

THE ROLE OF TEACHERS IN THE ENGLISH LANGUAGE LEARNING PROCESS

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ABSTRACT

The purpose of this study is to know and describe the role of teachers in the learning process in Middle School Karya Sembawa of Sembawa. This research uses qualitative research methods with the process of collecting data using interviews, observation and questionnaires. The place of this research is SMP Karya Sembawa, Kab. Banyuasin. The sample of this study amounted to 36 people consisting of 30 students and 6 teachers. For sample student researcher uses random sampling technique (random). The results of this study indicate that in general teachers who teach in SMP Karya Sembawa, already carry out their duties and roles well but the obstacles that exist in Karya Junior High School of Sembawa still less support books books such as packages in the process of learning Indonesian.

Keywords: *teacher role, learning process.*

Introduction

Education is a series of activities carried out consciously by educational institutions, therefore the development of student potential must be carried out

comprehensive and integrated. Teachers have an important role, especially in efforts to shape the character of students through the development of personality and values Humanity that is successful in responding to the demands of society, nation and state.

In Law no. 20 of 2003 states that the implementation of Education in Indonesia is a national education system which is regulated systematic. National education functions to develop capabilities and shape dignified character and civilization of the nation in the context of educating life nation, aims to develop the potential of students to become good human beings believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Judiani, 2010)

Therefore, the teacher has a very important role in carrying out the task and the role of the

teacher to improve student learning outcomes at the end of each lesson take place. This is the benchmark for the central government, city and regional governments' districts throughout Indonesia, especially in the province of South Sumatra, Banyuasin District. With regard to the brief explanation above, the teacher must have an important role in very important in the learning process at school, and teachers must be creative in manage learning in the classroom so that students are able to absorb the material presented by the teacher.

Educators are people who are responsible for educating in the sense of provide assistance to students in both physical and spiritual development (Atmaka, 2004). In order to educators must have academic qualifications and competence as a learning agent, physically and mentally healthy, and have ability to realize national education goals (Mulyasa, 2003). The definition we know every day

is that the teacher is someone who must be nurtured and imitated, in the sense of people who have charisma or authority so that they need to be imitated and imitated (Aeni, 2015). In Law Number 20 of 2003 concerning the System National Education, teachers are seen as only a small part of the term "educator", is stated in article 39 (2) the definition of educator as follows: Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at college.

In this case, the general provisions of article 1 point 5 state the meaning of educators as follows: Educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and designations others in accordance with their

specificity, and participate in the implementation of education.

The teacher is a source human figure who occupies a position and plays a role important in education. When everyone is questioning the world's problems teacher education figures must be involved in the discussion agenda, especially those concerning formal education in schools. Educators or teachers are professionals in charge of planning and implementing the learning process, assessing the results learning, conducting mentoring and training, as well as conducting research and community service, especially for educators at universities. That matter cannot be denied because formal educational institutions are the world of teachers' lives, most of the time the teacher is at school, the rest is at home and in the community (Djamarah, 2000).

Based on these general provisions, the teacher's understanding has become narrow because they are only part of the educator. In a different view,

teacher should have a role not only as an educator, but also as a teacher, and at the same time as a coach. In this different view, the lecturer, widyaiswara, tutors, and others can actually also be referred to as teacher.

In connection with its function as a teacher, educator, and mentor, then It is necessary to have various roles in the teacher's self (Aimah, 2015) Role This teacher will always describe the expected behavior patterns in various situations interactions, both with students (especially), fellow teachers, and with staff who other. of various teaching-learning interaction activities, can be seen as central to his role. Because whether you realize it or not that part of the teacher's time and attention much is devoted to working on the teaching-learning process and interacting with students his students.

There are several roles of teachers in learning proposed by Moon (1) teachers as Learning Designers, (2) Teachers as Learning Managers, (3)

Teachers as learning directors, (4) Teachers as Evaluators, (5) Teachers as Counselor (Santyasa, 2007). In general, the teacher's duties as learning managers are: provide and use classroom facilities that are conducive to a variety of teaching and learning activities in order to achieve good results (Mua'allim, 2008). A conducive learning environment is an environment that is challenging and stimulates participants to want to learn, provides a sense of security and satisfaction in learning achieving goals. In line with the above, the teacher must have the skills manage class.

Classroom management skills are the teacher's skills to create and maintain optimal learning conditions and skills to restore conditions optimal learning, if there are disturbances in the learning process, both minor and temporary disturbances as well as ongoing disturbances (Asmadawati, 2014). The purpose of classroom management skills is not only important for teachers,

but also for students. In addition to teachers, classroom management skills can develop understanding and skills in maintaining smooth presentation and steps effective learning process. As well as having an awareness of the needs of students and develop their potential in providing clear direction to students, and respond effectively to student behavior that causes disturbances small or light, and understand and master a set of possible strategies can be used in overcoming the problem of excessive student behavior deviations or constantly fighting in class.

Method

This research used qualitative research methods. The research was carried out in natural conditions (natural setting) or on objects that are natural (Sugiyono, 2014), with the case study method. The case study method is a type of qualitative research, where the researcher conducts

an in-depth exploration to programs, events, processes, and activities, to one or more subjects (Creswell, 2012). In this study, the role of the learning teacher in question is the role of the teacher in learning such as carrying out lesson plans, managerial learning, learning directors, evaluators and counselors. From that learning describes the learning process in internalizing language learning Indonesia to students, as well as describing the inhibiting factors in the activity.

Findings and Discussion

Teacher's Role in Learning

The results of observations that have been made to teachers in English learning subjects in SMP Karya Sembawa, Kab. Banyuasin, Sumatra Selatan, concerning; (1) lesson planning; (2) implementation of learning programs; (3) personal relationship with students; (4) learning innovation, and (5) evaluation. These components are expected to be a fairly valid

benchmark to determine the real efforts which normal done by a English teacher school based in upgrade quality learning discourse in his class. Whatever it has done by teacher that is already operated by the process is all even though in reality there are still in the arrangement, this caused limited book reference and suggestion or media learning which there is at school.

Teachers' Efforts in Teaching Planning

Planning is the first step before performing functions to other management. Before carrying out other management activities need to be considered about what to do and how to do it. Planning has a very important function because it is the first step in management. If it fails Planning is tantamount to planning for failure. But if succeeding in planning means planning for success, which becomes the purpose of the plan itself. So, in this case the planning must really be produce a plan that can serve as a roadmap for the organization.

From the results of research at SMP Karya Sembawa, teachers who can be said to be orderly in complete the making of lesson plans only a small part or not all teachers make lesson plans. The reasons the teachers in completing the preparation of learning is in addition to systematic and the effectiveness of learning activities, as well as reports on activities that have been carried out. In addition, the teacher's reasons for completing the lesson planning are: to facilitate the learning process. While the teacher who did not finish making lesson plans, they only convey topics that are will be delivered every time they start learning and then recorded in a journal class.

As the results of the observation sheet that has been held to the teacher in Learning English subjects at SMP Karya Sembawa, indicating different and sometimes sufficient things make the difference. Among other things, there are teachers who make preparations learning process (RPP), some did not prepare lesson plans, lack of and supporting

resources.

These differences show how each of teacher is quite different in responding efforts to prepare lesson planners. This of course depends on readiness and experiences that each teacher has in the wider context. Teacher in progress Learning always motivates students to learn more optimally. In answer questions during the learning process, the teacher gives a reward in the form of praise for students who can answer questions, this is stated to state that apart from the role of parents, the role of the teacher is no less important at school in educating children because teachers are parents of students at school (Laka, 2020).

In the learning process there are certain materials students are quite interested in learning follow it so that in its implementation it gets a positive response from the students and learning activities always occur interaction between teachers and students with materials teach as an

intermediary. In addition to the interaction between teachers and students, in teaching activities at least there must be: a clear goal to be achieved, the material to be interaction, students who actively experience, teachers who implement, certain methods to achieve goals, situations that allow the interaction process to take place well, evaluation of the results of that interaction (Surakhmad, 2004). From the results of research at SMP Karya Sembawa. Every teacher has carried out the teaching and learning process well and smoothly. However, there is one most important obstacle to be stated in this paper, that, when a teacher has planned the learning process well with systematic learning steps, then he should also carry out the learning process systematically and logically as planned.

This is the main point that the author sees, because most teachers do not carry out or realize the plans that have been made. Teacher teaches in an illogical order. For example, after the apperception

activity should be the teacher prepares students to be ready to enter the next phase, entering new material. However, of the teachers who were observed, they were busy fiddling with the material has been taught at the previous meeting until almost an hour of class, or may ask students to reread the readings that have been discussed in previous meeting, so that the meaning of the new material to be conveyed on that day was not achieved. "We will continue at the next meeting," he said their expressions at the end of the meeting session that day.

For the writer, repeating yesterday's lesson or the previous meeting is not wrong, but if almost half of the time allocated at the meeting is used to repeat the lessons that have been taught, it is a fatal mistake, because there are many other ways that the teacher can take to complete the material that has been taught, for example by forming study groups, assigning study at home, or perhaps by enriching the material or providing remedial teaching for students

who have not been able, and not classically in one meeting.

Furthermore, other components related to the implementation of activities teaching and learning that became an observation item has been carried out by the teacher well and fluent. For example, the teacher has used clear teaching methods, materials and media learning that is in accordance with the learning objectives has been used, building harmonious communication with students, creating a conducive classroom atmosphere so that the classroom atmosphere becomes very comfortable as a place of learning for students. Communication between students is also very good through the discussion and question and answer process that support each other.

Likewise, the teacher's efforts to demonstrate mastery of the material subjects and their relevance to other subjects, other scientific insights or expansion of the material to a broader understanding

of science. For that, teachers need organize time, space, materials and teaching equipment systematically, coherent and continuous. At the beginning, during the learning process and at the end of the learning process, the teacher should conduct an evaluation of students' ability to understand the discourse given. Evaluation activities at the beginning of the meeting can be in the form of several questions that able to build the image of students towards the learning material to be delivered, or it can also be in the form of measuring students' initial abilities before the implementation of learning at school do it. While the process assessment is carried out during the teaching and learning process take place.

In this case the teacher can see many things such as student activity, the ability of students to answer, ask and respond to questions posed by the teacher, activeness in discussing and socializing with other students in the class or the group. And at the

end of the lesson, the teacher should give some points questions to determine the extent to which students are able to understand the material that has been given during the process. Thus the teacher can determine the action Next (follow up) whether certain students need to be given remedial teaching or he entitled to enrichment.

The problem above, when the author confirmed to several teachers, they gave a reasonable response, but not systematic, that the most important thing is that the child understands well the material we convey. What the point is that we pursue curriculum targets, while there are still many students who have not been able to absorb the curriculum. However, one thing to remember, that there is not only one way that teachers can take in optimizing student understanding. Process teaching and learning in the classroom is only an intermediary bridge, connecting material that one material with another, showing it to students and the rest

deepening The material can be done by the teacher with students, or between students, or if necessary, students with students' parents at home, anytime and anywhere.

The third component is the author's observation material during the learning process teaching takes place, the personal relationship of the teacher with students in the form of inner contact that teachers as parents of students in class to their students. Here, teacher should have the power of charisma (power of charismatic) so that students are willing and able to able to develop themselves. In this case there are several points that need to be obtained special attention for teachers in learning Indonesian subjects in Karya Junior High Scholl Sembawa, Banyuasin Regency that of the four components observed only one item that can be attempted. Supposedly, a teacher has skills such as helping students develop a positive attitude towards themselves so that they more motivated to accept the

transfer of knowledge provided by the teacher. For that, a Teachers should be flexible and open to students and other co-teachers. Teacher should also display enthusiasm and sincerity in guiding students teach him.

Thus students will feel more motivated to learn because they see that the teacher is serious in science teaching. When all of these components have been implemented properly and in harmony, so it's not maybe a teacher has a harmonious interpersonal relationship with students. Teacher will be close to their students, as well, students will not feel free to ask, give input, respond and even refute if he thinks something wrong concept. In addition, it has been an effort to have other source books in addition. With In other words, in teaching, a teacher is not only fixated on one source, will but more broadly trying to find other source books that are used as references in teaching after being mixed and abstracted into one. That way, the teacher has comparison material,

determine the best material, then the best is what given to students.

Selection of learning media and source materials should be original (authentic) Even if it is a photocopy, the source must be original, not fake. For example, discourse text in the form of newspaper clippings, would be better than the contents printed or hand written. In addition, teachers should use language games in the learning. This is meant because at a young age, the middle students prefer to play. It would be better if the learning process was carried out by applying language games once in a while during PBM. Other innovations that will be developed in the KTSP are assessment activities that based on process assessment. During the learning process, the teacher should conduct an assessment of three main aspects, namely cognitive, affective and student psychomotor.

Furthermore, teachers should use a portfolio as much as possible in reporting learning outcomes

student. In other words, each student has a special file about his learning progress called a portfolio. The ups and downs of student achievement can be recorded in a file portfolios and at the end of each student's learning period will be reported development based on their respective portfolios. The Curriculum KTSP in which there are competencies basis, indicators of learning outcomes and learning experiences.

The teacher just has to plan a learning scenario, in which case a teacher has the right to manage the process learn to teach at will in the sense of being creative, conducive and innovative. The learning process should not be based on a single source. Will more effective when the teacher tries to combine several sources, then mixed with well and conveyed to students. For that, a teacher must be creative in finding and find these supporting sources, either in the form of text, images, and audio or from resource persons whose scientific credibility is

known. Finally, the teacher should carry out the discussion process in his class so that students can share experiences, knowledge and creativity with other friends. Discussion activities are very well done in discourse learning when students do not understand a concept, then he can ask a friend in group or can exchange ideas with friends from other groups. To measure students' abilities and students' understanding of the discourse given, the teacher should carry out evaluation activities. A series of evaluation activities these are in the form of evaluation before KBM, after KBM, compiling a grid of questions, compiling. Questions and answer keys, correcting student worksheets and then returning them to students for discussion. In this regard, all teachers carry out evaluation activities in the learning. The aspect that is lacking is simply returning the worksheet students and create an answer key. This is because the teacher himself carry out corrections and assessments.

Conclusion

Based on the results of the research and discussion that the author stated above, then the conclusions in this study are teacher has done his job and role well when the teacher carries out learning, namely starting from preparation learning tools, materials, classrooms, preparing students before and after learning takes place and making evaluations for the learning process provided by the teacher.

The teacher has carried out his role according to what was mandated like a teacher provide motivation, facilitate students in learning, and guide students nicely. However, the learning process is still not effective due to books support for learning in schools is still inadequate.

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