CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on presenting the research findings based on the result of data analysis, in other words, it presents the answer of the research questions.

A. Background of Schools

1. MTs Negeri Dawarblandong

MTs Negeri Dawarblandong is one of state school in Dawarblandong Mojokerto Jawa Timur district. MTs Negeri Dawarblandong Mojokerto Jawa Timur is one of junior high schools that located in the heart of Madureso village and has been integral part of the local community since it opened in 1997. The area of MTs Negeri Dawarblandong Mojokerto Jawa Timur is about 3000 m², it has football and volleyball field, a headmaster room, a laboratory, a musholla, a teacher's room, an administration room, and a school hall.

2. MTs Fatahillah

MTs Fatahillah is located in the heart of Simongagrok Dawarblandong Mojokerto Jawa Timur village and has been integral part of the local community since it opened in 1995. The area of MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa Timur is about 1229 m², it has a foot ball

and a volleyball field, a headmaster room, a teacher's room, a library, an extracurricular room, and a school hall.

3. MTs Hasanuddin

MTs Hasanuddin is located in the heart of Pulorejo Dawarblandong Mojokerto Jawa Timur village and has been integral part of the local community since it opened in 1971. The area of MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa Timur is 1754 m², it has foot ball and volleyball field, a headmaster room, a teachers room, a computer room, a mosque, and school halls.

B. Research Finding

The finding of this research analysis based on the problems are stated in the statements of the problems which include the obstacles teachers' face, the problems faced by the teacher in implementation, and the teacher's ways to cope teachers' role problems in English class at the eighth year students at junior high schools in Dawarblandong Mojokerto Jawa Timur.

1. The most common teacher roles in teaching English in the class

a. MTs Negeri Dawarblandong

Based on the observations conducted on 8th until 19th February 2011 at MTs Negeri Dawarblandong Mojokerto Jawa Timur, there were

many teachers' roles played by the teacher in the teaching learning English process to the eighth grade students. In the class, the roles were as follows:

First Meeting:

- 1) Teacher as a controller: In the teaching learning process, teacher did interaction with the students and he controlled the preparation of the students. He 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%. The activities are:
 - a. Teacher asked the students work book, for 1 minute.
 - b. Teacher asked students whether they bring dictionaries or not, it purposed to make sure about the students' preparation during the study for 2 minutes.
- 2) Teacher as a supervisor: in the teaching learning process, he did it for 5 minutes or 6.25% the following 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%. The activities are:
 - a. Teacher checked the students to do their homework's for 1 minute.
 - b. Teacher directed the students who crowded to focus learning for 4 minutes.

- 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.

- Teacher corrected the result of students' ability in writing, for 4
 minutes.
- 11) Teacher as a motivator: in the teaching learning process, the teacher motivated students to study hard. He gave wise words to motivate the students to study hard, he did it for 5 minutes or 6.25% in the last 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%.

Second meeting:

- Teacher as a controller: in the teaching learning process, he did it for 5 minutes or 6.25% 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%. The activities are:
 - Teacher controlled every student's behavior during class for 2 minutes.
 - b. Teacher checked students' tidiness for 3 minutes.
- 2) Teacher as a manager: in the teaching learning process, he did it for 5 minutes or 6.25% the following 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%. The activities are:

- a. Teacher managed the classroom activity and managed the time to do the tasks for 1 minute.
- b. Teacher determined time for the students to read the text and determined time to answer the questions for 4 minutes.
- 3) Teacher as an informator: teacher gave information about narrative text. Teacher gave information about general structure of the text, 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%.
- 4) Teacher as a tutor: in the teaching learning process, he did it for 15 minutes or 18.75% in the first of the second 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. The teacher gave the explanations of the materials, gave works to
 do, while the teacher guided them if they got some difficulties for
 5 minutes.
 - b. Teacher answered the students' questions when they didn't understand or had some difficulties for 10 minutes.
- 5) Teacher as a guide: in the teaching learning process, teacher guided students to read the text. Teacher read the text, and then the students

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 for7 minutes or 8.75% in the first of 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 students' pronunciations and intonations in reading English text for 5 minutes.
- b. Teacher gave scores for students' works for 2 minutes.
- 9) Teacher as a corrector: in the teaching learning process, he did it for 10 minutes or 12.5% the following time in 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. The teacher gave works to do, while the teacher guided them if they got some difficulties, and then corrected it together, for 7 minutes.
 - b. Teacher gave scores to students' answer sheets for 3 minutes.
- 10) Teacher as a friend: besides in the teaching learning process, teacher listened to the students' problems about their difficulties in studies, and other problems, he did it for 5 minutes or 6.25% the following 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%.

11) Teacher as a motivator: the teacher motivated the students to study hard during teaching learning process, 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%.

Based on the result above, the researcher can conclude that the most common 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 first meeting and 20 minutes or 25% in second meeting.

To know more specifically, see appendix 3.

b. MTs Fatahillah

Based on the observations conducted on 8th until 19th February, 2011 at MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa Timur, there were many teachers' roles played by the teacher in teaching English for eighth grade students. In the class, the teacher played the roles as follows:

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

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 2 minutes.
- b. The teacher corrected the result of students' ability in making the dialogue for 5 minutes.
- 12) Teacher as an evaluator: in the teaching learning process, she did it for 6 minutes or 7.5% the following time in the third 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 gave evaluation to the students to know how far they mastered and understood the materials that were given by the teacher, for 4 minutes.
 - b. Teacher gave scores for students' answer sheets, for 2 minutes.
- 13) Teacher as a friend: teacher made fresh jokes during the class, made a good relationship with the students, listened to their problems and gave problem solving. Teacher asked the students' problems when they studied by using funny questions and funny actions as a friend, she did it in class for 4 minutes or 5% the following time in the third 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%.
- 14) Teacher as a motivator: in the teaching learning process, she did it for 5 minutes or 6.25% in the last 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 explained the purpose of learning, and motivated the students to study hard, for 4 minutes.
 - b. Teacher gave homework to the students to study at home, for 1 minute.

Second meeting:

- 1) Teacher as a controller: teacher controlled each student's behaviors in the class, and checked students' preparations during teaching learning process. She checked the students list and the students' equipments before they studied, she did it for 2 minutes or 2.5% 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%.
- 2) Teacher as an educator: teacher did approach based on her knowledge and education. Teacher gave some visions to the students to reach their dreams in the future, she did it for 5 minutes or 6.25% the following

- 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:
 - 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 informator: 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:
 - 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

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 found the meaning of new vocabularies, for 3 minutes.
- b. Teacher read the text together with the students, for 2 minutes.
- 11) Teacher as a corrector: in the teaching learning process, she did it for 8 minutes or 10% the following time in the third 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 gave some correction to students' works, if she found some mistakes, and determined students' scores in the teaching learning process, for 1 minute.
 - b. Teacher gave scores for students' works, for 1 minute.
- 12) Teacher as an evaluator: 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 by 80 minutes the number of time to teach English in one meeting, and than times 100%. The activities are:
 - a. Teacher evaluated the student's assignments, and determined grades, for 5 minutes.
 - b. She gave scores for students' works, for 2 minutes.

- 13) Teacher as a motivator: in the teaching learning process, she did it for 4 minutes or 5% in the last of the third 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 motivated to the students to study hard. She mentioned some successful people in the world, for 2 minutes.
 - b. Teacher gave motivated to the students how they gained their successful in life. It can motivate the students to study harder then before, for 2 minutes.

Based on the result above, the researcher can conclude that the most common 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 first meeting and 24 minutes or 30% in second meeting.

To know more specifically, see appendix 4.

c. MTs Hasanuddin

Based on the observations conducted on 8th until 19th February 2011 at MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa Timur, there were many teachers' roles played by the teacher in teaching

English process to the eighth grade students. In the class, the teacher played his role as follows:

First meeting:

- 1) Teacher as a controller: teacher controlled the students' preparations in the class. He checked students' presence list and their equipments in the teaching learning process in class, he did it for 2 minutes or 2.5% 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%.
- 2) Teacher as a resource: in the teaching learning process, teacher provided texts and topics that suitable with the curriculum for eighth grade students of Junior High School. Teacher determined topic of the text that suitable with the curriculum, he did it for 4 minutes or 5% the following time in the first 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%.
- 3) Teacher as an informator: in the teaching learning process, teacher explained about the subject, gave informations about the used of science and knowledge that students studied at that time. Teacher said "how importants the sciences and knowledges for human life". He 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%.
- 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 enlightment about the important things of study, by giving examples. Teacher mentioned some ways how to be successfull 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 than 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 than 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 than 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

- is divided by 80 minutes the number of time to teach English in one meeting, and than times 100%.
- 12) Teacher as a guide: in the teaching learning process, he did it for 10 minutes or 12.5% the following time in 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 worked to control and guided students to do their work, for3 minutes.
 - b. He guided the students to do their tasks, for 7 minutes.
- 13) Teacher as a corrector: in the teaching learning process, he did it for 4 minutes or 5% the following time in the third 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. The teacher gave value or scores for the students' tasks and the students' ability in answered the questions, for 2 minutes.
 - b. The teacher corrected the result of students' ability in making short paragraph, for 2 minutes.
- 14) Teacher as a friend: during the teaching learning process, he did it for 3 minutes or 3.75% the following time in 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%. 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

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

- Teacher gave attractive media in the teaching learning process, for
 2 minutes.
- Teacher provided new and fresh ideas to make students interesting to study, for 1 minute.
- 5) Teacher as a participant: in the teaching learning process, teacher participated and did dialogues with the students. Teacher read the dialogues loudly, and then the students repeated after him, he did it for 4 minutes or 5% in the first 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%.
- 6) Teacher as a facilitator: in the teaching learning process, he did it for 23 minutes 28.75% the following time in the second session. The result is multiplied by 23 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. He gave chances to the students to read the dialogues, for 3 minutes.

- 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.

- 9) Teacher as an educator: teacher did approach as intellectual person to know about the students habits at home. He asked the students have many times they studied in a day, how many times they prayed, he 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%.
- 10) Teacher as a motivator: in the teaching learning process, he did it for 4 minutes or 5% the following time in the third 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 good examples about attitude and action that purposed to motivate them to do some good actions in their behaviors, for 3 minutes.
 - b. Teacher taught the students patiently, for 1 minute.
- 11) Teacher as a friend: in the teaching learning process, he did it for 5 minutes or 6.25% in the last 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 made fresh and funny jokes with students, like as a friend, for 2 minutes.
- b. He gave some funny questions to make the students laugh, for 3 minutes.

Based on the result above, the researcher can conclude that the most common 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 first meeting and 23 minutes or 28.75% in second meeting.

To know more specifically, see appendix 5

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 Mojokerto is as a facilitator.

2. The teachers reason applying those roles in the class

From the observation result, it was found that the most common teacher's role used from those schools was as a facilitator. Then, the researcher conducted interview on 8th until 19th February 2011 at MTs Negeri Dawarblandong Mojokerto Jawa Timur, MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa Timur, and MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa Timur to know the teachers' reasons to do

that role. From the interview result, the researcher got some information why the teachers applied the role longer. The result of interviewing is explained as follows;

a. MTs Negeri Dawarblandong Mojokerto Jawa Timur

The teacher applied as a facilitator because some reasons:

- 1) Students were less motivation in education, especially in English lesson. Also some of them had low ability and poor intelegency. So, as English teacher they tried to make the students interesting with this subject by gave them more clear explanation, used interesting methods in teaching, and gave chance to the students for asking if they had any problems in studying the lesson.
- 2) The differences backgrounds of the students and their environment that can support their ability in study. So, teacher gave the students chance to ask and to practice their ability in speaking and listening in a group or individual.

To know more specifically, see appendix 6

- b. MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa Timur

 The teacher applied a facilitator because some reasons:
 - 1) The differences backgrounds of the students that can influence their ability. So, teacher gave the students chance to explore their skill in speaking and writing in a group or individual.

2) Students are less motivation, especially in English lesson. Also some of them had low ability and poor intelegency. So, as English teacher tried to make the students interested to subject by gave them clearer explanation, used interesting methods in teaching, and gave chance to the students for asking if they had any problems in studying the lesson.

To know more specifically, see appendix 7

- c. MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa Timur
 - The teacher as a facilitator because some reasons:
 - The differences backgrounds of the students and their environment that
 can support their ability in study. So, teacher gave the students chance
 to ask and to practice their ability in reading and speaking in a group or
 individual.
 - 2) Students are less motivation, especially in English lesson. Also some of them had low ability and poor intelegency. So, as English teacher tried to make the students interested to subject by gave them clearer explanation, used interesting methods in teaching, and gave chance to the students for asking if they had any problems in studying the lesson.

To know more specifically, see appendix 8

3. The obstacles that faced by teachers in playing those roles in the class

Based on the interviews conducted on 8th until 19th February 2011 at MTs Negeri Dawarblandong Mojokerto Jawa Timur, MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa Timur, and MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa Timur between researcher and the English teachers for eighth grade students of these schools, there were some obstacles that faced by them as follows:

a. MTs Negeri Dawarblandong Mojokerto Jawa Timur

The teacher obstacles as a facilitator because some reasons:

- 1) Eventhough the teachers explained the materials clearly, some of the students did not pay attention of teacher explanations. Even, some of them still confused although the teacher repeated again and gave more explanations. It is because of those students less motivation in education, especially in English lesson.
- 2) Some students did not have initiative to ask to the teacher when they did not understand the materials that explained by the teacher. They felt clumsy and shy to ask some questions to the teacher. Also they afraid made some mistakes if the ask some questions. That's why their English did not develop and increase to be better. Some of the reason why it was happened because of the differences students' backgrounds family and environments that can support their ability in study.

To know more specifically, see appendix 6

- b. MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa Timur
 The teacher obstacles as a facilitator because some reasons:
 - 1) Some students did not have initiative to ask to the teacher when they did not understand the materials that explained by the teacher. They felt clumsy and shy to ask some questions to the teacher. Also they afraid made some mistakes if the ask some questions. That's why their English did not develop and increase to be better. Some of the reason why it was happened because of the differences students' backgrounds family and environments that can support their ability in study.
 - 2) Eventhough the teachers explained the materials clearly, some of the students did not pay attention of teacher explanations. Even, some of them still confused although the teacher repeated again and gave more explanations. It is because of those students less motivation in education, especially in English lesson.

To know more specifically, see appendix 7

- c. MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa Timur

 The teacher obstacles as a facilitator because some reasons:
 - Eventhough the teachers explained the materials clearly, some of the students did not pay attention of teacher explanations. Even, some of them still confused although the teacher repeated again and gave more

- explanations. It is because of those students less motivation in education, especially in English lesson.
- 2) Some students did not have initiative to ask to the teacher when they did not understand the materials that explained by the teacher. They felt clumsy and shy to ask some questions to the teacher. Also they afraid made some mistakes if the ask some questions. That's why their English did not develop and increase to be better. Some of the reason why it was happened because of the differences students' backgrounds family and environments that can support their ability in study.

To know more specifically, see appendix 8

4. Discussion

To know the most common teachers' role in teaching English for eighth grade students at junior high schools in Dawarblandong Mojokerto, the researcher took three junior high schools as the sample. Those are: MTs Negeri Dawarblandong Mojokerto Jawa timur, MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa timur, and MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa timur.

There were many teachers' role played by the teacher in the teaching learning process at eighth grade students of junior high school. Those were: teacher as a controller, a manager, a participant, a resource, a tutor, a corrector, a inspirator, a informator, a motivator, a initiator, a facilitator, a guide, a supervisor, a evaluator, a parents, a educator, and a friends.

Based on interviews and observations conducted on 8th until 19th 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 8th until 19th 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 8th until 19th 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 analising 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.