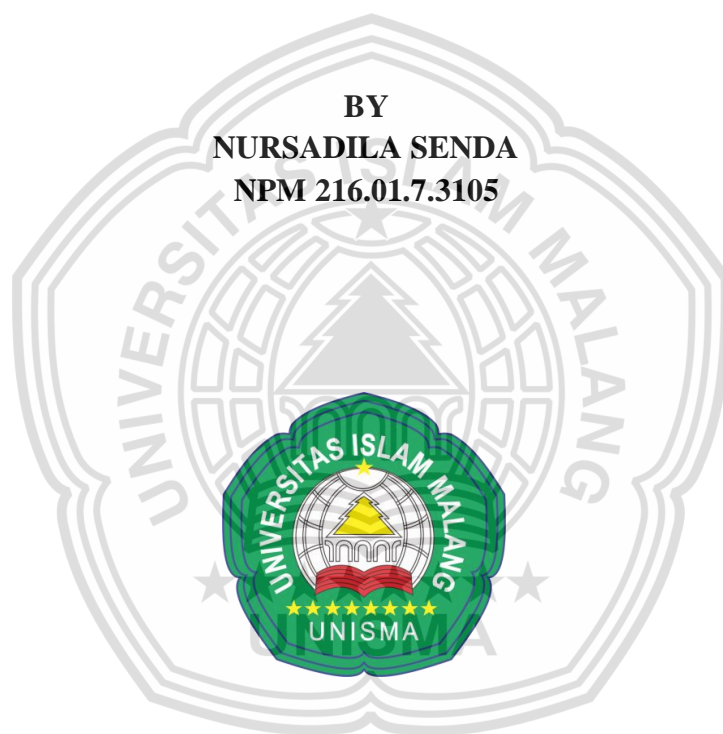




# Teachers' Perception towards Teachers' Role in Teaching EFL Students

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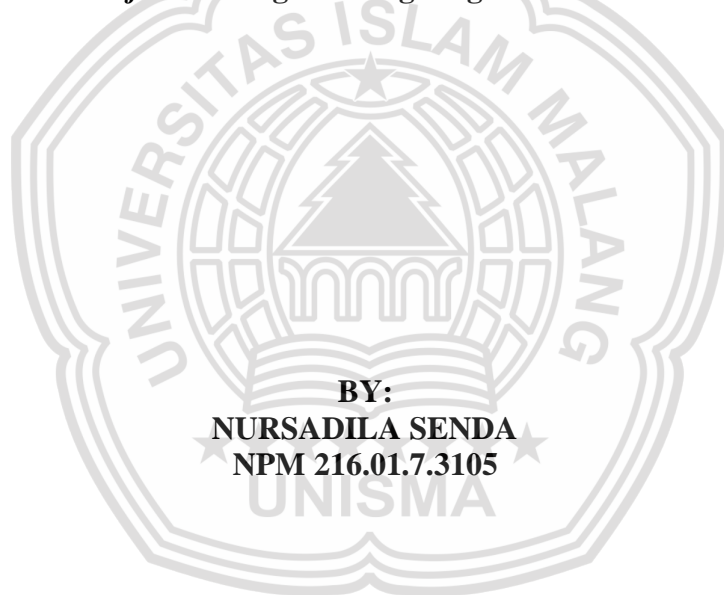
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## ABSTRACT

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**Keywords:** teachers' perceptions, teachers' role, EFL students

This study aims at describing English teachers' perceptions of teachers' role in teaching EFL students at the classroom. Therefore, the researcher conducted a research to know the roles that most frequently and roles that least frequently performed by English teachers in the classroom. The researcher used quantitative method by applying survey design. The subjects of the study were 50 English teachers as the participants. The data of the study were collected by teachers' perceptions of teachers' role questionnaire in an online way using google form. The data were analyzed by tabulating manually, then the researcher categorized based on the tabulation.

The result of the study showed that the English more apply the role of teacher as a facilitator in teaching EFL students; it showed 87%. The next finding showed 86, 5% for motivator role used by the English teachers to motivate the students in learning. Furthermore, the controller role got 84, 4%, it assists the English teachers to control the students in learning. The next is tutor role, which got 82%, it means that the teachers help the students to improve their skill in a specific subject. The next role is resource that showed 81, 2%, it refers how the teachers give the information from the internet that related with the material in learning process. The assessor role got 74, 8%, it showed that the English teachers have to evaluate, give the task, and feedback. The last result showed 54% for organizer, which showed that organizer role is least used by English teachers in teaching EFL students.

Based on the result, it was suggested for the English teachers to understand well how to apply every teachers' role in different situation. Future researcher also be able to conduct similar research about teachers' role by offline way to do the observation and interview directly for collecting the data.

## CHAPTER I

### INTRODUCTION

This chapter sets out the background of the study, statement of the study, the objective of the study, scope and limitation, significance of the study, and the definition of the key terms.

#### 1.1 Background of the Study

It is mentioned in UU 14 years 2005 that teachers and lecturers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating the students in early childhood education through formal primary and secondary education. Furthermore, according to (Harden & Crosby, 2000, p. 3) stated there are six roles of teachers in a learning activity, namely; the teachers as an information provider, a role model, a facilitator, an assessor, a planner, and a resource developer.

(Stojiljković et al., 2012, p. 961) defined that traditionally, the teacher's roles are divided into two main categories; firstly, the teachers' role is related to the general personal development of the students. Second, the teachers' role is attributed to acquire the knowledge of the students. So, teachers' role is the way or technique applied by the teachers related to their position or profession that have a responsibility to encourage the learners to learn, to impart knowledge, to assist the

students to grow up their creativity, to teach how to think instead of what to think, to motivate them and build their confidence. The last, it makes the teaching-learning process joyful. (Harmer, 2007, p. 108) pointed out that all dedicated teachers aim to support learning, but they do so, it makes more sense to identify the positions of teachers' role in more detail and to conclude what is beneficial to them.

Based on (Harmer, 2007, p. 108) said that the teachers should be able to adopt a type of roles in facilitating the learning process in the classroom. According to (Kudryashova et al., 2015, p. 463) stated that motivator is motivates learners to learn, authority is provides ready-made concepts for learners, controller is controls students in learning activities and advances their performance in the classroom, trainer is trains students to apply the previous skills and knowledge acquired in practice, moderator is moderates student learning, facilitator is facilitate es the use in new situations of previously acquired knowledge and skills, leader is stimulates students to reflect on their progress.

The teachers' role is the main point in the education system and also be influenced by the learning activity of the students in the classroom. According to (Rindu & Ariyanti, 2017, p. 85) said that good management of the classroom would be so important to develop a great education, and by implementing this, the teacher will control, organize, assess as well as prompt the classroom well. So, it is not just about how students get their success in the learning process and how they reduce their stress in learning and it feels joyful by the teacher explanation.

The role of the teachers is very influential in education. Especially on the success in the learning and what has been done by the teachers in the learning process to improve the quality of the students. Besides, the teachers must have a good personality; it means that education not only needs an intellectual mindset but also a good attitude in teaching as an example for the students.

The study conducted by Purnama (2015) found that lecturers act the several methods to transfer the teaching materials. It includes the lecturer's instruction, students' activity, and learning materials. The teachers like to apply all the roles because it is the part of teaching practice and part of human life. However, the role which most used by the teacher is facilitator in teaching learning process at classroom. Besides that, (Rindu & Ariyanti, 2017) stated there are nine roles applied by an English teacher in managing the class during the teaching and learning process, namely; teacher as a controller, teacher an assessor, teacher as an organizer/manager, teacher as a prompter/motivator, teacher as a participant, teacher a resource/informer, teacher as a facilitator, teacher as a demonstrator, and teacher as a guide.

Furthermore, Ariffin et al, (2018) pointed that there are five themes identified concerning the Excellent Teachers' descriptions of their roles and responsibilities, specifically; Excellent Teacher as a teacher, Excellent Teacher as a content expert, Excellent Teacher as the facilitator, Excellent Teacher as mentor or leader, Excellent Teacher as researcher, and innovator.

The uniqueness of this study is the researcher uses all the English teachers who teach EFL students as the main subject and the field of the research is to find out teachers' role in teaching EFL students while the previous studies the researcher observed facilitator role in teaching writing subject, the roles and responsibilities of excellent teachers, and the English teachers who teach at junior high school.

In this case, the current researcher found the differences in early studies above. The first and second study were conducted to research about teachers' role in teaching the students. The first study focused on facilitator role in teaching the students on writing subject. The second study, researcher distributed the questionnaires to students in order to know students' opinion about teachers' role.

### **1.2 The Problem of the Study**

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

1. What roles are most frequently performed by English teachers in teaching EFL students?
2. What roles are least frequently performed by English teachers in teaching EFL students?

### **1.3 Objectives of the Study**

This study is designed to investigate the roles that are most frequently performed by English teachers in teaching EFL students and roles are least frequently performed by English teachers in teaching EFL students.

#### 1.4 Scope and Limitation of the Study

The scope of this study focused on teachers' perceptions of teachers' role in teaching EFL students. The subjects focus on teachers' role in teaching EFL students at junior high school and senior high school.

The limitation of this study is the researcher obtained the data from the questionnaire without doing an interview and observation so that the perception is not clarified in more detail.

#### 1.5 Significance of the Study

This research is investigated about teachers' role in teaching EFL students at junior high school and senior high school. The researcher expects that this research can be a consideration for all teachers in teaching in EFL students. This study is not only useful to the teachers to be well prepared on the teaching competencies but also as the evaluation for all the teachers in Indonesia to be more creative, innovative, and interesting in teaching EFL students so that education in Indonesia becomes more excelsior.

Theoretically, this research can give English teachers additional knowledge to be more creative in the teaching-learning process and experience how to put their roles in the right situations.

#### 1.6 Definition of Key Terms

To achieve a better understanding of the terms used in this study, below are the brief definitions outlined:



**a. Teachers' Roles**

A role is the teaching method or technique that utilizes the teacher to teach the students and as the educational facilities. Besides that, the teachers also be able to be tutors, facilitators, assessors, mentors, controllers, guides, and participants in teaching-learning activities as well as it can help the educator to explain the material in the classroom.

**b. EFL Learners**

The students who learn English as a foreign language due to the English language is not the first language in their country.

**c. Perception**

Perception is the interpretation of environmental knowledge so that we can understand its meaning. In this study, the researcher wants to know teachers' perceptions of teachers' role in teaching EFL students.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher focuses on the conclusion of this study and some suggestions.

#### 5.1 Conclusion

The conclusion in this part is according to the data analysis in chapter IV. The result of the study showed that almost all English teachers always applied the facilitator role in the learning process at classroom. Besides, the least role who often used by the English teachers was the organizer.

The researcher also found that the English teachers applied the motivator role in teaching EFL students. On the other hand, another role which used by the teachers in the classroom are controller, tutor, resource, and assessor.

#### 5.2 Suggestion

According to the conclusion, the researcher gives suggestion related to the study for:

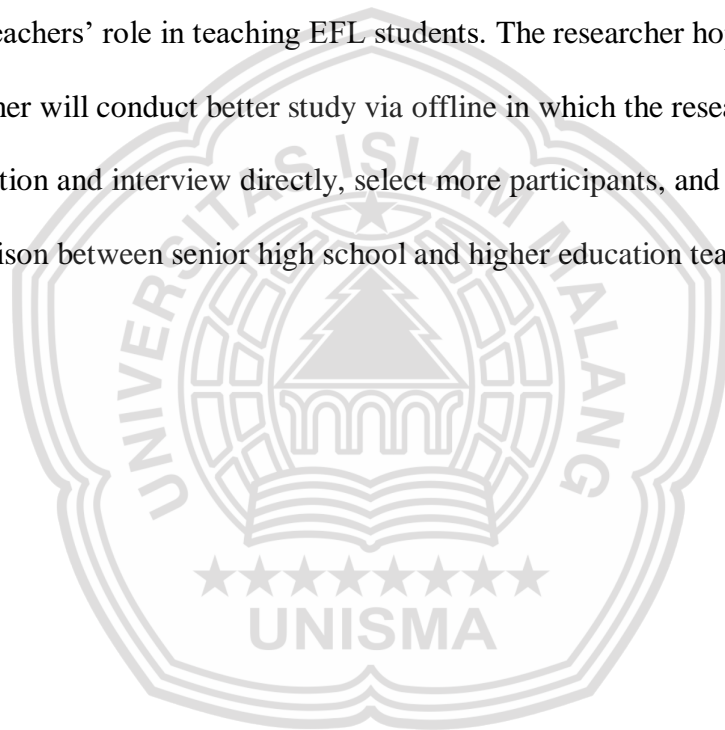
1. Teachers

Teacher becomes one of important parts of educational system who help the students in the classroom. Besides, teachers have the competencies such as extensive

knowledge about the language, classroom management, etc. So, the teachers have understand well how to implement every teachers' role in the difference situation.

## 2. Future Researcher

The current researcher realized that this study is limited and far from perfectness, therefore it suggest to the future researcher to conduct a similar study about teachers' role in teaching EFL students. The researcher hopes that the future researcher will conduct better study via offline in which the researcher can do the observation and interview directly, select more participants, and make a comparison between senior high school and higher education teachers.



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