

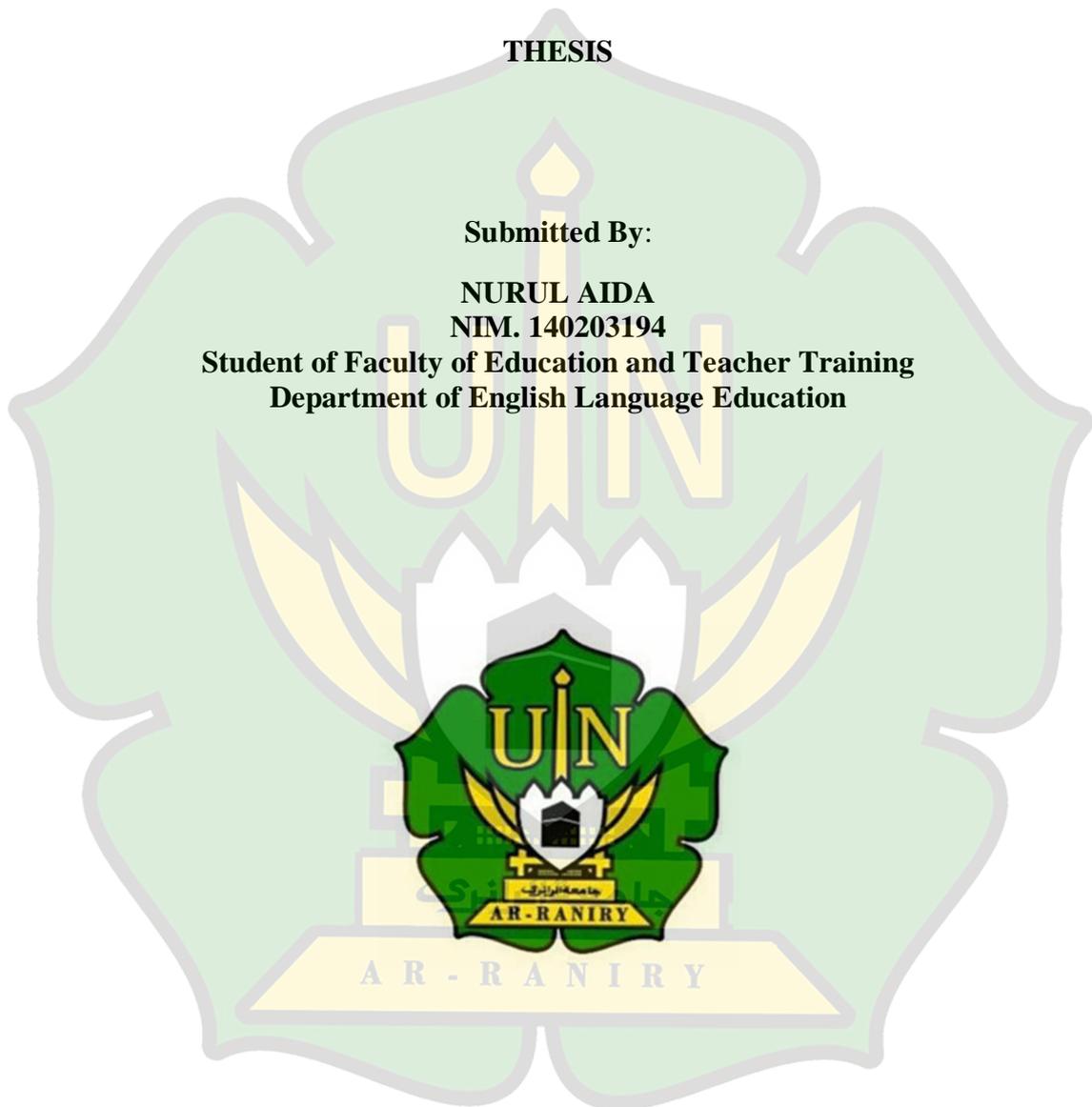
**EXAMINING TEACHER'S ROLE IN MANAGING THE CLASS DURING
TEACHING AND LEARNING PROCESS
(A study case at Mas Darul Aitami Aceh Selatan)**

THESIS

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ABSTRACT

This study aimed to investigate the roles which applied by the English teacher in managing the class during teaching and learning process at MAs Darul Aitami Aceh Selatan. Descriptive design with qualitative approach employed in this study to answer the research question. This methodology aimed to describe the real situation in the field. The researcher used questionnaire, observation sheet, field note and interview guide as instrument to collect the data. The subject in this study is an English teacher who teaches at first class of Mas Darul Aitami. The result of this study is a teacher applied six roles in they are as a controller, an assessor, an organizer, a prompter, a participant, a recourse. It is shown by the result of students' respond in questionnaire, restrictive questions. On the contrary, the teacher's roles as a prompter and as a resource have not been played maximally by the teacher. Moreover, student perception said that their English teacher is good in teaching. It is shown by students answer in question number four of free restrictive question.

Keyword: *Teacher Role, Classroom management, English, Teaching and Learning*



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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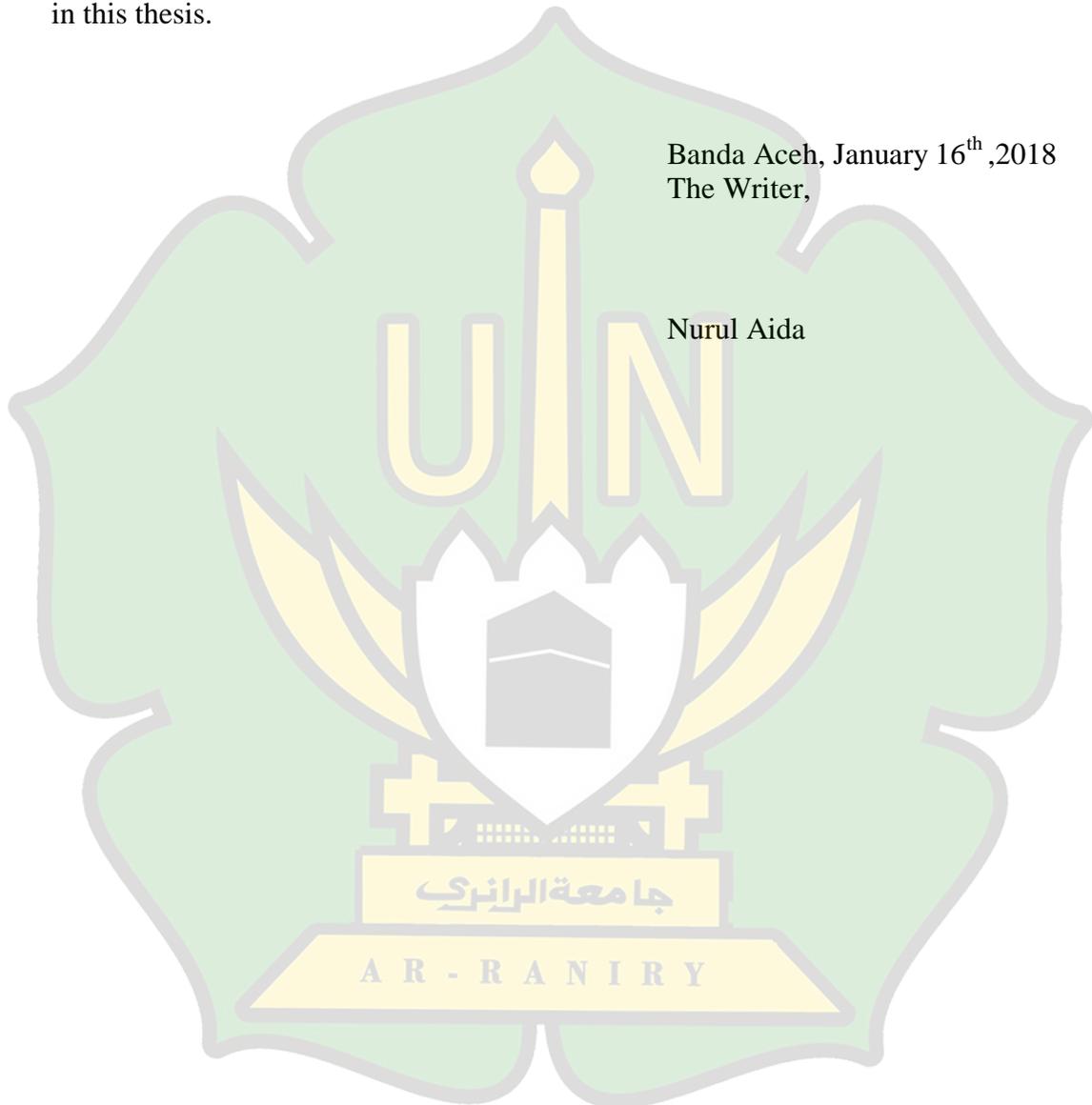
Lots of thanks must be delivered to my beloved family, my parents Muhammad Yasin, S.H and Rahimh. Thank you very much for supporting me in my thesis. I also would like to thank to my sister Yasmanijar, Raudhatul Fuja and my young brother Zulfadhli who make me strong to gain my spirit. My deepest gratitude is delivered to my supervisor Khairil Razali, S.Pd.I., MA., MS as my first supervisor and Azizah, M.Pd as my second supervisor who have given me a great deal of time and provided me valuable guidance to accomplish my research during the whole process of my work.

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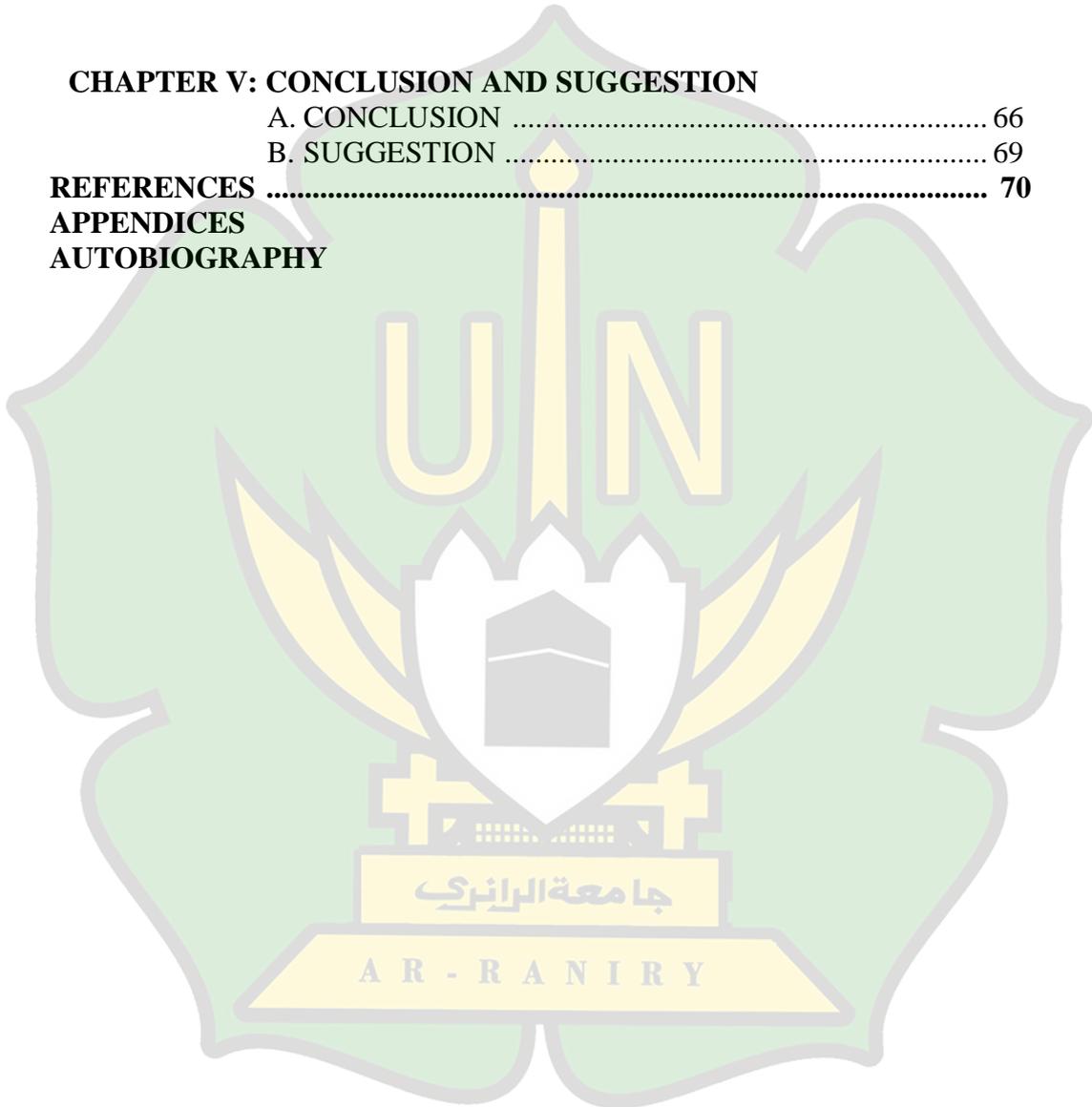
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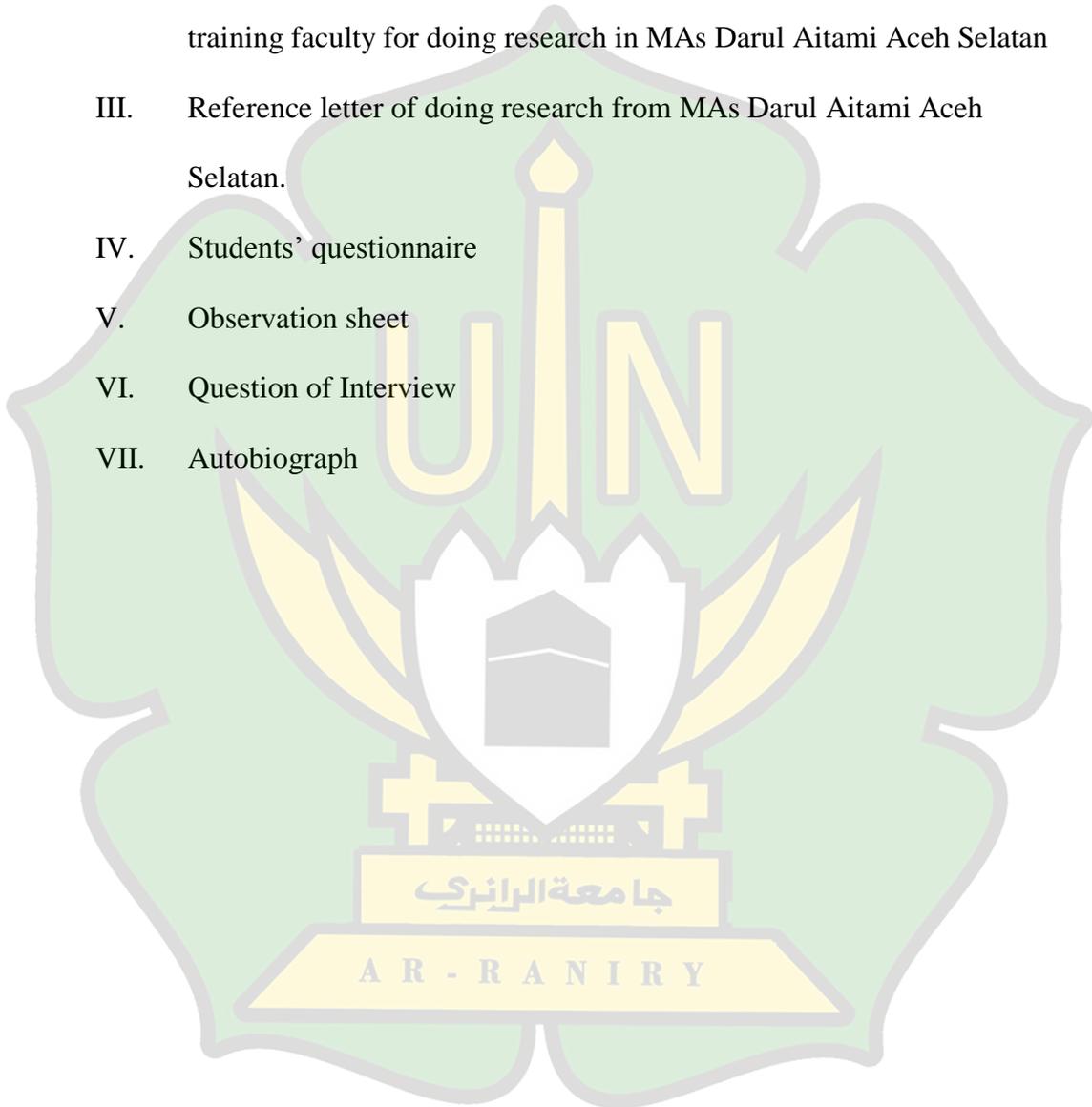
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CHAPTER I

INTRODUCTION

A. Background of Study

Teacher is an important actor to manage, to guide, and to improve students' ability and make classroom. The goal of classroom management is to create a conducive classroom atmosphere. Besides, the teachers serve as role model who shape and influence their student's knowledge, student's achievement and student's behavior.

Teacher recognized as a backbone of any educational system because knowledge is transferred from the teachers to be taught. Every country is giving a prime importance to the quality of teachers and national policies have been influenced by the growing realization that teachers have a key role to play in determining the quality of output of educational institutions. Even the modern technology has its own important roles in supporting the educational system; teachers are still the vital element in the teaching and learning process.

Teachers are persons who teach, especially in a school. It is universally recognized that the teachers are the key persons in an education system. She/he enjoys the high esteem and prestigious status sometimes denied to kings and emperors and he/she plays pivotal roles. Around him, whole system of education revolves. Nowadays, teacher is so much needed in order to develop education's

quality. According to Harmer (1990), there are metaphors to describe what teachers do; sometimes they are like actors because they are always on the stages. Others think they are like orchestral conductors because they direct conversation and set the pace and tone. In other words, teacher is a person who is trusted to educate the young generation to be a well-educated person. Being a teacher is not as easy as what people think. Teachers should know how to teach and manage their students in the classroom. In addition, teachers have significant roles in teaching the students.

Furthermore, Richards & Rodgers (2014) state that 'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. In attempting to determine a language problem, the teachers have some roles. According to Harmer (1990), a teacher has six roles in managing the class, they are controller, assessor, organizer, prompter, participant, and resource. Additionally, Sanjaya (2007) also states that teachers have six roles in managing a class during teaching and learning process, they are teachers as a learning source, facilitator, manager, demonstrator, guide, and motivator.

However, whole elements that the researcher tried to figure out are all about classroom management which the management itself refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning. This requires an ability to analyze the different elements and phases of a lesson, to select and deliver appropriate material and to reduce sources of friction. Moreover, a good management in a classroom can help students to

reduce their levels of stress. Teachers can also build up their students and their own self-management and learning skills in the classroom. Smith and Lastleth (2002) point out four rules in classroom management. The first is “get them in” which means the way teachers start a meeting or a class. This rule consists of greeting, Seating and starting. The second rule is “get them out” which means the way how teachers end a meeting or a class. This rule consists of concluding and dismissing. The third rule is “get on with it” which means the main part of the lesson the nature of its content and the manner of its presentation and the fourth rule is “get on with them” which means teachers develop good personal relationship with their students.

For this study, the researcher found it held by Muntasir (2013) in UIN Ar-raniry found that teachers need to use some different strategies to control students while teaching in the class . That study entitled “*Teachers’ Strategy in Controlling Students in Large Class*”. This study also held by Ummay Sabi Tultul (2010) in BRAC University found that teachers roles enhances a better and affective learning and teaching as it involved proper guidance to the learners. The teachers imply only four roles, as controller, organizer, monitor, and as prompter. The implementation of roles of teacher provides better learning opportunities. This study entitled “*An Analysis of Teachers’ Role*”. In addition, Yulin Hulalango (2015) in university of Gorontalo found that the English teachers who handled tenth grade students especially of class X3 and X6 are not imply whole of teacher roles. This study entitled “*The English Teachers’ Role in Teaching and Learning Process*”. Another additional study, Syam Choudhury (2011) in India

found that in large Indian context, it would be quite difficult for a teacher of English to apply the innovative role. This study entitled “*Classroom Roles of English teachers: The Traditional and Innovative*”. In this study, the researcher only focuses on the teachers as controller, assessor, organizer, prompter, participant, and resource which are applied in managing the class in MAs Darul Aitami, and the students perception on the teachers role.

To create a succeed education, a good classroom management will be so much needed, because by applying this, a teacher can control, organize, assess and prompt a class well. Otherwise, in reality some time we found that teachers are impressed and exited to teach without think about the role they act, it might be a consequent to the students who are not appropriated with the way of teachers. Based on the observation in SMP 2 Indrajaya, where the researcher was conducted PPL, the researcher found that one of the students in SMP 2 indrajaya got difficult to understand the lesson from the way that teacher explained and needs some more explanation, and he got less impressed in learning materials without teacher guidance. Based on the fact, the role of a teacher in managing the class is needed by the entire teacher. So, the researcher would like to find out the teacher’s roles in managing the class during teaching and learning process in MAs DARUL AITAMI

B. Research Question

1. Which roles are most often used and applied by English teacher in managing the class during teaching and learning process?

2. What are student perceptions toward English teacher's role in managing the class during teaching and learning process?

C. The Aim

The aims of this study are:

1. To figure out student perception toward their English teacher role in managing the class during teaching and learning process in MAs Darul Aitami.
2. To find out the most often roles that used by the English teacher in managing the class during teaching and learning process in MAs Darul Aitami

D. Research Significance

This significance of study can help the teachers to get the procedural knowledge of how to act and set themselves up as officially been stated. By knowing the role it may be an overview for individuals of teachers can contribute themselves to the group amounts to set expectation about how they will act and what roles they will adopt. And it can be used for the researcher who needs more information about the roles of teacher in managing the class during teaching and learning process.

E. Research Terminology

To provide accurate information regarding to particular discussed topic, the writer needs to clarify some terminologies related to the study, they are:

1. Teacher role

Teachers' roles means teachers' respond. Teachers' responses should indicate their purpose to engage students in meaningful learning, inspire students to want to learn, prepare children to be successful adults, create well-round problem solvers, teach children to become critical thinkers, create a safe place where children have opportunities to learn, prepare students for high school and long-term success, help children become active participants in a democratic society, and broaden students' horizons early experiment have shown that the way the teacher behaves with and toward children is a major determinant is shaping behavior. Therefore, teachers have multi roles in teaching and learning process to set the individual child as well as those children in group. Even though, there are many others factors that influence students' behavior in the school setting, but the teacher role mostly affected the student behavior.

According to Harmer (1990), a teacher has six roles in managing a class, they are controller, assessor, organizer, prompter, participant, and resource. Additionally, Sanjaya (2007) also states that teacher has six roles in managing a class during teaching and learning process, they are teacher as a learning source, facilitator, manager, demonstrator, guide, and motivator.

2. Teaching and Learning Process

According to Brown (1994:7) Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

According to Brown (1994:4) learning is: acquisition or "getting". Learning is retention of information or skill, retention implies storage system,

memory, cognitive organization. Learning involves active, conscious focus on and acting upon events inside or outside organism. Learning is relatively permanent but subject to forgetting. Learning involves some form of practice, perhaps reinforced practice and learning is a change in behavior.

To support the process of teaching learning run well, teaching-learning needs some component they are as follows: Teaching Objective. In teaching-learning process, there is an objective of teaching, namely instructional objective. According to Sardiman (1996:8) instructional objective or the objective of teaching is the teaching situation (the application of approach, method and technique in the classroom) that is used to determine the result achieved. If the results of the objective of teaching do not coincide with the objective, the teaching is at least partially unsuccessful.

3. Classroom management

Generally, classroom management plays an important role in conducting teaching learning process in the classroom. Management can be defined as the way that an instructor applies principles in planning, implementing or acting, controlling and evaluating. Classroom means a place at school where teaching and learning activity is done, and has two main subjects and two basic component, teacher and students.

According to haley (2009), classroom management is a terms used by many teachers to describe the process of ensuring the classroom lesson run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of

teaching for many teacher and indeed experiencing problem in this are causes some to leave teaching altogether.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the relevant theories used in this research. There are seven related theories to be viewed. The theories are teacher' Role, classroom management, teaching and learning process, objective teaching and learning, competence of teaching and learning, perception.

A. Teacher' Role

According to Harmer (1990), a teacher has six roles in managing a class, they are controller, assessor, organizer, prompter, participant, and resource. Additionally, Sanjaya (2007) also states that teacher has six roles in managing a class during teaching and learning process, they are teacher as a learning source, facilitator, manager, demonstrator, guide, and motivator. We will indicate where the different roles we are about to discuss can be place on this cline. Only, we will examine the roles of controller, assessor, organizer, prompter, participant and resource.

1. The teacher as controller

Teacher as a controller are in complete charge of the class. They control not only what the students do, but also when they speak and what language they use. Clearly the introduction of new language often involves the teacher in a controlling role, particularly at the accurate reproduction stage. Harmer (1983) said that a good reason for conducting a short drilling session where the teacher indicates exactly what is to be said or written and who is going to say or write it.

According to Djamarah (2005) said that as a controller, teacher can help, repair, and assess critically concern of teaching process.

Certain stage of a lesson lends themselves to this role very well. The introduction of new language, where it makes use of accurate production and drilling techniques, needs to be carefully organized. Teacher's managerial role derived from the assumption that teacher have a great deal of power over their learner. Willis (1981) said that "if your students begin speaking in their own language without your permission, regard this as a danger signal". Thus the *instruct-cue-nominate* cycle is the perfect example of the teacher acting as controller. All attention is focused on the front of the class. And the students are all working to the same beat.

2. The teacher as assessor

Clearly a major part of the teacher's job is to assess the students work, to see how well they are performing or how they well performed. Not only is this important pedagogically, but the students quite naturally expect it, even after communicative activities.

It must be different between two types of assessment: *correction* and *organizing feedback*. During an accurate reproduction stage, where the teacher is totally in control, student error and mistake will be corrected almost instantly. The teacher's function, it have been suggested is to show where incorrectness occurs and help the student to see what has gone wrong so that it can be put right.

A slightly less formal style of correction can occur where student are involve in immediate creativity or in doing a drill-type activity in pairs (asking

and answering the question, for example). Teacher was still want to correct, but we have suggested that such correction will be gentle. *Gentle correction* involves showing students that a mistake has been made but not making a big fuss about it. Whereas, in the accurate reproduction stage, we insist on student saying a sentence, phrase or word correctly once they have been talk about their mistake, with gentle correction the teacher says things like “ well that’s not quite right.. we don’t say he good...”we say “ went”. The important point is that noting more happens. The student doesn’t have a repeat his or her sentence correctly, it is enough that a mistake has been acknowledge. This kind of gentle correction, used in the right way, will not seriously damage the atmosphere of pair work freer conversation.

Organizing feedback occurs when students have performed some kind of task, and the intention of this kind of assessment is for them to see the extent of their success or failure and to be given ideas as to how their (language) problem might to be solved.

It is have a distinction between two different kind of feedback. *Content feedback* concerns an assessment of how well the students performed the activity as an activity rather than a language exercise. Thus when students have completed a role play the teacher first discusses with the students the reason for their decision in the simulation. In the travel agent activity teacher and students discusses why the pairs chose a particular hotel and if it was the most sensible choice. In other word, where students are asked to perform a task, it is their ability to perform that task which should be the focus of the first feedback session. If the

teacher merely concentrates on the correctness of the students' language then they will conclude that the task itself was unimportant.

3. The teacher as organizer

Perhaps the most important and difficult role the teacher has to play is that of organizer. The successes of many activities depend on good organization of the teacher and on the students knowing exactly what they are to do. Many authorities believed that teaching is fundamentally a matter of personality. Hill and Dobby (1982) said that "some people are born teacher, who have the desire and the ability to pass knowledge and skills on successfully. But even a person who is not a born teacher, students can improve a lot by learning to smile, to be enthusiastic and patient, and to be constantly looking for new ways of getting his message across to his pupils. Gower and walters (1983) added, "teacher style of teaching will depend on the sort of teacher personality. Therefore, A lot of time can be wasted if the teacher omits to give students vital information or issues conflicting and confusing instructions.

The aim of the teacher when organizing an activity is to tell the students what they are going to talk about, give clear instruction about what exactly their task is, get the activity going, and then organize feedback when it is over. This sound remarkably easy but can be disastrous if teachers have not thought out exactly what they are going to say beforehand. According Harmer (2011 p.58) state that this role involved " giving the students information, telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down when it is time to stop".

The organization of an activity can be divided into three main part. In the first, the teacher give a *lead-in*. like the lead-in for presentation or for treatment of perceptive skills this will probably take the form an introducing to the subject. The teacher and students may briefly discuss the topic in order to start thinking about it. This procedure is detailed in, for example (the describe and draw game) the teacher lead-in might be very simple, e.g. you are going to your artistic by drawing a picture, Harmer (2011) .

4. The teacher as prompter

Often the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next. This is one of the teacher's important roles. In this role, the teacher encouraged the students to ask question and ready with suggestion about what question might be in case the students could not think of any themselves. According to Harmer (2011), he state that teacher as a prompter means holding the students back and let the students work things out for themselves. Also, the teacher might to prompt the student with information they have forgotten.

5. The teacher as participant

Teachers not only expected to the one who are correcting anything goes wrong but also they are expected can join students activity as the participant (Harmer, 2011, p.61) There is no reason why teacher should not participate as an equal an activity especially where activities like simulation are taking place.

Gibson (1973) added that, it appears that teacher must constantly get on the students—in the sense that teacher deflate them; teacher have got to make them toe the line of the time, teacher cannot assumes that they will come in, and sit down and get on with the job. Sinclair and Brazil (1982) also state that, the pupils behave largely as one many headed participant, avoiding cross-conversation and acknowledge of the teacher in their verbal behavior.

Teachers should not be afraid to participate since not only will it probably improve the atmosphere in the class, but it will be also give the students a chance to practice English with someone who speaks better than they do. Jones (1982) says that there needs to be a *reality of function* (students must accept the function; they must not think of themselves as language students but as the people in the simulation), a *simulate environment* (we do not take the students to a real airport—that would no longer be a simulation, it would be a real thing) and structure (there must be some structure to the simulation and essential facts must be provided).

6. The teacher as resource جامعة الرانزي

The teacher should be ready to supply information and language where necessary. Learning activity will not be of much help to the learner of English, unless they present and practice English in a systematic and comprehensive way, so that new language can be assimilated by the learners, Cunningsworth (1984). Teacher must be ready with the material which needed by the students. Sometimes students need detail of information about the materials. Teacher also need to tell the students the aims of the material that going to be discuses. Candle and

Edelhoff (1982) said that, materials should have twin aims: on the one hand they offer information and data about the language being studied, and in particular about the social context and the culture within which communication takes place and derives much of its meaning and value. They need in this sense, to be authentic to communication and to the world outside the classroom.

It has been stressed, the importance of teacher non-intervention where a genuinely communicative activity is taking place in the classroom and this means that the teacher is left, to some extent, with nothing to do. There are still two very important roles, however, one is to be aware of what is going on as an assessor-although discreetly-and the other is to be a kind of walking resource center. In other words the teacher should always be ready may be missing, and this is especially true if the students are involved in some kind of writing task. So the teacher must be available so that students can consult us when (and only when) they wish.

B. Classroom management

Generally, classroom management plays an important role in conducting teaching learning process in the classroom. In this study, the writer draws some theories from expert that performed different terms in describing the definition of classroom managements. Lexically, classroom is a room where a class of student is thought, Wehmeir (2002). Management is the act of running and organizing a business or a similar organization, Jeremy (1983). Relating to the definition, we can conclude that classroom management is an activity of running and controlling a class of children of students.

According to Harmer (1983), classroom management and discipline are important components of effective teaching. In fact, there are consistently rank at or near the top of the list of teacher concern. Classroom management, a broader term that discipline refers to the teacher behavior and activities that encourage teaming in the class. The term, Discipline is used to indicate the degrees to which students' behave appropriately are involved in classroom activities and task oriented.

As the matter of fact, classroom management is the application of the learning environment of a group of individuals within a classroom setting. Teachers' management decision were viewed as manage. However, a teacher's classroom management system communicates information about the teacher's beliefs on content and the learning. It also circumstance information the kinds of instruction that will take place in a particular classroom. A classroom in which the kind of instruction that will take place in a particular classroom. A classroom in the teacher take complete responsibility for guiding students action constitutes a different learning environment that one in which students are encouraged and taught to assume responsibility for their own behaviors. Content will be Sapproached and understood differently in each these setting.

Jaremy Harmer says that when teacher act as controllers in the classroom. They have responsibility of the activity in classroom that is strictly speaking different from a condition where students are working on their own group. Thus, he state that calss management is focus on teacher's behavior in teaching learning process. Teacher make students active with their style in speaking, manage

classroom and also encourage being actively involved in speaking class in order that students to enjoy learning English.

C. Teaching and Learning Process

It is to examine the ideal teaching-learning process, as proposed by Diana Laurillard (1993). She argues that there are four aspects of teaching-learning process:

- (a) Discussion- between the teacher and learner
- (b) Interaction- between the learner and some aspect of the world defined by the teacher.
- (c) Adaptation- of the world by the teacher and action by the learner
- (d) reflection- on the learner's performance by both teacher and learner.

She then considers how different educational media and styles can be described in these terms. For example, a text book presents a one-way flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen the same way, but there is possibility of meaningful discussion between teacher and learner.

According to Burton (1976) in the figure above

1. Teacher can become effective only by relating it to process of learning.
2. Teaching objective cannot be realized without being related to learning situation.
3. We may create and use teaching aids to create some appropriate learning situation.

4. The strategies and devices of teaching may be selected in such a manner that the optimal objective of learning are achieved.
5. To understand principles, goals, objectives of education in right perspective.
6. Appropriate learning situation condition may be created congenial and effective teaching.

D. Objective Teaching and Learning

Teaching and learning objective should be brief, clear, specific statements of what learner will be able to do and of the lesson as a result of the activities, teaching and learning that has taken place. According to Sardiman (1996:8) instructional objective or the objective of teaching is the teaching situation (the application of approach, method and technique in the classroom) that is used to determine the result achieved. If the results of the objective of teaching do not coincide with the objective, the teaching is at least partially unsuccessful. An American applied linguistic Edward Anthony (1963) he identified three levels of conceptualization and organization, which he termed *approach, method, and technique*:

1. Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be thought, Antony (1963). It means the approach is the level at which assumption and brief about language and language learning are specified.

2. Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach, Antony (1963). It means, method is the level at which theory is put into practice and at which choices are made about the particular skills to be thought, the content to be thought, and the order in which the content will be presented.

3. Technique

A techniques is implementation-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance use to accomplish an immediate objective. Techniques must be consistent with a method, and there for in harmony with an approach as well, Antony (1963).

E. Components of teaching and learning activities

The object of a method, are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom. Differences among methods at the level of approach manifest themselves in the choice different kinds of learning and teaching activities in the classroom.

1. Learner role

The design on an instructional system will be considerably influenced by how learners are regarded. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, he degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree

to which learners influence the learning of others, and the view of the learners as processor, performer, initiator, problem solver.

Much of the criticism of audio lingual come from recognition of the very limited roles available to learners in audio lingual methodology. Learner were seen as stimulus-response mechanism whose learning was a direct result of repetitive practice. Newer methodologies customarily exhibit more concern for learner and for variation among learners. Johnson and Paulston (1976) spell out learner in an individualized approach to language learning in the following terms: (a) learner plan their own learning program and thus ultimately assume responsibility for what they do in the classroom; (b) Learners monitor and evaluate their own progress; (c) Learners are members of a group and learn by interacting with others; (d) Learners tutor other learners; (e) Learners learn from the teacher, from others students, and from other teaching sources. Counseling-learning views learn as having roles that change developmentally, and current (1976) uses an ontogenetic metaphor to suggest this development.

2. Teacher role

Teacher roles are similarly related ultimately both to assumption about language and language learning at the level of approach. Some methods are totally dependent on the teacher's role as catalyst, consultant, guide, and model for learning; still others try to "teacher-proof" the instructional system by limiting teacher initiative and by building instructional content and direction into text or lesson plans. Teacher and learner roles define the type of interaction characteristic off classrooms in which a particular method is being used.

Teacher roles in methods are related to the following issues: (a) the types of functions teacher are expected to fulfill, whether that of practice director, counselor, or model, for example; (b) The degree of control the teacher is responsible for determining the content of what is taught; and (d) the interactional patterns that develop between teachers and learners. Methods typically depend critically on teacher roles and their realization . in the classical Audio lingual method, the teacher is regarded as the primary source of language and language learning.

3. The role of instructional materials

Materials designed on the assumption that learning is initiated and monitored by the teacher must meet quite different requirement from those designed for student self-instruction or for peer tutoring. Some method require the instructional use of existing materials. Some assume teacher-proof materials that even poorly trained teachers with imperfect control of the target language can teach with. Some materials require specially trained teachers with near-native competence in the target language. Some are design to replace the teacher, so that learning can take place independently. Some materials dictate various interactional patterns in the classroom; others inhibit classroom interaction; still others are noncommittal about interaction between teacher and learner and learner and learner.

The role of instructional materials within a method or instructional system will reflect decisions concerning to primary goal of materials (e.g.,to present content, to practice content, to facilitate communication between learner, or to

enable learners to practice content without the teacher's help), the form of materials to others sources of input or only as a minor component of it), and the abilities of teachers (e.g.,their competence in the language or degree of training and experience)

A particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and teachers and learners. For example, the role instructional materials within functional/communicative methodology might be specified in the following terms.

1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
2. Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
3. Materials will involve different kinds of text and different media, which the learner can use to develop their competence through a variety of different activities task.

F. Perception

According to Szilagyi and Wallace (1980), perception is defined as a process by which individuals attend to incoming stimuli, organize, and then interpret such stimuli into a message that in turn indicates an appropriate action or behavior. Huffman, vernoy.M and Vernoy.J (1997) states that perception is the process selecting, organizing, and interpreting sensory data into usable mental representation of the world. This means that someone can receive something as a good or bad perception depends on what they feel in facing the object. Robbins

(2001) defined perception as process by which individuals organize and interpret their sensory impression in order to give meaning to their environment.

In this research, perception refers to how the students think about their English teacher role in managing the class during teaching and learning process.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of this research. Therefore, it is necessary to discuss about the research setting, research design, population and sample, data collection, and data analysis.

A. Research setting

Mas Darul Aitami Islamic boarding school of Aceh Selatan is where the research was conducted. According to public school operator, Mas Darul Aitami was established in 2006. The place located in Jl. Medan - Tapak Tuan. Gp. Baro, Pasie Raja, Aceh Selatan. This school is one of the popular schools in South Aceh, which it is famous for the student ability in language. The school currently leaded by Mr. Jaslis,S.Pd.I. The school has contained totally of 18 teacher and 117 students.

B. Research design

The design of this research is descriptive design with qualitative approach. Referring to Quenn (1990), the qualitative approach has some characteristics, those are: (1) qualitative research has the natural setting as the direct source of data and the researcher is the key instrument; (2) qualitative research is descriptive; (3) qualitative researcher are concerned with the process rather than simply with outcomes or products; (4) qualitative researcher tend to analyze their data inductively; and (5)“Meaning” is of essential concern to the qualitative approach. Additionally, Suryabrata (2003) says, literally, descriptive study is a

research to make a description about situation or events. In this sense, descriptive study is an accumulation of basic data merely in a descriptive way.

C. Population and sample

Population is all individuals that refer to the subject of the research. Arikunto (2006) says that “population is all subjects who are going to be observing in the research”. While sample is the smallest part of the population that is taken for representative of all the population. Hornby (2000) says that “sample is a number of people or things taken from a large group and used in test to provide information about the group.

In this research, the population was the entire students of MAs Darul Aitami Islamic Boarding School. It has 117 total students, which is divided into three grades; first, second and third grade. However in this research, the researcher chose the sample purposively. She chose the first grade as the population which was contained of 39 students and a teacher who teach English in that class. This sample was chosen base on the teacher recommendation. According to the teacher, this class is the most active class in that school. Therefore the researcher chose this class as a sample.

D. Data collection

Data collection is needed in order to answer the research question. In this research, the researcher does observation, interview, and questionnaire.

1. Observation

Observation process is one of the instruments to group the data directly to the object of researcher. Masson (1996) noted, observation usually refers to method of generating data which involved the researcher immersing(him or herself) in a research setting and systematically observing dimension of that setting, interactions, relationship, events and so on. Here the researcher was used observation sheet to collect the valid information about the teaching and learning process. The main aspect that the researcher focused on was the teachers' roles in managing the class which are applied during the teaching and learning process. Furthermore, the statements in observations sheet are the combination of the theory of Harmer and Sanjaya. The observation format was bellows:

Table 1.1 The Observation Sheet and field note at MAs Darul Aitami

No	Roles	Teacher Activity	Yes	No	Note
1.	Controller	Teacher controlled the students' behavior, language, attitude			
		Teacher advises the students			
2.	Assessor	Teacher help, repair, and assess critically concern of teaching process.			
		Teachers correct the students mistake			
		Teacher tell the quality of students score			
3.	Organizer	Teacher assess students assignment			
		Teacher gave instruction or demonstrator using some media			
		Teacher gives the students information, telling them how they are going to do the activity, putting them into pairs or groups.			

4.	Prompter	Teacher encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next		
		Teacher sometimes threw some jokes to make the students laughed and happy		
		Teacher prompts the student with information they have forgotten.		
5.	Participant	Teacher join students activity as the participant		
6.	Resource	Teacher should be ready to supply information and language where necessary.		
		Teacher explains additional information when student misunderstand.		

The researcher used field note to write activities which happened in the class during the researcher do the observation, such as the situation of the class and the activities during the teaching and learning process. To collect the data, the researcher acted as passive observer where she did not participate to any single activity during the lesson. The researcher conducted the observation in four days.

2. Questionnaire

Questionnaire was another techniques used by the researcher in collecting data from the respondent. Arikunto (2008) states that questionnaire is a number of written questions used to get information. In this research, the researcher used questionnaires which were given to the students to get students' ideas about the roles of the teacher in managing the class during teaching and learning process.

The questionnaire contained of 23 questions which related to the researcher that consist of restrictive questions and free restrictive question where students have to choose and write the suitable answer. For restrictive answer (closed-ended), there were 15 questionnaires in multiple choices. While for free restrictive answer (open-ended) there were 8 questionnaires with transcribing the answer. These questionnaires were distributed after the teacher finished her teaching. The researcher distributed the questionnaire in one day.

3. Interview

Interview is the process to get information achieved the goal of the researcher, using answer question by face to face between interviewer and interviewee using intensive guide. According to Alison (2005) interview is asking an identical set of question of all respondent.

In this research, the researcher also had an interview. She did an informal conversation interviews. According to Patton (1990), there are three main types of interview; (a) the formal conversation interview; (b) the general interview guide approach; and (c) standardize open-ended interview.

As informal conversation interview, the researcher directly had some questions with the teacher who was the subject of this study. The question consisted of 9 questions. The length of the interview question is completely open-ended, where the respondent can be very responsive and deal with the topic to arise in the conversation. It was recorded to the audio visual recording as the researcher documentation evidence. The aim of this technique was to collect data and information about how teacher acted their role as teacher. The researcher

interviewed an English teacher who teaches in class X. The researcher conducted the interview in one day.

E. Data analysis

Related to how the researcher analyze the data, the researcher used a flow model of data management and analysis methods which proposed by (Miles & Huberman, 1994). Specifically, the data analysis contains three linked sub processes: data reduction, data display, and data conclusion drawing verification

1. Observation sheet and field note

As Mason (1996) noted, observation usually refers to “method of generating data which involve the researcher immersing (him or herself) in a research setting, and systematically observing dimension of that setting, interactions, relationship, actions, and so on, within it. When collecting the data using observational techniques, researcher aim to provide careful description of learners’ activities without unduly influenced the events in which the students are engaged. The data are often collected through some combination of field notes.

2. Questionnaire analysis

The questionnaire is probably the most common method in educational research. According to Nasution (2011,p.128) “ questionnaire is the data collection that used a list of questions”. Each item should be in line with what is needed to be found in order to complete this research. Moreover, every item should be in a good and understandable language so that will be easy to answer.

Dornyei's (2003,pp.144-149) text on questionnaire can also be customized. An example of highly customized elicitation procedure of this nature is a grid-based scheme. A researcher procedure creates a grid following analysis of completed questionnaire, and/or carrying out an in-depth interview with the participant. The grid is designed to both reflect the participants' input and uncover further information, including their perception about the patterns and relationship in the data collected to date. For example, drawing on work based on teacher of mathematics and sciences, Breen, Hird, Milton, and Thwaite (2001) created grids to uncover information about teacher' principles and classroom practice.

The data obtained from the questionnaire is analyzed by calculating the means of the students' in each item of the questionnaire. The items were in the form of a Likert-scale question with 3 options : (1) always ,(2) seldom ,(3) never. The researcher guided and gave direction to students about the question in order to facilitate them in answering the question. The data from the questionnaire were analyzed by calculating the mean of student to each perception. The result of the data from divided into three categories: always, seldom, and never that indicates student perception.

To analyze the information of restrictive questionnaire (closed-ended), the researcher used the statistical simple formula, based on Sandra (2006) suggestion. It is the statistical method applied by frequency distribution. The data would be presented in percentage by using the following formula.

$$P = \frac{F}{n} \times 100 \%$$

Which: P = Percentage

F = frequency

n = number of sample

100 % = constant value

To analyze the information of free restrictive question (closed-ended), the researcher read over all of the responses and highlight key idea that are expressed. Then she goes over the data several more times to look for reoccurring themes to summarize the data that is included in the responses. And then, she selected typical responses that characterize most of the responses that are given. As Brown (20010 points out,

“In short, don’t be surprised if your research, especially in the data-gathering and compiling stage, is somewhat messy and confusing. When you do your analyses, you will begin to focus on finding patterns of useful information, which will in turn help you to see a clear pictures of what may be going on in your data.” (p.101)

3. Interview

Interview is a technique to get information. The researcher used content analysis to get information by gathered all of detail interview data. She firstly interviewed the teacher about things which had been done in managing the class and what the impact was. Then, the researcher was recorded to the audio visual recording as the researcher documentation evidence. After recorded, the researcher continued to write about the question from researcher and the answer

from the teacher and form it into transcript as the content. Then she looked for the key ideas that labeling in responses. This is related to Borg's (1998) analysis of his interview data illustrates how researchers need to develop categories from the data by returning to the data over and over again, looking for patterns, and modifying existing categories to accommodate new insight.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. DATA ANALYSIS

1. The Observation Results

In doing research, the researcher did the observation and made the field note in the same time. The researcher did observation in class X. in the first day of observation, the researcher saw that the teacher played some roles in teaching. The first was as a controller. The researcher saw the teacher controlled the students' behavior', and attitude like she rebuked a naughty students. The researcher also saw the teacher advised the students when they said some improper words in the class.

At the lesson began, the researcher saw the teacher explained the materials and prompts the students with information they have forgotten and sometimes she threw some jokes to make the students laughed and happy, thus the classroom situation becomes alive. This is the habit which should be done by the teacher for student encouragement in learning. The teacher also gives the chance to the students to answer the questions and deliver their ideas or opinion. She also listened to the students' opinion, she did as a teacher participant. When the students got the problem of the materials, the researcher saw the teacher played as a resource. Here the teacher give additional information and answered all students' questions. Sometimes the teacher let the other students to give their respond.

In second days after that, the writer saw the teacher played the role as an organizer, resource and controller. Here, the teacher control the students by talking to them what they are going to do and learn. This also happened when the teacher gave the assignment, she firstly gave clear instruction and she made sure that the students were ready to do the assignment. The teacher also gave examples before she gave the assignment. During doing the assignment, she walked around the class to see her students. In the last session, the researcher saw the teacher played as an assessor. Here the teacher correct students' mistakes of their writing on the white board, and sometimes let the other students as peer assessor and teacher give some feedback for the students responding. But here, the teacher did not prepare the other source of learning materials. At the time of the end of the class, the teacher gave short review to strengthen their mind about the material which had been taught.

In the third day, the researcher got the same data. The teacher still played the same role as she did in the previous day such as a controller, an organizer, an assessor, a resource but she did not being as an prompter and participant. Here the researcher used another tools of media in teaching and added some additional materials. She used name stick to make students more interested in her materials, with the stick she choose the students name randomly. So students will do what teacher asked to do in front of the class.

In the fourth day, the researcher saw that the teacher still played the same role as she did in the three previous meeting, such as controller, organizer, recourse, and assessor. Although the way the teacher did teaching was somewhat

different with those previous meeting, and she forgot some roles, but she still showed and played those roles like at the previous meetings.

In all observation day, the teacher played the same role as she did in each previous meeting. She still acted as a controller, a resource, organizer, an assessor and sometimes as a participant, prompter. Based on this reason, the researcher then decided to stop the observation in the fifth meeting.

2. The Questionnaire Results

2.1. The restrictive question result

The questionnaires consist of 23 questions which are 15 questions of close-ended question, and 8 open-ended questions. The questionnaire was distributed to the students on November 9th 2018.

The first 15 questions were used to answer the first research question, and second research question was answered by the open-ended question. The questionnaire was modified from the result of observation filed note. The result as follows:

Table 4.1. Does the teacher control the language used by every one of you in the class?

No	Option	Frequency	Percentage
1.	a. Always	2	5,13 %
	b. Seldom	37	94,87 %
	c. Never	-	-
Total		39	100

The table above shows that 2 respondents (5.12%) said that the teacher always control their language used in the class. Others 37 respondents (94.87%) said that the teacher seldom to control their language in the class. So the researcher concludes that the teacher was good in controlling students' language.

Table 4.2.Does the teacher control of your behavior in the class?

No	Option	Frequency	Percentage
2.	a. Always	29	74.36 %
	b. Seldom	8	20.51%
	c. Never	2	5.13 %
Total		39	100

This table indicates that most of the respondent's consider that their teacher always control their behavior in the class. It can be seen that 29 respondent (74.36 %) said that their teacher always control them, and 8 respondents (20.51 %) of them said that she seldom did that, the rest 2 respondents (5.13%) of them said that she never control the class.

Table 4.3.Does the teacher asses your assignment?

No	Option	Frequency	Percentage
3.	a. Always	34	87.18%
	b. Seldom	5	12.82 %
	c. Never	-	-
Total		39	100

It shows that most of the respondents are agree that their teacher always asses their assignment. It can be seen from the table above, where 87.18 % of respondents said always, and the rest of 12.82% said seldom.

Table 4.4. Does the teacher check of your mistakes in doing the assignment?

No	Option	Frequency	Percentage
4.	a. Always	33	84.61%
	b. Seldom	6	15.38%
	c. Never	-	-
Total		39	100

In this table, 33 respondents state that their teacher always checks their mistakes when they are doing assignment. The rest of 6 respondents state that their teacher seldom checks their mistakes.

Table 4.5. Does the teacher show the mistakes which you have done while learning process?

No	Option	Frequency	Percentage
5.	a. Always	26	66.66 %
	b. Seldom	8	20.51 %
	c. Never	5	12.82 %
Total		39	100

The table illustrates that most of the respondents (66.66 %) consider that the teacher always their mistakes they have done while learning process, 20.51 % of the respondents state that their teacher almost never shows their mistakes, and the rest (12.82 %) of them assume that she never shows their mistakes.

Table 4.6. Does the teacher tell quality of your performance in front of class?

No	Option	Frequency	Percentage
6	a. Always	4	10.26 %
	b. Seldom	34	87.18 %
	c. Never	1	2.56 %
Total		39	100

From the table above, the researcher conclude that 10.26 % of respondent says that their teacher always tell their quality in performing when they make a show in front of the class. 87.18 % respondents says that the teacher was almost never tell how their quality in performing. And the rest of 2.56 % respondent said that teacher never did that.

Table 4.7. Does the teacher give the clear instructions to you in doing assignment?

No	Option	Frequency	Percentage
7	a. Always	39	100 %
	b. Seldom	-	-
	c. Never	-	-
Total		39	100

The table above concludes that, the teacher very well in giving instruction to the students when they are going to do assignment. It can be seen from the table above that all of the respondent states that teacher always give the clear instruction in doing assignment. So here, all of students get clear instruction to do assignment.

Table 4.8. Does the teacher tell you what should you talk, write and read?

No	Option	Frequency	Percentage
8	a. Always	35	89.74 %
	b. Seldom	4	10.26 %
	c. Never	-	-
Total		39	100

This table shows that, 35 respondents (89.74%) said that the teacher always tell them what will they do in the class activity like what should they talk, write and read. But the rest of them, said that the teacher almost never tell them what they are going to talk, write and read as an activity of learning.

Table 4.9. Does the teacher motivate you by game during the teaching and learning process?

No	Option	Frequency	Percentage
9	a. Always	1	2.56 %
	b. Seldom	38	97.44 %
	c. Never	-	-
Total		39	100

The table shows that, the teacher almost never motivated them by game during teaching and learning process. It can be seen from 39 respondents, just only 1 respondent (2.56 %) said that the teacher always motivated them, but the rest of 38 respondent (97.44%) said that the teacher rarely motivated them by giving games in teaching and learning process.

Table 4.10. Does the teacher encourage you to do something when you keep silent or confused?

No	Option	Frequency	Percentage
10	a. Always	1	2.56 %
	b. Seldom	35	89.74 %
	c. Never	3	7.69 %
Total		39	100

The table describes that, almost all of the students did not get the teacher encourage them to do something when they keep silent or confused about the lesson. It can be seen from the table above, which 35 respondents (89.74%) said that the teacher seldom encourage them when they keep silent or confused, while 1 respondent (2.56%) said that always, and the rest 3 respondents (7.69%) said that never at all.

Table 4.11. Does the teacher gets involved with all of you in some activities?

No	Option	Frequency	Percentage
11	a. Always	32	82.05 %
	b. Seldom	4	10.26 %
	c. Never	3	7.69 %
Total		39	100

The table shows that the teacher always involved with the students in some activities. It can be seen that almost all of respondents (82.05%) answer that teacher always involves with them, but the rest of 10.26% respondents said that the teacher almost never involve, and 7.69% respondent said that the teacher never involved.

Table 4.12. Does the teacher give the chance to all of you to practice your English?

No	Option	Frequency	Percentage
12	a. Always	36	92.30 %
	b. Seldom	3	7.69 %
	c. Never	-	-
Total		39	100

It shows that almost all of the students get chance to practice their English. It can be seen from the table, which 36 respondents (92.30%) answer the teacher always gives them chance to practice English in the class. But there are 3 respondents (7.69%) answer that teacher rarely give them chance to practice their English.

Table 4.13. Does the teacher give additional information from the other sources about the materials which is teaching in the class?

No	Option	Frequency	Percentage
13	a. Always	-	-
	b. Seldom	35	89.74 %
	c. Never	4	10.25 %
Total		39	100

From the table above, it shows that 35 respondent (89.74%) answer that the teacher almost never give additional information form the other sources about the materials which is teaching in the class in that day. And even 3 of respondents answer that the teacher never give additional information from the other sources.

Table 4.14. Is the teacher always ready when every one of you need her?

No	Option	Frequency	Percentage
14	a. Always	37	94.87 %
	b. Seldom	1	2.56 %
	c. Never	1	2.56 %
Total		39	100

The table explain that the teacher always ready for the students. It can be seen from the table above that the 37 respondents (94.87%) said that the teacher always ready when every one of them needs her in the class. But there were also 1 respondent (2.56%) said that the teacher almost never be ready when they need her, and the rest said she was never at all.

Table 4.15. Does the teacher prepare extra material from other source?

No	Option	Frequency	Percentage
15	a. Always	-	-
	b. Seldom	1	2.56 %
	c. Never	38	97.44 %
Total		39	100

The table shows that the teacher never prepared an extra material from the other sources. It can be seen from the table above that 38 respondents (97.44%) answer that the teacher never prepared the other sources to get an extra materials for teaching. And 1 respondents (2.56%) said that the teacher ever prepare the extra materials from other sources but seldom.

3. The result for free restrictive Questionnaire

This questionnaire consists of eight questions. Here the students were asked to deliver their opinions about the teacher's role.

Question number one, "*What does your teacher do in controlling the students' language and behavior in the class?*" the answers are so various. There are 9 students or 23 % answered that the teacher usually advises the students. 6 students or 15% answered that the teacher is usually rebuke the students with approaching them. 19 students or 49% answered that the teacher usually rebuke and advise simultaneously. The rest of 5 students or 13% answered that the teacher rebuked the students firstly, continued with some advice, and sometimes punished them.

Question number two "*How does your teacher guide you in the teaching and learning process?*" there are 3 students or 7.70% said that the teacher is good in guiding them. They said that the teacher usually gives guidance and explanation before they do some activities, and if there still confused she always ready to explain more. 8 students or 20.51% answered that the teacher usually guides them by inviting them to read the prayer. 20 others or 51.28% students answered that the teacher usually guides them patiently and sometimes asked about students condition or say good morning. 7 students or 18% had the opposite answer with their friends. They said that the teacher is unusual in guide them but directly comes to materials. And the last, only 1 students or 2.56% answer that the teacher guide them with playing some games used to an active learning process.

Question number three “*How does your teacher assess the students’ assignment?*” all of 39 students or 100% answered that the teacher usually invites them to check or assess the assignment together so they can discuss it together but sometimes the teacher does it alone or do it at home and then she will give it back tomorrow.

Question number four which asks about “*The style and the way of teacher in teaching*”, 11 students or 28% answered that the teacher is usually serious, explain the material, but sometimes in the whole teaching, she is also fun. They said that teacher often makes some jokes and makes the class becomes alive. 6 students or 15.38% answered that ways which are usually used by the teacher is good. They said that the teacher is not boring but more being enjoy in teaching. Furthermore, they said that the teacher usually explains a material slowly an in the soft voice so this makes them understand with the explanation. They added if there are students who still do not understand with her explanation, she will repeat it. In the other hand, 21 students or 53.84% answered that the style of the teacher in teaching in actively encouraged the students becomes active as she did.

Question number five “*How does your teacher start the class?*” 8 students or 20.51% answered that the teacher usually starts the class by inviting all of the students to pray. 16 students or 41.02% said that, after praying together, the teacher sometimes asks the students about their readiness to join the class and the teacher greets the students and asks about their condition at the day and check students attendance list or even ask the previous material. The rest of 15 students

or 38.46% answered that after praying, the teacher sometimes talks about the material directly.

In answering question number six “*How does your teacher finish the class?*”. All students or 100% answered that the teacher usually finishes the class by praying together and then teacher greets her students. Besides answered that, they also had additional answer. 14 students or 35.89% added that teacher usually addresses her thank and appreciates the students because of joining her class. 25 of them or 64% added that sometimes the teacher gives some review and conclusion about the material which has been discussed. Furthermore, the teacher also gives the students homework.

Question number seven which asks about “*The teacher’s actions when she sees that there are students who have not understand the material well*”, 37 students or 94.87% said that the teacher usually repeat her explanation to all students. The teacher usually explains the material slowly to the students. 2 students or 2.56% answered that the teacher usually asks the students if there is something that they do not understand. Sometimes, the teacher asked other students to explain more. Sometimes students can easy to understand by their friend then their teacher. And if they still cannot understand, so the teacher become to them with privet.

In answering question number eight which asks about “*The supported media which is usually used by the teacher in teaching*”, all of the students or 100% said that the teacher usually uses LCD Projector but sometimes teacher also brings some interesting pictures and other stuff or media which related with the

topic. For example, in using LCD Projector, the teacher usually teaches the students by displaying material in slides in the power point program and the teacher often shows some pictures, videos or even assignment by LCD.

4. The Interview Results

In doing the interview, the researcher had some questions to address to the teacher to dig and find out what roles which she had applied during teaching and learning process. The teacher also shared her experiences that she experienced during she taught the students in the class to the writer.

In answering question number one which asked about things which had been done in managing the class and what the impact was, the teacher gave statement that the first things that must be done before learning is keep pray, keep repeating the material that has been learned, reviewed for less more than 5 or 10 minutes, then just enter directly into the material and give an explanation.

Regarding to the impact, she added that it is very important, because from the habit of absent, teacher can automatically remember and memorize the names of students, so teacher easily can reprimand him/her for mistakes. From this, automatically can avoid of students delinquency

By doing that, periodically, students will also understand and know their teacher's character, habit, will and what should they behave when they face and meet with the teacher. Furthermore, she also said that she usually recognize the situation and condition of a class. She also creates a live class so the students will not feel bored joining her class. For this, to avoid a monotonous class, she usually uses some interesting media to attract the students' attention.

Question number two asked about how the teacher controls the behavior and language used by the students in the class. Here, the teacher stated that she usually mingles with the students to see and observe the students' behavior and the way they communicate. If she finds those things, she will call and or reprimand the students in good ways so she will not make the students get offended.

Question number three asked about how she shows the students' mistakes in doing assignment and helps them to realize and understand the mistakes and also corrects them. The teacher also told that sometimes she correcting students' mistakes in working on assignments, she have two types of task checks, the first is check directly in front of the class, for example the task is simple present, she ask for examples of a sentences from Indonesian translated into English, so later when the assignment is finished, she ask a number of students to come forward to translate the exercise that she gave earlier. Second, is correct with other students whether there is an error or some are not perfect, and sometimes she checked it at home, when there is an error in students answers then she will give a small note like a sign of improvement. And she said that it is work.

Question number four asked about what she does first before giving assignment to the students. In answering this, the teacher told that she usually starts it by giving the explanation and usually follows by offering some simple questions. She added that, sometimes she finds students who are not brave to tell their confusion about a material at the time and they will tell it after class.

Question number five asked about what the teacher does to create a live and comfortable class during the teaching and learning process. The teacher answered that she usually intersected with playing games. And in making class comfortable and active, she use the students teacher or peer tutoring method, so the students will be shared in several groups and in each group there are tutors, these tutors will later be responsible for explaining to their members, and our tutors point out that is the students we are capable of, and if the tutor experiences a mistake, then he can ask directly to the teacher, after she give direction, then the tutor will continue to the members of the group, it is will make students become active, and also sometimes there are children who do not dare to ask her directly, but more comfortable asking his friends, with this students can more easily understand the material.

Question number six asked about the supported media which had been used by the teacher in teaching. The teacher gave statement that she usually uses laptop, LCD Projector and sometimes she brings some other interesting media. She prepares the media based on her own initiative. In this case, she added that actually the school also prepares some media to make the teaching and learning process easier and more interesting.

Question number seven asked about what the teacher does when she finds students' questions which cannot be answered at the time. In answering this question, she stated that sometimes she tells honestly to her students if she has not found or even she does not know the answer of the students' questions. She also promises to the students that the questions will be her homework and she will

answer those in the next meeting. She added, to solve the problem, sometimes she invites the students to discuss and find out the answer or the solution together with her students.

Question number eight asked about what the teacher does in order to make her students understand a material well in a class. The teacher said that she usually explain a material slowly and detail. Sometimes, she repeats her explanation to make sure that the students understand it. After that she usually use a different method, namely the white board, which is writing on small paper, sometimes students don't dare to ask directly, well with this method they can write on paper and then collect it, she would read it in front of the class to be answer.

Question number nine asked about the teacher actions in handling the students so they can grow well according to their potential, talent and interest. In answering this question, the teacher told that the first thing she does is she recognizes the students' character. After that, she guides them to be better according to their potential, talent and interest in the teaching and learning process related and according to the material which is taught. The teacher also said that, in this case, she values every potential, talent and interest which own by each students in the class.

B. Discussion

After finding the teacher's roles which have been applied by the English teacher in managing the class during the teaching and learning process in MAs Darul Aitami, the researcher would like to present the discussion to answer the research question as follows:

1. Which roles are most often used and applied by English teacher in managing the class during teaching and learning process?

The data presented from the frequency of data result of questionnaire, observation field note, and interview guide to show result of the first research question.

a. The teacher as a controller

The teacher as a controller is teacher who controls the whole activity in the class during the teaching and learning activity, including the language and students' behavior which happened in the classroom. Based on the data and the real condition that had been found during the research about the role of a teacher as a controller, the teacher who teaches English in MAs Darul Aitami (Class X) has fulfilled her role as a controller in the classroom. It's proved by the result of questionnaires, observation field not and interview guide.

In the restrictive question, In Question number two, it shows that 29 respondents (74.36 %) said that their teacher always control their behavior. However, in question number one, which tells about teacher language control shows that only 2 respondent (5.12%) said that the teacher always control their language which used in the class. Others 37 respondents (94.87%) said that the teacher seldom to control their language in the class.

In the free restrictive question, question number one; There are 9 students or 23 % answered that the teacher usually advises the students. 6 students or 15% answered that the teacher is usually rebuke within approaching them. 19 students or 49% answered that the teacher usually rebuke and advise simultaneously. The

rest of 5 students or 13% answered that the teacher rebuked the students firstly, continued with some advice, otherwise sometimes punished them.

In the field note and observation sheet, In every meeting which has been observed in four days, it was seen that the teacher always controls the students' behavior, advices the students but not always in controlling students language during teaching process.

In the interview guide. In the first and second question, the teacher gave statement that she usually controls her students and straighten up the class by creating peace in the beginning of the class, and by shouted theirs name. From all the findings data, it is clear that the teacher controls the students in teaching and learning process.

b. The teacher as an assessor

The teacher as an assessor is teacher who assesses the activity of students during the teaching and learning process. As the result of the research that found in the field that the English teacher in MAS Darul Aitami has played the role well in assessing the students. It can be proved from the questionnaire; in question number three of restrictive question, It shows that 87.18 % respondents are agree that their teacher always asses their assignment. In question number four shows that 33 respondents (84.61%) state that their teacher always checks of their mistakes when they are doing assignment. Furthermore, in question number five shows that most of the respondents (66.66 %) consider that the teacher always checks their mistakes they have done while learning process

In question number six of restrictive question, 10.26 % of respondent said that the teacher always tell their quality in performance when they make a show in front of the class. 87.18 % respondents said almost never and the rest 2.56 % respondent said the teacher never did that.

In question number three of free restrictive question, all of 39 students or 100% said that the teacher assesses their assignment in two ways, such as teacher assesses the assignment by herself accurately and she does it together with the students.

In the field note and observation sheet, during four days of observation the researcher saw that the teacher almost always doing assess. It was seen that from three days of observation, the teacher together with the students discuss and assess the assignment.

In the interview guide, based the question number 3, the teacher says by herself that she assesses and does the correction for the mistakes and then discusses or give some remarks in their assignment. From all the data above, it can be stated that the teacher is an assessor. She corrects, assesses and discusses the students' mistakes.

c. The teacher as an organizer

The teacher as organizer is teacher who manages all the elements that involved in teaching and learning activity. In the question number seven of restrictive question, all of the 100 % respondents states that teacher always give the clear instruction in doing assignment. So here, all of students get clear instruction to do assignment. In the question number eight of restrictive question,

35 respondents (89.74%) said that the teacher always tell them what will they do in the class activity like what should they talk, write and read.

In question number five of free restrictive questionnaire, before comes to the material, the teacher has organized to prepare the students well, which 8 students or 20.51% answered that the teacher usually starts the class by inviting all of the students to pray. 16 students or 41.02% said that, after praying together, the teacher sometimes asks the students about their readiness to join the class and the teacher greets the students and asks about their condition at the day and check students attendance list or even ask the previous material. The rest of 15 students or 38.46% answered that after praying, the teacher directly comes to the materials.

In the field note and observation sheet, it was seen that the teacher told the students what are going to learn, the teacher gave the clear instruction and made sure that the students are ready to do the assignment. It is showed in three days of the whole day observation.

In the interview, based on the question number 4, the teacher stated that she usually gives the explanation first about the assignment and also give some simple questions. Based on the data above, the teacher is an organizer. She gives clear instruction to the students.

d. The teacher as a prompter

The teacher as prompter is a teacher who is able to give encouragement or motivation to the students in teaching and learning process. In question number nine of restrictive question. It can be seen from 39 respondents, just only 1 respondent (2.56 %) said that the teacher always motivate them. In question

number ten of restrictive question, almost students did not get the teacher encourage them to do something when they keep silent or confused about the lesson. It can be seen from the table above, which 35 respondents (89.74%) said that the teacher seldom encourage them when they keep silent or confused.

In the field note and observation sheet, it was seen that the teacher did some jokes, but rarely. In the interview, in question number five shows that, teacher sometimes intersected with playing games. And in making class comfortable and active, she only use the students teacher or peer tutoring method, so the students will be shared in several groups and in each group there are tutors, these tutors will later be responsible for explaining to their members. It is will make students become active

Based on the data above, the teacher almost good in a prompter/motivator, but in motivation, she usually motivates the students by giving the encouragement by doing the comfortable method.

e. The teacher as a participant

The teacher as participant means that the teacher participates in some activities in the class during the teaching and learning process. In the question number eleven of restrictive question, it shows that (82.05%) respondents answer that teacher always involves with them. In question number twelve of restrictive question, it shows that almost all of the students get chance to practice their English which 36 respondents (92.30%) answer the teacher always gives them chance to practice English in the class.

In the field note and observation sheet, it is seen that the teacher gives the chance to the students to answer the questions and deliver their ideas or opinion. She also listens to the students' opinion. However, the researcher found that only once teacher applied as a prompter while the researcher did the observation.

In question number three in interview, she stated that she together with the students find out the answer. Based on the data above, it can be stated that the teacher is a participant where she gets involved, give the students chance, listens to the students' opinion and becomes students' partner.

f. The teacher as a resource

The teacher as resource is a teacher who becomes the resource of information relate to the development of knowledge and technology. Furthermore, the teacher also should be ready in helping the students when he or she is needed and prepare some additional information.

In the restrictive question number thirteen, it shows that 35 respondent (89.74%) answer that the teacher seldom give additional information from the other sources about the materials which is teaching in the class in that day. It is also stated in question number fourteen in restrictive question where the 37 respondents (94.87%) said that the teacher always ready when every one of them needs her in the class. But, In question number fifteen of restrictive question, it shows that 38 respondents (97.44%) answer that the teacher never prepared the other sources to get an extra materials for teaching.

In observation result, the researcher saw that the teacher always ready to answer the students question, or every things they need, but the teacher rarely give some additional source of lesson.

On the interview in the question number seven, the teacher states honestly that she will give the answer in the next meeting when the students ask for an answer or information and she has not got any idea. Based on the findings data, it can be stated that the teacher is a resource where she is always ready to her students when they need her. But sometimes she postpones it.

2. *What are student perceptions toward English teacher's role in managing the class during teaching and learning process?*

This question is answer by replying on the free restrictive question result. As mentioned in question number Question number four which asks about “*The style and the way of teacher in teaching*”, it is shows that 11 students or 28% said that the teacher is usually serious, explain the material. They said that teacher often makes some jokes and makes the class becomes alive. 6 students or 15.38% said that ways which are usually used by the teacher is good. They said that the teacher is not boring but more being enjoy in teaching. Furthermore, they said that the teacher usually explains a material slowly an in the soft voice so this makes them understand with the explanation. They added if there are students who still do not understand with her explanation, she will repeat it. In the other hand, 21 students or 53.84% said that the style of the teacher in teaching is actively encouraged them becomes acti.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the valid data, the writer concludes that:

1. Generally the English teacher who teaches in MAs Darul Aitami applies all the six roles in managing the class during teaching and learning process but there are roles which are preeminent which most applied by the teacher. Those preeminent roles are mostly found in the time when the teacher does teaching (this is found at the time the researcher does the observation) and student's answers from the questionnaire and interview guide. The teacher's roles which are most often used and applied by the English teacher in MAs Darul Aitami in managing the classroom X are teacher as a controller, as an organizer and as an assessor. The teacher's roles which are often used and applied by teacher in MAs Darul Aitami in managing the classroom X are teacher as a participant. Meanwhile the teacher's roles which are seldom used or have not been applied maximal by the teacher in MAs in managing the classroom X are teacher as a prompter and as a resource

2. Based on the students answer in questionnaire, according students, their English teacher is good in teaching, this is found in the restrictive free question number four which tells about the style and the way of teacher in teaching, 11 students or 28% answered that the teacher is usually serious, explain the material, sometimes in the whole teaching, she is also fun. They said that teacher often makes some jokes and makes the class becomes alive. 6 students or 15.38% answered that ways which are usually used by the teacher is good. They said that the teacher is not boring but more being enjoy in teaching. Furthermore, they said that the teacher usually explains a material slowly an in the soft voice so this makes them understand with the explanation. They added if there are students who still do not understand with her explanation, she will repeat it. In the other hand, 21 students or 53.84% answered that the style of the teacher in teaching in actively encouraged them.

B. Suggestion

In order to find out the teacher roles in managing the class during teaching and learning process, the researcher would like to draw some suggestions as follows:

1. Teacher suggested to find out some additional information for the students. It is used to develop their knowledge and their skill of English.
2. Teacher should consider suitable strategies because it will determine success or failure of teaching and learning process.

3. The school should provide various activities to support the teaching and learning process.
4. It will be good idea, if the teacher can provide various activities for the students by using target language.



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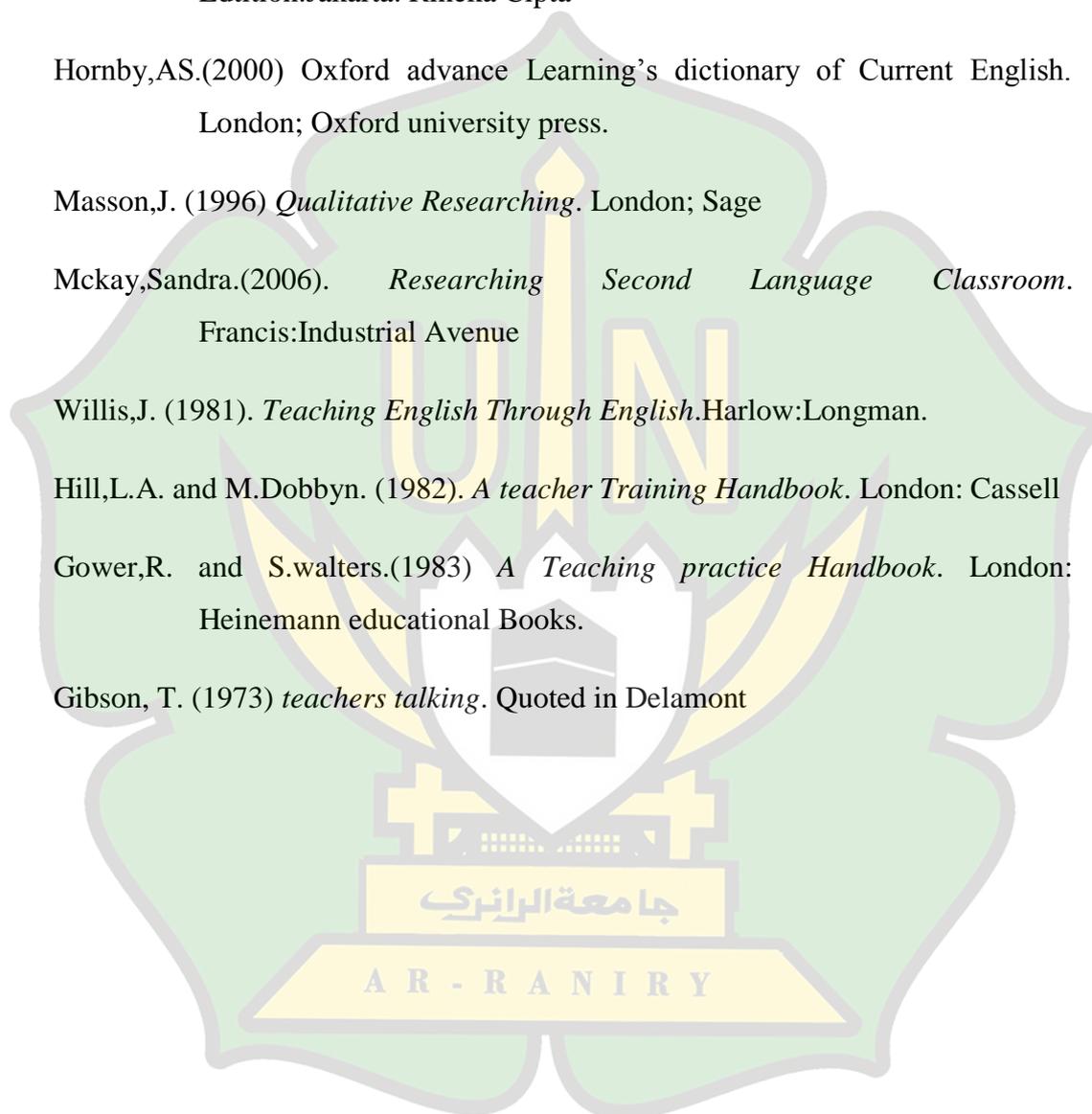
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8843/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
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 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 16 Januari 2018

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1036/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Khairil Razali, S.Pd.I.,MA.,MS Sebagai Pembimbing Pertama
2. Azizah, M.Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nurul Aida
 NIM : 140203194
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : **Examining Teacher's Role in Managing the Class During Teaching and Learning Process**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR - RANIRY

Ditetapkan di: Banda Aceh
 Pada Tanggal: 10 September 2018

An. Rektor
 Dekan

Muslim Razali



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Nomor : B- 12546 /Un.08/TU-FTK/ TL.00/11/2018

16 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nurul Aida
N I M : 140 203 194
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Inong Balee, No.19, Kopelma Darussalam, Kec. Syiah Kuala,
 Banda Aceh

Untuk mengumpulkan data pada:

Madrasah Aliyah (MA) Dayah Terpadu Darul Aitami Aceh Selatan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Examining Teacher's Role in Managing the Class During Teaching and Learning Process

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

جامعة الرانيري
 AR - RANIRY

An. Dekan,
 Kepala Bagian Tata Usaha,
 M. Said Farzah Ali

BAG.UMUM BAG.UMUM

Kode 9188



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KABUPATEN ACEH SELATAN

Jln. Tapaktuan – Medan Km. 21 Kampung Baro Kec. Pasie Raja, Kode Pos 23755
 email : masdarulaitami@yahoo.com

Kampung Baro, 7 Desember 2018

Nomor : B- ~~168~~ /MA.01.11/PP.006/12/2018
 Lampiran : -
 Hal : Surat Keterangan Telah Melakukan Pengumpulan
 Data Menyusun Skripsi

Yang bertanda tangan di bawah ini :

Nama : **JASLIN, S.Pd.I**
 NIP : **197508072005011005**
 Jabatan : **Kepala MAS Darul Aitami**
 Alamat : **Jl. Tapaktuan – Medan KM.21 Kampung Baro Kec. Pasie Raja Kab. Aceh Selatan**

Menerangkan dengan sebenarnya bahwa Mahasiswa tersebut di bawah ini :

Nama : **Nurul Aida**
 NIM : **140 203 194**
 Fakultas : **Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh**
 Program Studi : **Pendidikan Bahasa Inggris**
 Semester / Jenjang : **IX / S-1**
 Alamat : **Jl. Inong Balee No. 19, Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh**

Benar telah mengadakan penelitian skripsi berjudul "Examining Teacher's Role in Managing the Class During Teaching and Learning Process" pada tanggal 22 November s/d 7 Desember 2018 di MAS Darul Aitami Aceh Selatan dalam rangka menyelesaikan tugas akhir perkuliahan di UIN Ar-Raniry Banda Aceh.

Demikian Surat Keterangan ini Kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Kepala Madrasah,

JASLIN, S.Pd.I
 NIP. 197508072005011005

Appendix 1: Instrument

Questionnaire

A. Closed ended Questionnaire

1. Does the teacher control the language which used by every one of you in the class?

- a. Always
- b. Seldom
- c. Never

2. Does the teacher control of your behavior in the class?

- a. Always
- b. Seldom
- c. Never

3. Does the teacher asses your assignment?

- a. Always
- b. Seldom
- c. Never

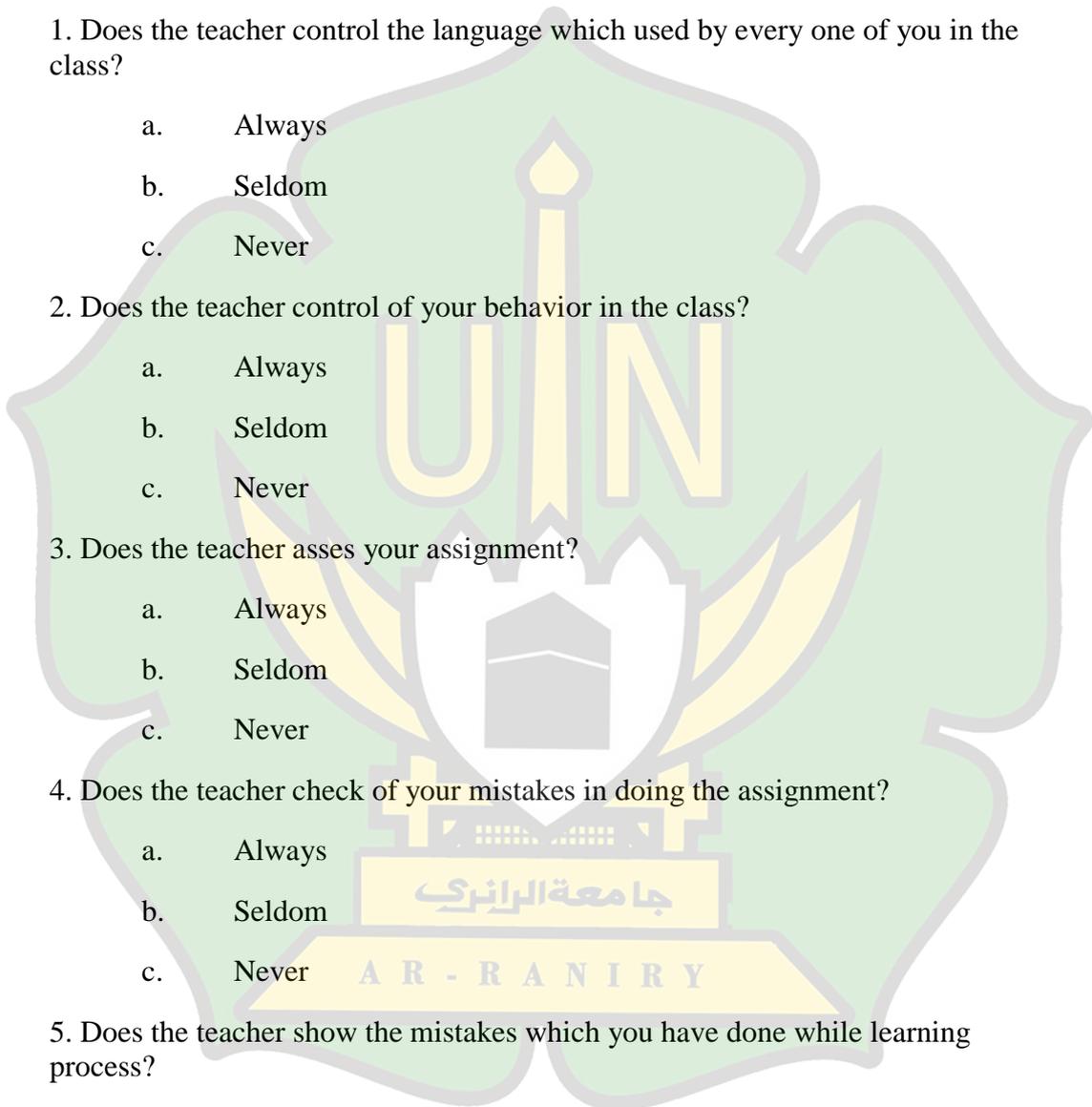
4. Does the teacher check of your mistakes in doing the assignment?

- a. Always
- b. Seldom
- c. Never

5. Does the teacher show the mistakes which you have done while learning process?

- a. Always
- b. Seldom
- c. Never

6. Does the teacher tell quality of your performance in front of class?



- a. Always
- b. Seldom
- c. Never

7. Does the teacher give the clear instructions to you in doing assignment?

- a. Always
- b. Seldom
- c. Never

8. Does the teacher tell you what should you talk, write and read?

- a. Always
- b. Seldom
- c. Never

9. Does the teacher motivate you by game during the teaching and learning process?

- a. Always
- b. Seldom
- c. Never

10. Does the teacher encourage you to do something when you keep silent or confused?

- a. Always
- b. Seldom
- c. Never

11. Does the teacher get involved with all of you in some activities?

- a. Always
- b. Seldom
- c. Never

12. Does the teacher give the chance to all of you to practice your English?

- a. Always

- b. Seldom
- c. Never

13. Does the teacher give additional information from the other sources about the material which is teaching in the class?

- a. Always
- b. Seldom
- c. Never

14. Is the teacher always ready when every one of you need her?

- a. Always
- b. Seldom
- c. Never

15. Does the teacher prepare extra material from other source?

- a. Always
- b. Seldom
- c. Never

B. Open ended Questionnaire

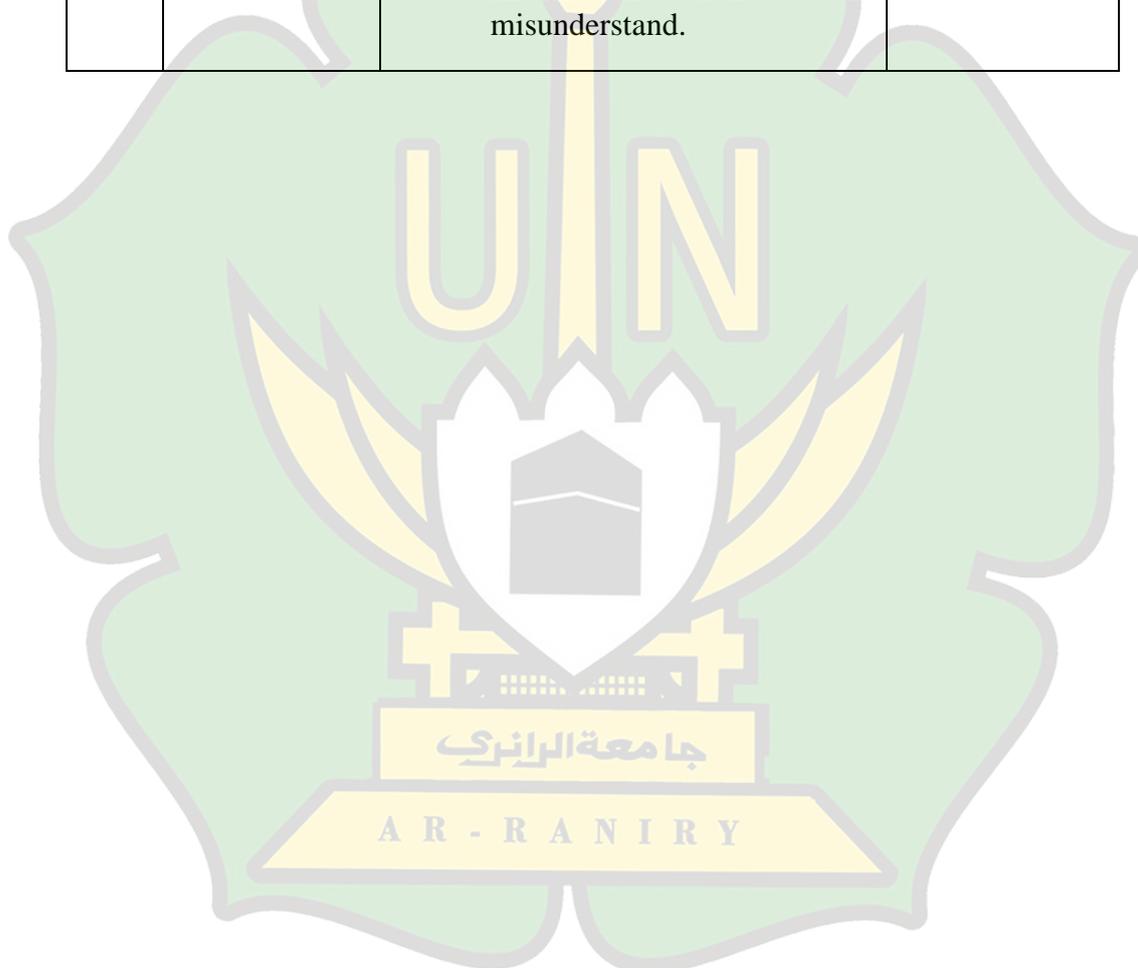
1. What does your teacher do in controlling the students' language and behavior in the class?
2. How does your teacher guide you in the teaching and learning process?
3. How does your teacher assess the students' assignment?
4. The style and the way of teacher in teaching?
5. How does your teacher start the class?
6. How does your teacher finish the class?
7. How The teacher's actions when she sees that you are have not understand the material well
8. How does the supported media which is usually used by the teacher in teaching

Appendix 2: Instrument

Observation Sheet

No	Roles	Activity	Note
1.	Controller	<ul style="list-style-type: none"> • Teacher controlled the students' behavior, attitude and also the way they communicated during the teaching and learning process • Teacher advises the students • Teacher help, repair, and assess critically concern of teaching process. 	
2.	Assessor	<ul style="list-style-type: none"> • Teachers correct the students. 	
3.	Organizer	<ul style="list-style-type: none"> • Teacher gave instruction or demonstrator using some media • Teacher gives the students information, telling them how they are going to do the activity, putting them into pairs or groups. 	
4.	Prompter	<ul style="list-style-type: none"> • Teacher encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next • Teacher sometimes threw some jokes to make the students laughed and happy • Teacher prompts the student with information they have 	

		forgotten.	
5.	Participant	<ul style="list-style-type: none"> • Teacher join students activity as the participant 	
6.	Resource	<ul style="list-style-type: none"> • Teacher should be ready to supply information and language where necessary. • Teacher explains additional information when student misunderstand. 	

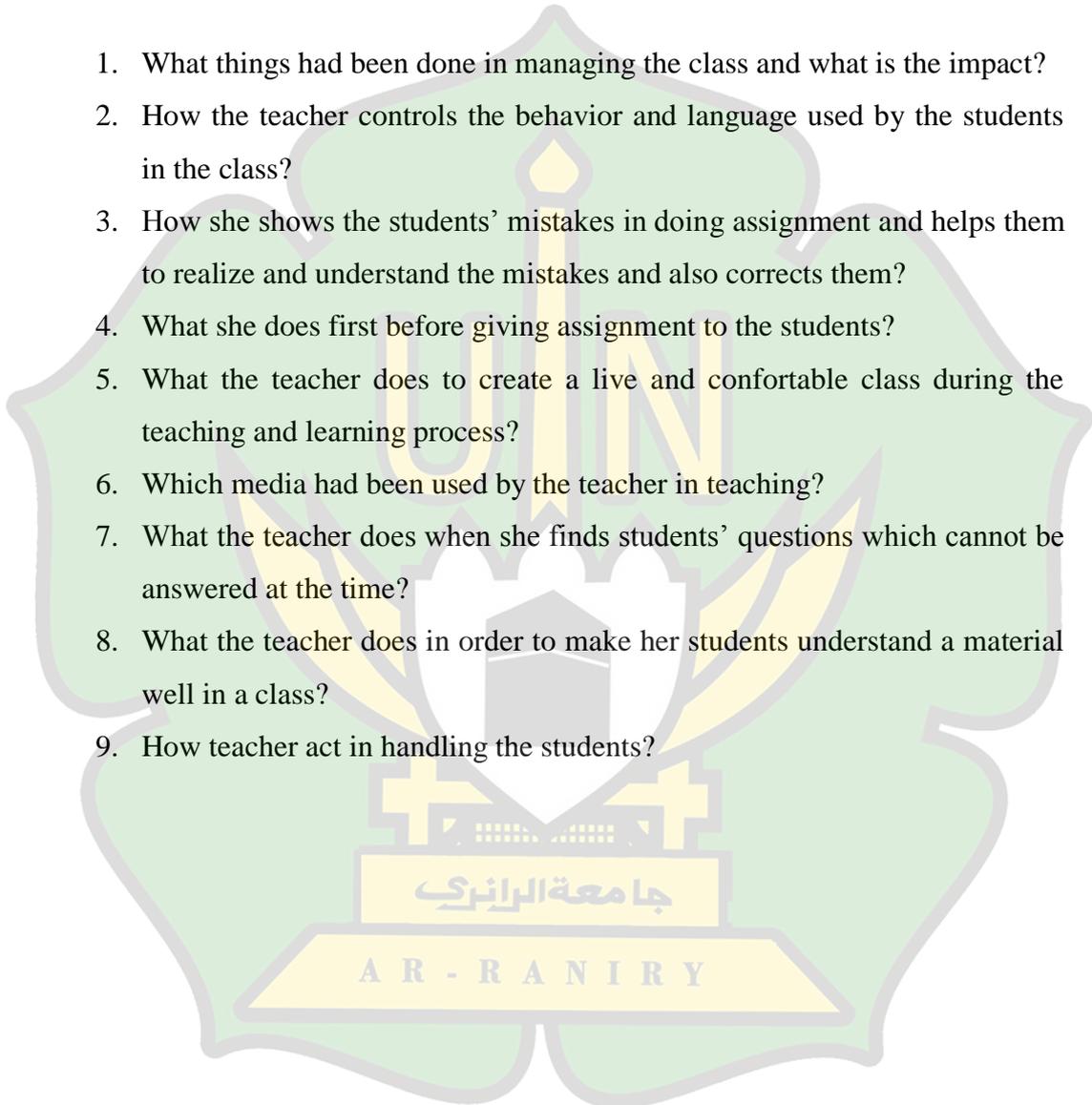


Appendix 3: Instrument

Interview

Interview

1. What things had been done in managing the class and what is the impact?
2. How the teacher controls the behavior and language used by the students in the class?
3. How she shows the students' mistakes in doing assignment and helps them to realize and understand the mistakes and also corrects them?
4. What she does first before giving assignment to the students?
5. What the teacher does to create a live and comfortable class during the teaching and learning process?
6. Which media had been used by the teacher in teaching?
7. What the teacher does when she finds students' questions which cannot be answered at the time?
8. What the teacher does in order to make her students understand a material well in a class?
9. How teacher act in handling the students?



Interview transcript

- Interviewer: Assalamau'alaikum wr.wb., I conducted an interview in Darul Aitami together with my resource person, ie mis (Hasdiati). He was an English teacher in class X MA, Good morning, I have
- Respondent: Good morning ...
- Interviewer: how is it today today?
- Respondent: Thank God, healthy ...
- Interviewer: today I disturbed a little bit of the time of this meal, may I not ...
- Respondent: yes, please ..
- Interviewer: yes ... we looked at the question, yes, about during the teaching period, what did you do in managing the class and what impact and impact would it have on the class of students?
- Respondents: well, as long as I teach, anything that has been done is already related, yes, especially in handling classes, so that the first thing before learning, we attend first, pray, keep repeating the material that has been learned, namely interviews for less more than 5 or 10 minutes, then just enter directly into the material and give an explanation. Regarding the impact, which is our first in forming the first class that never forgets it is absent, for me it is very important, because from the habit of absent students then automatically we easily remember and memorize the names of students, so we will easily can reprimand him for mistakes, and also we can give assignments to them with us memorizing their names ...
- Interviewer: yes it is true, it means that by memorizing the name with us, we easily get to know the students or not ..
- Respondent: yes, so our compilation of memorizing the name of the student automatically is there if he makes a mistake, then we immediately know who the person is and his name. Can it be very important, in my opinion ...
- Interviewer: good, roughly according to the ibuk, what if there are students making mistakes or being naughty, stubborn, or contrasting they tell by writing that they are explaining material, which is the question How do they change, then maybe there are some of them who cannot used well, like they might just be, how can you control it?

Respondents: Actually, the problem of controlling children's behavior is that it is natural for every school house, if there are children who have disputes in class or chat with my classmates, that is normal, sometimes I control students who are talking but he denied, the first I immediately enforced it by summoning his name, without us fighting punishment, he automatically knew it was on make a mistake, and feel that the teacher is reprimanding him, or sometimes when I give assignments or training, the name of the child may be negligent, so I approached the bench or to the table where he sat, so I would reprimand him more dean and not in public ..

Interviewers: for example, if the mother gives a task or questions about the book, but the student is wrong or wrong in answering the question, is it how to correct them, does the direct answer to the class or later after going home or how to book?

Respondent: In correcting students' mistakes in working on assignments, sometimes I have two types of task checks, the first sometimes I check directly in front of the class, for example the task is simple present, we ask for examples of sentences from Indonesian we translate into English, so later when the assignment is finished, I ask a number of students to come forward to translate the exercise that I gave earlier, continue to correct with other students whether there is an error or some are not perfect, and sometimes I, my job check at home, when there is an error in student answers then I will give a small note like a sign of improvement, suppose I round out when they are wrong in writing, this is how I wrote it, I give a kind of feedback or small notes, that's the term ...

Interviewer: Good book, what next question can you do before giving assignments to students?

Respondents: in giving assignments, we automatically explain the material, if for example we have not explained it and suddenly we give a question, they must be confused. Let alone our children must be confused, so I before giving assignments to students, first what I do is explain the material then when there is a task, syana will give the first direction how and what they should do to the assignment, compose, or match sentences, translate or fill in empty sentences

Interviewer: good book, so the point is, before you give assignments, what I do first is give instructions ...

Furthermore, in the process of learning to teach, students prefer active learning, and we as teachers also hope our students can be active in learning, so what do you do in creating a living and comfortable classroom atmosphere for them during the teaching process?

Respondent: And in making Susana class comfortable and active, I use the student teacher or peer tutoring method, so the students will be shared in several groups and in each group there are tutors, these tutors will later be responsible for explaining to their members, and our tutors point out that is the student we are capable of, and if the tutor experiences a mistake, then he can ask directly to me, now I will give the direction first, then the tutor will continue to the respective school, so we will make students this is active, and also sometimes there are children who do not dare to ask me directly, but more comfortable asking his friends with this he can more easily understand the material

Interviewer : Which media had been used by the teacher in teaching?

Respondant : yaa ,, media plays an important role in the atmosphere of learning, the media that I use is sometimes I use textbooks, then when there is material that does have to write, I prefer to use infocuse, so I am not hard , because I am afraid the situation will be noisy if I am dictated, as we know English is another written other way of reading, and sometimes I intersect with playing games

Interviewer: well, that's right, bro, how about this book when a student asks, but can't answer that question at that time?

Respondents: sometimes we are as teachers, our knowledge is sometimes limited, sometimes there are more students to know, well so actually we not only teach but also learn together with their students, so when I find questions from my students that are rather difficult for me answer, maybe because I find it hard to understand, then I will ask more clearly, and if I don't know the answer rightly then I will throw it to the audience ie other students, maybe they can answer, well if they don't know the answer to that question I will make homework for them and for me, now when in the next meeting, we will discuss together in class.

Interviewers: yes it is true, so they will look for information related to the question ... well then miss, every student has a different personality, different ways of learning, so about this right how do

you understand them with different latitudes so that can they understand the material that I am giving?

Respondent: That is what I use a different method, namely the white board, which is writing on small paper, sometimes students don't dare to ask directly, well with this method they can write it on paper and then collect it, I'll read it later

Interviewer: so after writing, how do you answer it?

Respondent: I will answer the questions one by one in front of the class so that other students can also hear the questions from their friends that are not clear



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