and selecting the cognitive tools within which to interpret, plan, and make decisions regarding such tasks. Therefore they play a critical role in defining behavior and organizing knowledge and information.⁶

Now that the notion of 'role' has been defined, the focus will be narrowed down to the role that teacher's beliefs play in actual classroom practice.

The component of teaching and learning activity that includes objective, material, evaluation, and technique;

⁶ Nugrahenny T. Zacharias, MA-ELT THESIS: A Survey of Tertiary Teachers' Beliefs about English Language Teaching in Indonesia with regard to the role of English as a global language, Institute for English Language Education, Assumption University of Thailand August, (2003), 9-10.

1. Objectives

Objective is statement of goal describing and anticipated change in the learner. It gives an idea how the learner will change as the result of learning experience. It can also guide school and give education that can help teacher focus on what student should know at the end of a lesson, unit, or course, and also help students know what is expected from them.

2. Materials

Material is substance that will be transferred in teaching learning process. The material should achieve impact; help learners to feel at ease and to develop confidence. Furthermore material being taught should be perceived by learners as relevant, should not rely too much on controlled practice, and should provide opportunities for out come feedback.

3. Evaluation

Evaluation means is to put a value on or assign to something. It is important for teacher because it can provide a wealth of information to use for the future direction of classroom practice. Evaluation is an intrinsic part of teaching learning activity.

B. Teacher Roles in Teaching Learning

Many commentators use the term facilitator to describe a particular kind of teacher, one who is democratic rather than autocratic, and one who fosters learner autonomy through the use of group work a pair work and by acting as

more resource than a transmitter of knowledge. However, they go about it, it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their 'facilitator' credentials.⁷

Teachers are human beings who have an individual personality as consisting of aspects of physical, intellectual, social, emotional and moral.⁸ Teacher is one of the determinants of educational success and the creation of moral citizens because of the role of a teacher than as a faculty that fosters intellectual, is also effective and psychomotor. Through the delivery of knowledge, problem solving, effective drills and skills, they also as educators are expected to make participants children to mature psychologically, socially and morally.

1. Controller

When teacher act as controllers, they are in charge of the class and of the activity taking place and are often leading from the front. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of teacher fronted classroom. Master controllers determine what the students do, when they should speak, and what language forms they should use. They can often predict many students'

⁷Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2007), 108.

⁸Slamito, Belajar dan Faktor-faktor yang Mempengaruhinya (Jakarta: PT. Renika Cipta, 1995), 145.

responses because everything is mapped out ahead of time, with no leeway for divergent paths. In some respects, such control may sound admirable.

2. Manager

This is role as manager of class (learning manager), teachers should be able to manage the classroom as a learning environment as well as aspects of the school environment that need to be organized are regulated and supervised environment for learning activities focused on educational goals. Yan is a good environment is challenging and stimulating students to transform and learn, give a sense of security and satisfaction in achieving goals.

3. Participant

The traditional picture of teachers during students discussions, roleplay or group decision-making activities, is of people who 'stand back' from activity, letting the learners get on with it and only intervening later to offer feedback and correct mistakes.

4. Resource

Resource is some activities it is inappropriate for use to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of group speaking, or that they are preparing for a presentation they are to make to the class. In such situation, having the teacher take part, or try to control them, or even turn up to prompt them might be entirely unwelcome. The student's moment may still have need of their teacher as a resource. In fact, the implication of the resource role is that the student takes the initiative to come to you. You are available for advice and counsel when the student seeks it.

5. Tutor

When student are working on longer projects, such as process as speaking or preparation for a talk or a debate, we can work with individuals or small groups, pointing them in direction they have not yet thought of taking. In such situation, we are combining the roles of prompter and resource – in other words, acting as a tutor.

6. Corrector

As a proofreader, a teacher must be able to distinguish where the value of good and bad grades. Correction which should teachers does with students' attitude and nature not only in school, but must be done outside of school.

7. Inspirator

Teachers should be able to give instructions how you can learn that good. Instructions were not necessarily from some theory of learning, of experience can also be used as clues to good learning.

⁹ Jeremy Harmer, *The Practice of...*, 109-110.

8. Informator

Teachers should be able to provide information on the development of science and technology, also in addition to a number of lessons for each subject that had been programmed in the curriculum.

9. Motivator

Teachers should encourage their students to the spirit and active learning. Every time the teacher should acts as motivator, because in any educational interaction among students who are lazy to learn and so forth.

In learning activities, motivation can be regarded as the overall driving force within the students who lead, ensure continuity and provide direction and learning activities, so that learning objectives can be achieved. In learning, motivation is necessary, because someone who does not have the motivation in learning will certainly be difficult in following the learning activities.

Motivation can be divided into two, namely intrinsic motivation and extrinsic motivation.

- a. Intrinsic Motivation. This kind of motivation arises from within the individual itself without any coercion encouragement of others, but on the basis of their own accord.
- b. Extrinsic Motivation. This kind of motivation arises as a result of the influence of outside individuals, whether because of the invitation, order,

or coercion from others so that the circumstances so students want to do something or learn.

10. Initiator

Teachers should be able to be the originator of the ideas of progress in education and teaching.

11. Facilitator

Teachers should be able to provide the facilities required in the ease of learning activities. The facilitating role requires that you step away from the managerial or directive role and allow students to be creative and active with your guidance and gentle prodding to find their own pathways to success.

As a facilitator, teachers regulate and facilitate the sources of learning which is easy to be useful for the students to help them to achieve their purpose. Besides, teachers put himself as the flexible source in order to be useful for their students.

The characteristic of the facilitator teacher are able to respond the students feeling, can use the students' ideas to make interaction that have been arranged, then, teachers are also able to dialogue and discuss with students, appreciate students and smile to student to make a friendly atmosphere.¹⁰

¹⁰http://wahid07.wordpress.com/2011/05/11/teori-belajar-humanistik-dan-sibernetik, retrieved on 30 July 2011.

12. Guide

This role is very important, because the presence of school teachers is to guide students to become competent adult human.

13. Supervisor

Teachers should be able to assist, improve, and assess critical of the teaching process. For the advantages possess supervisor in experience, education, skills, and skills should be more prominent than the people who get supervision.

14. Evaluator

Teachers are required to become a good and honest evaluator, by providing assessment-related aspects of extrinsic and intrinsic.¹¹

15. Parents

Teacher is a parent representative at the school for each student. 12

¹¹ Syaiful Bahri Djamarah, Guru dan Anak Didik dalam Interaksi Edukatif (Jakarta: PT Rineka Cipta, 2005), 43-48.

¹² Mohamad Surya, *Psikologi Pembelajaran dan Pengajaran* (Bandung: Pustaka Bani Quraisy, 2004), 91.

16. Educator

Educator is a major role and in particular, especially for students in basic education (SD and SMP), in an example in terms of attitudes and behaviors, and shape the personality of students.¹³

17. Friends

Teacher as a friend when the teacher can be a good listener for their students, listen in their moan and complain, try to intimate with the students and effort to go into their world. Thus, the teacher will be understood what the truth become student's difficulty in the learning process, and what the obstacle which be up against of the student during the teacher extend the material.

That is very necessary for us prospective teachers to know some of the role of teachers, if we know and understand the role of the teacher the truth, we will have no trouble in carrying out our duties as teachers. Besides that, we need to also know the condition and character of our students, so that we can position ourselves as teachers to wear the appropriate role that the students and our class.

¹³ Suparlan, Menjadi Guru Efektif (Yogyakayta: Hikayat, 2005), 29.