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PENERAPAN PERAN GURU SEBAGAI FASILITATOR DALAM PROSES BELAJAR MENGAJAR BAHASA INGGRIS

The Implementation of the Teachers' Role as the Facilitator in Teaching Learning Process

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Abstrak

Penelitian ini bertujuan untuk melihat bagaimana penerapan peran guru sebagai fasilitator dalam proses belajar mengajar bahasa Inggris di Sekolah Menengah Atas. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Partisipan dalam penelitian ini adalah satu orang guru bahasa Inggris yang mengajar di kelas XI yang menggunakan peran sebagai fasilitator dalam proses pembelajaran. Untuk mengumpulkan data, peneliti menggunakan *observation checklist, fieldnote*, dan juga *video recorder* sebagai instrumen dalam penelitian ini. Berdasarkan hasil analisis data, peneliti menyimpulkan bahwa guru bahasa Inggris yang mengajar di kelas XI, SMA N 3 Padang mengimplementasikan peran sebagai fasilitator dengan optimal, terbukti dengan adanya acuan indikator tentang peran guru sebagai fasilitator. Guru yang mengajar bahasa inggris di kelas XI, data menunjukkan bahwa guru tersebut telah memenuhi setidaknya 8 dari 10 sub indikator yang ada.

Kata Kunci:
Penerapan
Peran Guru
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Keywords:
Implementation
Teachers' Role
Teachers' Role as Facilitator

Abstract

This study aims to see how the implementation of the teacher's role as the facilitator in the process of teaching and learning English at senior high schools. This study used a descriptive qualitative research method. The participant in this study was an English teacher who taught in class XI and used the role of facilitator in the learning process. To collect data, the researcher used observation checklist, fieldnote, and also video recorders as instruments in this study. Based on the results of data analysis, the researcher concluded that the English teacher who taught in class XI, SMA N 3 Padang implemented the role of facilitator optimally, as evidenced by the presence of reference indicators regarding the role of the teacher as a facilitator. Teacher who teaches English in class XI, the data shows that the teacher has fulfilled at least 8 of the 10 existing sub-indicators.

INTRODUCTION

A good teacher should have the capacity to perform his role depending on different circumstances effectively. Teachers make a significant contribution to education when they carry out their roles well and professionally. Their ability to perform their roles effectively will depend largely on the relationships they build with their students, and on their own level of knowledge and skills. In the teaching and learning process in the classroom the teacher must be able to carry out their role as a facilitator. The teachers' role as a facilitator consists of encouraging and facilitating students with the necessary tools and support to become more independent.

According to (Harden & Crosby, 2000), the teacher as a facilitator is a teacher who must facilitate the process, make it easier for students to learn optimally, provide opportunities for students, and provide feedback. Currently, the teacher's role in the classroom is more emphasized as a learning facilitator.

This is also emphasized in the implementation of the new curriculum, Emphasis that teachers now play more of a facilitator role to make the class more lively and enthusiastic. Students will be more active both physically and mentally. This implementation applies in all subjects, including English lessons. We know that English is a foreign language that students learning.

The teacher as a facilitator is needed in learning English, because English is not an easy subject. Many students think that English is very difficult, because English is not the language students use every day. The implement of the teachers' role as facilitator is to facilitate students in developing their existing skills and to create a creative and positive atmosphere in the teaching and learning process. Learning is no longer centered on the teacher but on students, students will be required to be more independent and able to develop their own learning strategies. Students will be more active in class and making assignments depending on the talents possessed by students.

This is discussed by Nath and Cohen in (Purnama, 2015). Teachers can act as facilitators to organize collaborative opportunities for students, design and create their own methods to help students become more active in the classroom, unleash more creativity, develop existing skills, and help teachers provide a rich learning environment and structure for learning. Support and assist students when they have questions or have conflicts or obstacles. Not all teachers are able to implement their role as facilitator in teaching and learning process. Therefore, the researcher conducted observation at SMA N 3 Padang, which is one of the best schools in the Padang City. It can be seen that the teacher has implemented the role of a facilitator. Where it can be seen that the teacher helping students carry out learning independently by didn't explained material to students, the teacher used media to facilitate students, the teacher chose material that involves students, students look enthusiastic and participate in learning, the teacher used discussion and question and answer methods that activate students, students answered the teacher's questions used their own language, students develop their own techniques and strategies through assignments given by the teacher, and the teacher evaluated students learning by asking students to concluded the material they have learned. Based on the observations made by researcher, SMA N 3 Padang is a school where the teacher implementation the role of a facilitator. Therefore researchers are interested in seeing how the implementation of the teachers' role as a facilitator in the teaching learning process.

To support the validity of the study, the researcher reviewed several related findings that discussed the same topic as this study. The first finding is a study written by (Purnama, 2015) with the title "An Investigation of Teachers' role as Facilitator in teaching Writing in the Classroom". In this paper, the researcher analyzed the teachers' role as a facilitator. The purpose of this study is to describe the teacher's role as a facilitator in teaching writing in the classroom. This research method is a qualitative approach by analyzing the teacher's role as a facilitator of thinking data that has been collected from students and teachers. The data collection techniques that the author used observation in the teacher's role as a facilitator, observation sheets, interviews, video recording, and the results of observations. Based on the researcher's discussion, he found that all the roles of the teacher and the role of the teacher as a facilitator were applied by the teacher in learning to write.

METHODOLOGY

Research is a process in which the researcher is involved in a series of small logical steps. This research design used qualitative research. Qualitative research is a type of educational research in which researchers rely on participant views, ask general

questions, collect data mostly from words or text from participants (Cresswel, 2012). The researcher used a qualitative method with a descriptive design to describe the teachers' role as a facilitator in teaching and learning process. In this study, researcher used a purposive random sampling technique to select participant. The participant in this study was an English teacher who taught eleventh grade at SMA N 3 Padang. In this research, the researcher used two instruments, there were observation checklist and video recording.

To collect data in conducting this study, researchers used all the instruments described previously, namely observation and video recording. In this case, the researcher will take several steps. First, the researcher ask permission from the teacher to make observations and prepare observation sheet, the researcher enter the class and sit behind while observing the teacher during the teaching and learning process. Furthermore, the researcher record the teacher's activities while in class and carry out the checklist process of writing notes for all teaching activities.

After the researcher do the observation and video recording with the teacher, the researcher analyze the data base on the steps that is stated by Gay, et al (2016), the steps in analyzing the data consist of reading/memoing, describing, classifying, and interpreting.

FINDING AND DISCUSSION

The purpose of this research to find how the English teacher implementing the role as facilitator in teaching and learning process in class XI SMA N 3 Padang. Based on the explanation of (Yan, 2012), which was explained in the previous chapter, the teacher's role as a facilitator can be seen from the characteristic of the teacher role as facilitator, there were the teacher as a facilitator: a guide to motivate learning, the teacher as a facilitator: a guide to resource, and the teacher as a facilitator: an evaluator of results. The researcher found results regarding the observation of teacher activities in teaching learning process. The English teacher in eleventh grade at SMA N 3 Padang did implementation the role of teacher as facilitator optimally, because the teacher has implement all the characteristics that a facilitator must have in the teaching and learning process. The findings are explaned as follow:

No	Indicator	Sub-indicator	yes	No	Implementation
1	Teacher as a facilitator: a guide to motivate in learning	Helping students plan and carry out language learning independently	✓		The teacher has implemented the first sub indicator. It can be seen that the teacher did not explain the subject matter to students, but the teacher gave examples and several questions
		Supporting students to acquire knowledge and skills and encourage students to learn actively	✓		The teacher has implemented the second sub indicator, it can be seen that the teacher used discussion and question
		The teacher's encouragement and assistance in the process of facilitating	✓		The teacher provided complete information about the material to students when students did not get it from independent study
		Teacher encouraging students to participate	✓		The teacher used discussion groups and gave quizzes to encourage students to participate
		Helping students overcome uncertainty and fear, and overcome obstacles	✓		In the implemented the fifth sub-indicator. The teacher helped students overcome obstacles by asking what students don't understand and explaining and giving understanding to students who don't understand the material
2	Teacher as a facilitator: a guide to	Encouraging students to produce their own			The teacher has implementation the first sub-indicator. The teacher gave

	resource	language and correct student mistakes so that students can develop their own learning strategies and techniques	✓		assignments and exercises as well as discussions conducted by the teacher in the teaching and learning process made students produce their own language and develop their own techniques and strategies
		The teacher can also introduce some learning material, such as: English magazines and newspapers, and useful websites for students	✓		In the implemented the second sub-indicator. The teacher asked students to look the newspapers and introduces several websites
		Teacher must be able to choose materials that engage students and can meet their learning level in a way that leaves students satisfied and confident	✓		The teacher chooses the material about the text Explanation which activates students and makes students feel satisfied and confident in the learning process
		When students have learning difficulties, the teacher is ready to provide information			The teacher provided complete information about the material to students when students did not get it from independent study, provides information when students experience learning difficulties
3	Teacher as a facilitator: an evaluator to the results	Teacher must focus on the success or progress of students so that success-oriented learning can be created	✓		The teacher has implement sub indicator by evaluated the learning process by asking students to conclude the material being studied



Picture 1. *Teacher activities in the classroom*

1. **The teacher as a facilitator: a guide to motivate in learning**.

The first sub-indicator is **helping students plan and carry out language learning independently**. In the first observation, the researcher came to class XI.F2 to saw the teacher in the teaching and learning process. The teacher taught material about explanation text. The teacher started the lesson by asking students what is the explanation text, students who understand and have previously studied at home were able to answer the teacher's questions, then, the teacher showed pictures related to examples of explanation text in the video that students have seen in the previous meeting. the pictures was numbered and the teacher asked the students what the answer was from that number, the students answer and were able to conclude for themselves what an explanation text, learning takes place with questions and answers and the teacher didn't explain the subject matter but students concluded from the questions gave by the teacher. The teacher does didn't explain learning material to students and students who draw their own conclusions and understand for themselves what an explanation text was based on the example gave by the teacher was part of the teacher's plan to help and realize independent learning in accordance with the first sub-indicator.

The second sub-indicator is **supporting students to acquire knowledge and skills and encourage students to learn actively**. In the first

observation, the teacher taught in class XI.F2. The teacher taught the material about explanation text. The teacher taught by displaying media in the form of images related to videos that students have seen at the previous meeting. The picture was numbered and the teacher asked students what the answer that number. Students actively answer questions posed by the teacher. The occurrence of two-way learning, where the teacher asked questions and students actively answered was the success of the teacher in supporting student knowledge and skills and making students active in the teaching and learning process accordance with the second sub-indicator.

The third sub indicator is **the teacher's encouragement and assistance in the process of facilitating**. Teachers facilitated students with tools that can be used as teaching aids. These tools were often referred to as learning media. In the first observation, the teacher taught in class XI.F2. Material taught about explanation text. In the teaching and learning process, teachers used electronic media in the form of laptops and projector to displayed pictures and videos to support learning. Teachers used electronic media to help students in the teaching and learning process was part of the implementation of the third sub-indicator.

The fourth sub indicator is **Teacher encouraging students to participate**. In the first observation, the teacher entered class XI.F2. The material taught about explanation text. The teacher encourages students to participate by used the discussion method and question and answer in the learning process. The teacher divided students into several groups. Then, the teacher made each group a blackboard. The teacher asked questions about learning to students. Students participate in the discussion, by answering questions, adding answers and providing comments and opinions in the discussion. Participating groups get points. It can be concluded that the teacher implemented the fourth sub-indicator, because the teacher form groups discussion to encourage students to participate.

The fifth sub indicator is **helping students overcome uncertainty and fear, and overcome obstacles.** In the first observation, the teacher taught class XI.F2. In the learning process, the teacher overcomes student uncertainty and fear by asking students what they don't understand.

Teacher: do you have question?

Apakah ada yang ingin ditanyakan?

Teacher: *apakah ada yang tidak paham?*

Students: no mam.

Because the learning process was active and generally all students participate in the learning process. So that the teacher only asked a few questions related to students' understanding of the material or students' lack of understanding of the material. From the questions asked by the teacher it can be said that, the teacher implemented the fifth sub-indicator.

2. Teacher as a facilitator: a guide to resource.

The firs sub indicator is **encouraging students to produce their own language and correct student mistakes so that students can develop their own learning strategies and techniques**. In the first observation, the teacher taught in class XI.F2. Material taught about explanation text. In the teaching and learning process, the teacher used the discussion method to encourage students to produce their own language. Students were active in discussions, answer questions and provided suggestions and conclusions in the learning process. Students answer and provide conclusions used their own language. In answering student questions, the students were incorrect answers, and the teacher straightened out these answers, so that, students can developed their own strategies and techniques. Discussions conducted by the teacher in the teaching and learning process made students produce their own language and be able to developed their own techniques and strategies in the

learning process. This is the implementation of the first sub-indicator.

The second sub indicator is **the teacher can also introduce some learning materials, such as: English magazines and newspapers, and useful websites for students.** In the first observation, the teacher teaches class XI.F2. Material taught by the teacher about explanation text. In the teaching and learning process, the teacher made this happen by asking students to look at newspapers and several websites that support students in making assignments. The teacher says "*kamu bisa melihat beberapa surat kabar yang tekait dengan masalah yang terjadi dan bisa dibuatkan text explanationnya*". In addition, the teacher also asked students to view websites that support learning. It can be concluded that the teacher implements the second sub-indicator, because the teacher asks students to look at newspapers and websites that help students.

The third sub indicator is **teacher must be able to choose materials that engage students and can meet their learning level in a way that leaves students satisfied and confident**. In the first observation, the teacher taught in class XI.F2. Material taught about explanation text. The teacher chose explanation text material that was able to involved students. Where students saw active in class and participate in learning. The methods used by the teacher was discussion groups and conducting discussions and giving points to students who were able to answer and provide feedback in discussions, thus, made students feel satisfied and confident in carrying out learning. It can be concluded that the teacher implemented the third sub indicator, because the teacher chose the explanation text material made the students active in the class.

The fourth sub indicator is **when students have learning difficulties, the teacher is ready to provide information.** In the first observation, the teacher taught in class XI.F2. Material taught by the teacher about explanation text. The teacher provided correct information to students when students were incomplete in answering questions during discussion.

Teacher: what is explanation text?

Student 1: tell while the something happened

Student 2: the topic about social phenomena

Student 3: how something wrong

Student 4: about the effect

Because the students' answers were only partial and incomplete, the teacher corrected the answers by explaining to the students what an explanation text. It can be concluded that the teacher implemented the fourth sub-indicator, because the teacher provided complete information to students when students didn't get it from independent learning.

3. Teacher as a facilitator: an evaluator to the results.

The sub indicator is **teacher must focus on the success or progress of students so that success-oriented learning can be created.** As an activity that aims to assess student success, evaluation plays a very important role. Because, through evaluation, teacher can determine whether the students they teach already have the competencies that have been set, so that, they deserved to be given new learning, or on the contrary students have not been able to reach the minimum standard so they need to be given a remedial program. In first observation, the teacher taught in class XI.F2. The material taught by teacher about explanation text. In the learning process, the teacher made this happen by evaluating the students by asking students to explained and concluded what the topic of learning was been studied today. In addition, the teacher also showed basic competence (KD) to students before the teacher gave assignments. So the teacher also explained to students what should be mastered regarding the topic being studied. The teacher said "*ini KD kita pada pembelajaran hari ini, jadi ananda harus menguasai yang ada pada KD ini*". It can

be concluded that the teacher implemented the sub-indicator, because the teacher evaluated the students.

CONCLUTION AND SUGGESTION

Teachers' role as facilitator is one of the teacher role in teaching learning process. The role of the teacher as a facilitator aims to make the class more active, student-centered learning makes students learn independently and actively in classroom. There are several characteristics of the teachers' role as a facilitator that a facilitator teacher must have in the teaching and learning process, namely the teacher as facilitator: a guide for student learning motivation, the teacher as facilitator: a guide to resource and the teacher as facilitator: an evaluator of results. By implementing the teachers' role as facilitator in teaching learning English, the teacher is no longer the center in the learning process. The teacher did not teach all the material in front of the class. In addition, implementation the role of a facilitator in learning English makes the class more active and students participate in the learning process. Based on the finding of the researcher, teachers who teach in eleventh grade at SMA N 3 Padang implemented the role of facilitator optimally, based on indicators of the teacher's role as a facilitator. The teacher applies 8 of the 10 existing sub-indicators.

The results of the study showed that teacher who teach in eleventh grade at SMA N 3 Padang implement the role as facilitator optimally. The researcher got several points for suggestions. The first, SMA N 3 Padang should still implement the teachers' role as facilitator not only in eleventh grade, but in all classes. Because the teacher's role as a facilitator can make students become active and independent in the learning process. The second, the teacher should remain consistent in implementing the role of teacher as facilitator. The third, the schools did not implement the teachers' role as facilitator should implement this role, because if the teacher applies the role of facilitator, students will become independent and active in the learning process. The last, for future researchers, the future researchers can continue this research by conducting research in schools where the teacher did not implement the role of facilitator, further researchers can dig up information about the reasons why schools and teachers did not apply the role of facilitator in learning.

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