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CHAPTER I

`INTRODUCTION

1.1 Background of the Problem

In the National Education System Law Number 20 of 2003, education is formulated as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. The law already contains the role of the teacher as a facilitator, especially how teachers create a pleasant learning atmosphere, an interactive learning process, develop their potential along with students, build the mental and personality of students and their skills. In addition, Suprehin (2015) "Education is very important for future generations. Humans know that education is a long-term and important form of investment for a human being". Education has proven to be able to provide a place of respect and a change in status for humans, of course for those who want to change by going to school. The main factor in education is of course a teacher. They are always digested and imitated by their students. So, in the learning process, not only facts or concepts are involved, but also feelings related to emotions, as well as affection. Learning is not limited to what we have designed, but can also involve experiences that are beyond our full awareness,

involving at least five of our senses; namely sight, hearing, smell, taste and touch.

The teacher has a very important role in the success of the learning process. The success of a teacher in the learning process can be seen from the achievement of learning objectives. One of the goals achieved is learning students can understand the material presented by the teacher. In the whole process of education in schools teaching and learning activities are the most important activities. To achieve student learning success, the role of the teacher is needed, namely as a facilitator. The teacher's task is not only to convey information to students, but must be a facilitator whose job is to facilitate learning (facilitate learning) for all students, so that they can learn in an atmosphere that is fun, happy, full of enthusiasm, not anxious, and dare to express opinions. openly. Feeling happy, full of enthusiasm, not anxious, and online to express opinions openly are the basic capital for students to grow and develop into human beings who are ready to adapt, face various possibilities, and enter the era of globalization which is full of various challenges (Mulyasa, 2013: 53-54). The teacher as a facilitator must have a good attitude, understand students through activities in learning and have content in dealing with individual differences in students Mulyasa, 2013:55-57). As a facilitator, the teacher plays a role to provide services including the availability of facilities to provide convenience in learning activities for students. Unpleasant learning environment, stuffy classroom atmosphere, untidy tables and chairs, unavailable learning facilities cause students to be lazy to study. Therefore the

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task of the teacher is how to provide facilities, so as to create a pleasant learning atmosphere for students.

Unfortunately, based on the results of the researcher's interviews with the English teacher and observations at SMK Negeri 3 Gunungsitoli, the observations show that the factors that hinder the teacher as a facilitator are caused by several things, namely factors from the school, facilities that are still not optimal in supporting student learning experiences, especially in providing resources. study or books. While the factors of the teacher are 1) the teacher lacks the knowledge to vary learning media, 2) the teacher focuses on providing learning material, 3) the teacher dominates in learning. Then, the factor of students is not having motivation, students are not focused in learning process. As a result, when students are taught to do assignments, most students will be silent and unable to complete assignments or only give wrong answers.

Based on the fact displayed above, the researcher is inspired to conduct descriptive qualitative research to identify and analyze the role of the English teacher as a facilitator in learning. Sugiyono (2017:29) say that "descriptive research methods are: This descriptive research method was conducted to determine its existence independent variables, either only on one variable or more (variables that stand itself or the independent variable) without making a comparison of the variable itself and look for relationships with other variables.". Additionally, Moleong (2017:6) state that "qualitative research is research that is intended for understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation,

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action and others holistically and by means of descriptions in the form of words and language, in a special natural context by utilizing various methods experience. Qualitative research according to Hendryadi, et. al, (2019:218) is a process naturalistic inquiry that seeks deep understanding of social phenomena experience". Thus, the descriptive qualitative research is an approach to describe, investigate and study cause-effect that emphasizes the data collecting in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

Regarding to the theory, the researcher focused to analyze the role of the English teacher as facilitators in the class. The researcher wanted to identifying and analyze how the role of the English teacher become as facilitators in the learning process. The efforts that have been by the teacher in order to facilitate the learning process and implement the role of the teacher as a facilitator are interesting to be investigated further. Because the role of the teacher as a facilitator is very important at this time because the teacher as a facilitator who is adaptive and creative will make students feel comfortable and at ease in the learning process.

Regarding to the explanation above it can be obtained an overview of the role of teacher facilitator in learning English tenth grade by using descriptive qualitative research by proposing the title, **The Descriptive Analysis On The Role Of English Teacher As Facilitators For X OTKP-1 at SMK Negeri 3 Gunungsitoli In 2022/2023**

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1.2   Focus of the Research

The research focused on :

1.   Identifying and analyzing the teacher's role as a facilitator in the English learning process at SMK Negeri 3 Gunungsitoli.

2.   Identifying and analyzing the factors hinder the teacher's role as a facilitator in the process of learning English at SMK Negeri 3 Gunungsitoli.

1.3   Formulation of the Research

Based on the focuses of the research, the research questions are formulated as follows:

1.   How is the teacher's role as a facilitator in the English learning process at SMK Negeri 3 Gunungsitoli in 2022/2023?

2.   What are factors hinder the teacher's role as a facilitator in the process of learning English at SMK Negeri 3 Gunungsitoli in 2022/2023?

1.4   Objective of the Research

The objectives of this research are:

1.   To know the role of the teacher as a facilitator in the process of learning English at SMK Negeri 3 Gunungsitoli.

2.   To explain the factors that hinder the role of the teacher as a facilitator in the process of learning English.

1.5 Significance of the Research

The significances of the research are :

1. Theoritically

   Theoretically, the study extends the role of English teacher as facilitator and the in carrying out educational innovations.

2. Practical Benefits

   a. For teachers, this research can be used as a guide to carry out the teacher's role as a better facilitator in learning English.

   b. For researchers, this research can be used as an experience directly when seeing the learning process in the field.

   c. For other researchers, this research can be used as material references, comparisons and guidelines to add knowledge and insight of researchers who will carry out similar research.

   d. For schools, this research can be useful as material for consideration in providing learning facilities or media, so it will appropriate to develop the teacher's role as a facilitator

   e. For the readers, the researcher hopes that this research can be used as a input for readers who will do good research related to the topic of this research or not related.

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CHAPTER II

LITERATURE REVIEW

2.1   Theoretical Framework

2.1.1. Definition of Teacher

The teacher in Javanese refers to someone who must be emulated by all students and even society. Must be imitated, meaning that everything conveyed by him is always believed and believed to be the truth by all students. While being imitated means that a teacher must be a role model (role model) for all his students. "should be imitated" is often regarded as an expression that represents an explanation of how noble the task of a teacher is. Even though this expression is not a standard expression from the word teacher, its meaning is indeed sufficient to represent the nature of the task and mission of the teacher. A teacher is someone who has contributed to the world of education, because a teacher is a person who imparts knowledge. According to Nawawi (2015: 280) Teachers are adults, who because of their role are obliged to provide education to their students. The teacher is someone who contributes in the world of education, because teacher is a person who imparts knowledge. According to Nawawi (2015: 280) Teachers are adults, which because of their role obliged to provide education to students. That person may be predicated as father or mother, teacher, ustadz, lecturer, scholar and etc. The teacher is an important element in learning activities. According to Djamarah (2015: 280) a teacher is someone who gives knowledge to students or professionals who can enable

students to plan, analyze and summarize the problems encountered. Djamarah and Zain (2015: 281) The teacher is someone who is experienced in his profession. With the knowledge he has, he can make students become smart people

The teacher as an educator and teacher of children, the teacher is likened to a second mother who teaches various kinds of new things and as a facilitator for children so that they can learn and develop their basic potential and abilities optimally, it's just that the scope of the teacher is different, the teacher educates and teaches in public schools or private.

According to the MEN PAN Decree, teachers are civil servants who are given the task, authority and responsibility by authorized officials to carry out education in schools. This is reinforced by Law no. 14 of 2005 Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

From the explanation above, it can be concluded that the teacher is an educator whose job is to carry out teaching, training, researching, developing and managing learning activities.

2.1.2. Teacher Responsibilities

According to Daoed Joesoep, through law number 0211/U/1978, former Indonesian Minister of Education, there are three missions or functions of teachers, namely: professional function, humanitarian function, and civic

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function (civilization). The teacher has the power to shape and build the personality of students to become someone who is useful for religion, homeland, and nation. The position of teacher as a profession requires teachers to develop their own professionalism according to developments in science and technology. Educating, teaching, and training students is the task of the teacher as a profession. The teacher's task as an educator means to continue and develop the values of life to students. The teacher's task as a teacher means continuing and developing science and technology to students. The teacher's task as a trainer means developing skills and applying them in life for the future of students (Syaiful Bahri Djamarah, 2010: 36).

Teachers must be able to position themselves as second parents, by carrying out tasks entrusted by biological parents/guardians of students for a certain period of time. For this reason, an understanding of the soul and character of students is needed so that they can easily understand the soul and character of students. That is the task of the teacher as the second parent, after the parents of students in the family at home.

2.1.3. Teaher Role

According to Eton Institute (2023) there are 7 roles of a Teacher in the 21st century, namely:

1. The Controller: The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction

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and drilling techniques are needed.In this classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

2. The Prompter: The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

3. The Resource: The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

4. The Assessor: The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are

organized and carried out. There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student's self-esteem and confidence in learning the target language.

5. The Organizer: Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

6. The Participant: This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.

7. The Tutor: The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.

From the explanation above, it can be concluded that the teacher's role is very important in education, because it is the teacher who helps students

overcome difficulties in the learning process, who seeks to create an environment that challenges students to carry out learning activities.

2.1.4. The Teacher's Role as a Facilitator

The teacher as a facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving directions, facilitating student learning activities, and providing encouragement. According to Moh. Uzer Usman, (2014:4) The role of the teacher is the creation of a series of interrelated behaviors relating to what is done in certain situations and related to progress of changes in behavior and development of students who become the goal. Wina Senjaya (2008:42), the role of the teacher as a facilitator, namely: "The teacher's role is to provide services for facilitate students in the learning process activities ". In the context of education, the term facilitator was originally applied more for the benefit of adult education (andragogy), especially in non-formal education settings.

However, in line with the change in the meaning of teaching which places more emphasis on student activities, recently in Indonesia the term facilitator has begun to be adopted in the formal education environment in schools, namely with regard to the teacher's role in carrying out teaching and learning interactions. So, the teacher as a facilitator means that the teacher plays a role in facilitating learning activities in order to achieve educational goals. The teacher as a facilitator has a duty not only to pursue but to foster, guide, motivate and provide positive reinforcement to students.

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2.1.5. Inhibiting Factors The Role of the Teacher as a Facilitator

According to Jannah and Junaidi (020:195-196) state that "The teacher's obstacles as a facilitator in learning such as:

1) Lack of experience factor

   The role of being a facilitator is not easy, so sometimes the teacher still carries out his old role, such as dominating the class, not giving space to all participants to give responses, still several times taking sides with students, criticizing students so that it has an impact on students' fear of making suggestions and ask and give answers. This attitude can also be seen when several times the teacher has to open a book because he forgets what he should be doing in class in facilitating students.

2) The factor is the teacher's lack of insight into the theory of the teacher as a facilitator

   The second inhibiting factor is the lack of insight and information regarding the duties and functions of the teacher as a facilitator. This has an impact on the teacher's lack of flexibility in applying the theory of the teacher's role as a facilitator. Teachers sometimes still look stiff, lack confidence and sometimes feel stuck when facilitating students in class.

3) The factor of the lack of school facilities

   It must be admitted that complete school facilities are very helpful in the teaching and learning process. Including really helping the role of the teacher carry out and implement his role as a facilitator. From the author's observation, school facilities are lacking, for example there are no infocus

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screens, or equipment that can help teachers reduce their old role, such as lectures and questions and answers. As a result of the lack of school facilities, the teacher is not optimal in carrying out his role as a facilitator when teaching. The books provided by the school also have nothing to do with the teacher's role as a facilitator. The lack of textbooks or reading books to add insight to teachers has an impact on the lack of insight and information for teachers and teachers have to look for it themselves.

4) The factor of the teacher's old habits in teaching is too strong

The factor of the teacher's old habits in teaching too strongly influences the teacher's style when teaching. The results of observations and interviews show that the teacher's old habits in teaching have a strong influence on the teacher's role as a facilitator. Teachers are used to teaching by dictating, so it takes time and adjustments to leave this method. The teacher is also used to lecturing in front of the class so that it occasionally appears and influences the process of implementing the teacher's role as a facilitator who should no longer use the lecture approach.

2.1.6. English Subject for X OTKP (Vocational High School)

Language has a central role in intellectual, social,and emotional learners and is a supporter of success in study all fields of study. Language learning is expected help students get to know their own culture, and the culture of people other. In addition, language learning also helps students to be able express ideas and feelings, and participate in public. English is the official language and

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international language. According to Ulrikke Rindai (2014:7) English is an official second language, and it often dominates in certain domains such as education, government and among higher social classes. And then, in the expanding circle, we find all those countries where English is taught as a foreign language in school, and where English is acknowledged as important to, for instance, tourism, business, and international communication.

Then, according to Wells quoted from the Ministry of National Education in Kepmendiknas No. 22 of 2006: English is a tool to communicate orally and write. Communicating is understanding and expressing information, thoughts, feelings, and develop science, technology, and culture using that language. Ability to communicate in a complete sense is the ability to discourse, ie ability to understand and or produce spoken and or written texts realized in four language skills, namely listening, speak, read and write. these four skills used to respond to or create discourse in life socialize. Therefore, English subjects are directed to develop these skills for graduates able to communicate and discourse in English at the level certain literacy.

In general, the language component consists of: three, namely grammar, vocabulary and pronunciation. Based on Kepmendiknas No. 23 of 2006, regarding Standards Graduation, in general the purpose of learning English in Indonesia is that students or learners must be able to "show listening, reading, writing and speaking skills in the language English". From the statement above it can be concluded efforts to increase The quality of education must be carried out as a whole in order to achieve the goal designed education. Then English

proficiency is one ability is very decisive in obtaining employment lately. This phenomenon underlies the emergence of various kinds of English courses in all regions of Indonesia. Regardless of what is the real quality of the existing English courses in Indonesia, implied a state of concern that is lacking the good quality of teaching English in schools.

Basically, the success of learning English is determined at least by three main factors, namely: 1) teachers who are qualified and have good English teaching content; 2) resources and facilities support the learning process, and 3) a good curriculum that outlines clear goals for learning English. Furthermore, a teacher must know the characteristics of children's language learning that is different from adults. According to Harmer, the characteristics of children in learning language are: 1) the child willrespond quickly to meaning even if they don't understand all the words overalls; 2) children tend to learn from their immediate environment; and 3) Children have limited time for concentration.

2.1.7. Syllabus

Syllabus is a plan of tools and arrangements for the implementation of learning and assessment which is arranged systematically and contains interrelated components to then achieve mastery of basic competencies. The components of the syllabus include Core Competencies/Competency Standards (KI/SK), Basic Competencies (KD), Competency Achievement Indicators/Indicators, Learning Materials, Time allocation, Assessment, and Learning Resources used. The objectives of the syllabus in the learning

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implementation plan include facilitating, expediting, and improving the results of the teaching and learning process and preparing various lesson plans in a professional, systematic and efficient manner.

Thus the teacher will see, analyze, observe, and predict various learning programs about various planned and logical frameworks. Syllabus as one of the learning tools that must be by the teacher. This syllabus must also be used as a means to facilitate learning to achieve the expected goals. So, automatically each teacher will then use this syllabus as a guideline for preparing learning activity plans for each subject. The benefits generated in making a syllabus are: 1) Useful as the main thing that becomes a reference in preparing a Learning Implementation Plan (RPP), 2) It is easier for teachers to hide variations in learning variations that will be poured into lesson plans. 3) Teachers are easier in terms of indicators of learning desires that must be achieved by students. 4) Teachers find it easier to design assessments of the forms of each indicator to be achieved. 5) Teachers find it easier to formulate or condense learning.

Syllabus development is left entirely up to each educational unit, especially for those who are already able to do it. Therefore, each educational unit is given freedom and flexibility in developing the syllabus according to the conditions and needs of each. In order for syllabus development carried out by each educational unit to remain within the framework of national curriculum development, it is necessary to pay attention to the principles of syllabus development, which includes:

1) Scientific: The development of a KTSP-based syllabus must be carried out with scientific principles, which means that all the materials and activities included in the syllabus must be correct, logical and scientifically justifiable.

2) Relevant: The scope, depth, level of difficulty and order of presentation in the syllabus are appropriate or related to the level of physical, intellectual, social, emotional and spiritual development of students

3) Systematic: The components of the syllabus are functionally interconnected in achieving competency.

4) Consistent: There is a consistent relationship between basic competencies, indicators, subject matter, learning experiences, learning resources and assessment systems.

5) Adequate: Coverage of indicators, subject matter, learning experiences, learning resources and assessment systems is sufficient to encourage basic competency policies.

6) Actual and Contextual: Coverage of indicators, subject matter, learning experiences, learning resources and assessment systems pay attention to the latest developments in science, technology and art in real life, and events that occur.

7) Flexible: All syllabus components can accommodate the diversity of students, educators, as well as the dynamics of changes that occur in schools and the demands of society.

8) Comprehensive: The syllabus component covers all competency domains (cognitive, affective, psychomotor).

The syllabus currently used at SMK Negeri 3 Gunungsitoli has already implemented the 2013 curriculum.

2.1.8 Topics

As for the topic of learning for class X OTKP at SMK Negeri 3 Gunungsitoli based on the syllabus namely:

1) Spoken and written texts about asking and explaining identity and family relationships: Analyzing the social function, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity and family relationships, according to the context of its use as well as compose short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity, taking into account social functions, text structures, and correct linguistic elements and according to the context of use.

2) Spoken and written texts about congratulations: Analyzing the social function, text structure, and linguistic elements of oral and written interpersonal interaction texts involving the act of congratulating and responding, according to the context of its use and compiling simple spoken and written interpersonal interaction texts involving the act of

congratulating and responding with attention to social functions, text structure, and linguistic elements that are correct and in context.

3) Spoken and written texts about intentions to do something/activities; Analyzing the social function, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the intention to carry out an action/activity, according to the context of its use. (Pay attention to the linguistic elements of be going to, would like to) and compose short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to the intention to carry out an action/activity, taking into account the social function, text structure, and linguistic elements used. correct and in the context of its use.

4) Spoken and written descriptive texts about people, things and places: Analyzing the social function, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for short and simple information related to people, objects and places according to the context of their use, as well as compiling oral and written descriptive texts, short and simple, related to people, objects and places, taking into account social functions, text structures, and linguistic elements, correctly and in context.

5) Spoken and written texts about announcements: Analyzing the social function, text structure, and linguistic elements of several special texts in the form of notifications (announcements), by giving and requesting

information related to school/workplace activities, according to the context of their use and compiling special texts in the form of notifications (announcements), spoken and written, short and simple, taking into account social functions, text structure, and linguistic elements, correctly and in context.

6) Spoken and written texts about circumstances/events that occurred in the past (Past Simple and Present Perfect Tense): Analyzing the social function, text structure, and linguistic elements of spoken and written transactional interaction texts which involve the act of giving and asking for information regarding conditions/actions/activities/events that were carried out/occurred in the past which refers to the time of the incident and its outcome, according to the context of its use. (Pay attention to the language elements of simple past tense vs present perfect tense), as well as compose transactional, spoken and written, short and simple interaction texts, which involve elemental actions and request information regarding circumstances/actions/activities/events that were carried out/occurred in the past Referring to the time of the incident and its ending, taking into account social functions, text structure, and linguistic elements that are correct and in context.

7) Recount text: Analyzing the social function, text structure, and linguistic elements of several oral and written recount texts by giving and asking for information related to events/experiences according to the context of their use, as well as compiling oral and written recount texts, short and simple,

related to events/experiences, taking into account the social function, text structure, and linguistic elements, correctly and in context.

8) Narrative text: Analyzing the social function, text structure, and linguistic elements of several spoken and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use and presenting short and simple narrative texts related to folk legends orally and in writing taking into account the social function, text structure and linguistic elements correctly and in context.

9) Memo text, menu text, schedule text, and signs text: Analyzing the social function, text structure and linguistic elements of several special texts in the form of memos, menus, schedules and signs by giving and asking for information related to school or workplace activities, according to the context of their use in the world of work, and compiling special texts in the form of memos, menus, oral and written schedules and signs, short and simple, taking into account social functions, text structures and linguistic elements correctly and in context.

10) Spoken and written text about comparison of adjectives: Applying social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of adjectives according to the area of expertise and the context of their use as well as compiling oral and written transactional interaction texts that involve members' actions and request information related to comparative adjectives by paying attention

to social functions, text structures and linguistic elements that are correct and in context.

11) Spoken and written text about asking and giving directions: Analyzing the social function, text structure and linguistic elements of spoken and written transactional interaction texts which involve the act of giving and asking for information about directions according to the context of their use in the world of work and compiling oral and written transactional interaction texts, short and simple, involving the act of giving and asking for information about directions by paying attention to social functions, text structures and linguistic elements that are correct and in accordance with the context in the world of work.

12) Text oral and written about simple routine activities/tasks: Analyzing the social function, text structure and linguistic elements of transactional interaction texts which involve the act of giving and asking for information regarding simple routine activities/tasks according to the context of use in the world of work, as well as compiling oral and written transactional interaction texts, short and simple activities that involve giving and asking for information related to simple routine activities/tasks by paying attention to social functions, text structures and linguistic elements that are correct and in the context of the world of work.

13) Written and spoken text about giving and asking for suggestions and offers: Analyzing the social function, text structure, and linguistic elements of oral and written transactional interaction texts which involve
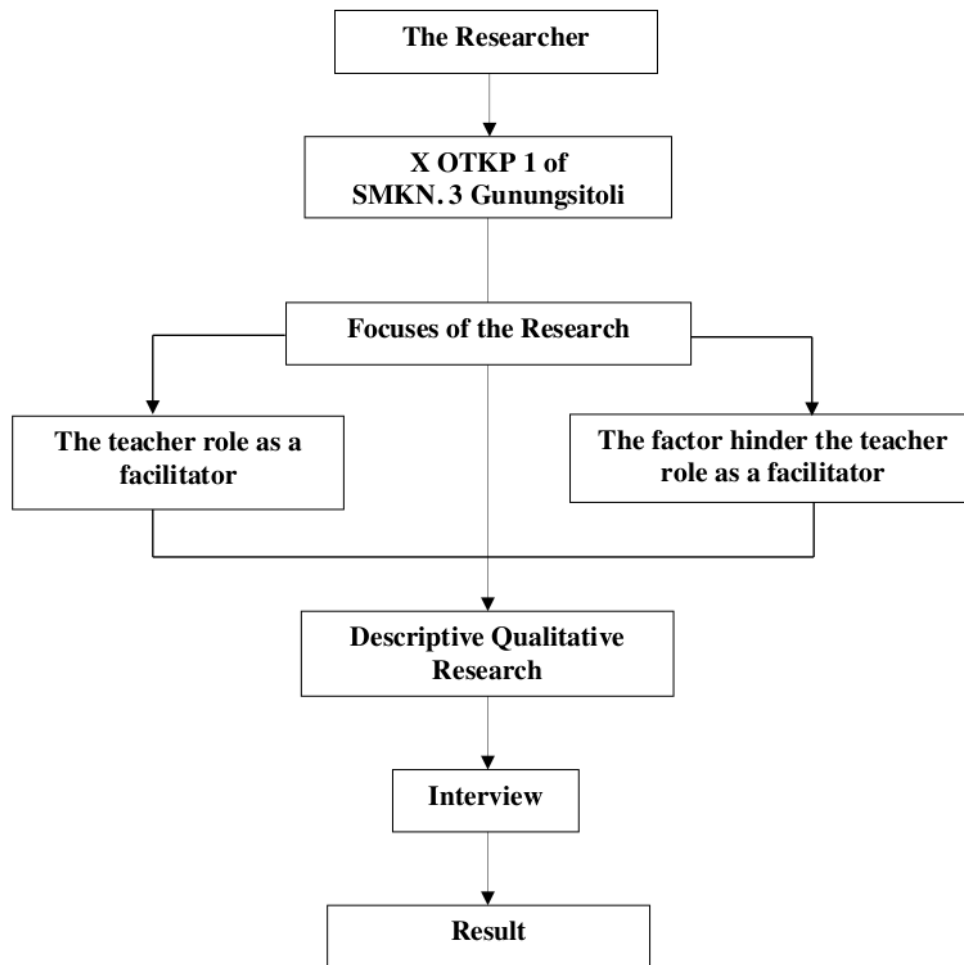
the act of giving and asking for information related to suggestions and offers, according to the context of their use, as well as compiling short and simple transactions interaction texts, spoken and written, involving actions giving and asking for information related to suggestions and offers, taking into account social functions, text structures, and linguistic elements that are correct and in context.

2.2. Conceptual Framework

The conceptual framework in this study aims as a direction in conducting research. Guidelines for understanding the flow of thought so that the analysis is more systematic. Provides integration and the linkages between the focus of the research studied in order to produce a complete and continuous understanding in accordance with the aims of the researcher. In this research, the researcher choose SMK Negeri 3 Gunungsitoli, particularly the English teacher and X OKTP 1 as the informant of the research. The research begins by keeping in mind the research focuses of the research. The researcher wants to conduct the research by using Descriptive Qualitative. The researcher uses an interviews guideline with English teacher and also students to find out the reasons or factors related to the role of the English teacher as a facilitator and the factors hinder the teacher's role as facilitators in the process of learning English.

The conceptual framework about "The Descriptive Analysis on the Role
of English Teacher as Facilitators for X OTKP 1 at SMK Negeri 3 Gunungsitoli
in 2022/2023" is described in the schematic as follows:

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                    │     The Researcher      │
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                    ┌─────────────────────────┐
                    │       X OTKP 1 of       │
                    │   SMKN. 3 Gunungsitoli  │
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                    ┌─────────────────────────┐
          ┌─────────│  Focuses of the Research │─────────┐
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┌─────────────────────┐                    ┌─────────────────────────┐
│ The teacher role as │                    │ The factor hinder the   │
│    a facilitator    │                    │ teacher role as a       │
│                     │                    │     facilitator         │
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                    │        Result           │
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Figure 1.1. : The Conceptual Framework of the Research

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CHAPTER III

RESEARCH METHODS

3.1. Approach and Type of the Research

The researcher conducted the research by using qualitative research. In this research, the researcher followed the methodology of descriptive qualitative research. Mimansha and Nitin (2019: 53) say that "Qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied and all of them cannot be measured by numbers, so it means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. It starts with research questions and aims and objectives that need to be achieved during the research process".

In addition, the instrument that has been used in this research is interviews. Researcher used structured interviews. George and Merkus (2022) says "A structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic". In the research, structured interviews are often quantitative in nature. They can also be used in qualitative research if the questions are open-ended, but this is less common. While structured interviews are often associated with job interviews, they are also common in marketing, social science, survey methodology, and other research fields. The interview guidelines where the researcher conducted the interview with the English teacher and the students regarding the role of English teacher as facilitators in the learning process and the factors that hinder the teacher's

role as facilitators in the process of learning English. The purpose is to obtain the reason/factors that affect the role of English teacher as facilitators in the learning process and what are the factors that hinder the teacher's role as facilitators.

3.2. Variables of the Research

According to Sutama (2016: 47) The research variable is a noun concept that means variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed. In addition, research variables are also events, categories, varieties, types, or classes, behaviors, attributes that express a construct and have different values, depending on how they are used in a particular study. So, there are two variables, namely the independent variable and dependent variable. As an independent variable (X) in this research is the role of English teacher and dependent variable (Y) is the facilitators for X OTKP 1 at SMK Negeri 3 Gunungsitoli.

In this research, the researcher conducted descriptive qualitative method. Descriptive Analysis deals with describing a phenomenon that how we think something is. Mimansha and Nitin (2019:49-50) say "Descriptive Research: As the name itself indicates, this research deals with description. It includes different data collection like survey method and fact-finding techniques. The main character of this research is that, the researcher does not have control over the variables. The researche described what has happened and what is happening". In a qualitative research, the researcher tends to prior in accurate

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explanation to analyze and present what have been found. In other words, qualitative is a research design where the researcher was collected and presented the data by using description and accurate explanation.

3.3. Setting and Schedule of the Research

The location of the research was SMK Negeri 3 Gunungsitoli that was located in Gunungsitoli City. There was 38 teachers in this school, and 2 of them was English teacher. This school consisted of 15 classes, which 5 classes was the tenth graders and total numbers of the tenth grade was 178 students. This research was carried out on 20th May 2023 and 21st May 2023. The time allocation refered to the educational calendar of SMK Negeri 3 Gunungsitoli.

3.4. Source of Data

According to Arikunto (2014:129) says: "The source of data in the study is the subjects from which the data can be collected for research". Therefore, the data sources are the interview guidelines with the English teacher and the students in X OTKP 1 of SMK Negeri 3 Gunungsitoli regarding the role of English teacher as facilitators and the factors hinder the teacher's role as facilitators in the process of learning English.

The researcher interviewed English teachers at SMK Negeri 3 Gunungsitoli, and also students for class X OTKP 1 about the topic of the English teacher's role as a facilitator and the factors hinder the teacher's role as

facilitators in the process of learning English. After that, the researcher collected these answers as a source of data.

3.5. Instrument of the Research

The researcher used interviews as the instrument of the research (attached). Researcher used an interviews guideline with English teacher and also for students. According to Libakova M. and Sertakova (2015:116) says: "Interview is a conversation with a set of objectives and set of tasks which are related to obtaining information relevant to ongoing research". So that, the researcher used an interviews guideline that helps the researcher to find out the reasons or factors related to the role of the English teacher as a facilitator and the factors hinder the teacher's role as facilitators in the process of learning English. During the interviews, the researcher used Indonesian to avoid misunderstandings and reinforce information.

3.6. Data Collecting Technique

According to Creswell (2014:239) states :

The data collection of qualitative research consists of some procedures as follows: identify the purposefully selectedsites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

As the theory suggests and related to the focus of the research, the researcher conducted structured interviews with an English teacher and also students to gain information on factors related to the role of the English teacher

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as a facilitator and the factors that hinder the teacher's role as facilitators, especially at X OTKP 1 of SMK Negeri 3 Gunungsitoli.

3.7. Data Analysis Technique

According to Gay et al (2012:467) say that one way to proceed with analysis is to follow three interactive, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data. The explanation as follows :

1) Reading and Memoing

   This step focuses on becoming familiar with the data and identifying potential themes. The researcher was read and wrote memos about observation sheets and the transcripts of interviews to get an initial sense of the data and identifying the themes.

2) Describing

   This step focused on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher has analyzed comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

3) Classifying

   This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher was categorized all of the

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collected data into some classifications or categories. The researcher was examined and compare all data, one to another to categorize them.

The data has been analyzed to answer the research question. First, the researcher has read the data and understand it so that it was become a guideline. Second, the researcher has described the events that have occurred from the phenomenon. And lastly, the researcher categorized all the data obtained to classify the data. So based on this theory, the researcher conducted interviews with the English teacher at SMK Negeri 3 Gunungsitoli and also for students, especially for X OTKP 1 students at SMK Negeri 3 Gunungsitoli regarding the role of the English teacher as a facilitator in the learning process and the factors hinder the teacher's role as facilitators in the process of learning English. Then the researcher categorized all the data obtained to classify the data to answer the research questions.

CHAPTER IV

RESULT AND DISCUSSION

4.1. Research Findings

The research was conducted at SMK Negeri 3 Gunungsitoli, specifically with English teacher and students in class X OTKP 1 with a sample of 31 students. Based on the research design, the researcher describes the role of English teacher as facilitators. The researcher has taken interview data with teacher and also students of class X OTKP 1 at SMK Negeri 3 Gunungsitoli (pictures-answers of interview results). After collecting the data, the researcher analyzed the data from the answers and interview transcriptions to find out the role of English teacher as facilitators in learning. After identifying data from interviews with an English teacher and also students in class X OTKP 1 at SMK Negeri 3 Gunungsitoli, the researcher then analyzed several questions asked to the English teacher and also to students. The questions that researcher asked to the English teacher included: 1) What is your role in learning English as a facilitator? *(Apakah yang menjadi peran Ibu dalam pembelajaran bahasa Inggris sebagai fasilitator?)*; 2) What do you need as a facilitator in learning English? *(Apa sajakah yang diperlukan Ibu sebagai fasilitator dalam pembelajaran Bahasa Inggris?)*; 3) What inhibiting factors did you find when you became a facilitator in English learning? *(Faktor penghambat apa saja yang Ibu temukan saat menjadi fasilitator dalam pembelajaran Bahasa Inggris?)*; 4) What efforts have you made to overcome the weaknesses and

shortcomings of these factors? (*Upaya apa yang Ibu lakukan untuk mengatasi kelemahan dan kekurangan pada factor tersebut?*); 5) Do students like the method that you apply in learning English? (*Apakah peserta didik menyukai metode yang Ibu terapkan dalam pembelajaran bahasa Inggris?*); 6) Who is involved in the learning that you carry out? (*Siapa sajakah yang terlibat dalam pembelajaran yang Ibu laksanakan?*); 7) What actions did you take so that your role as a facilitator in learning English was carried out as expected? (*Bagaimana tindakan yang Ibu lakukan agar peran sebagai fasilitator dalam pembelajaran Bahasa Inggris terlaksana sesuai dengan harapan?*); 8) What is your advice and input to the researcher in carrying out this research specifically in analyzing the role of the teacher as a facilitator of English language learning? (*Apa yang menjadi saran dan masukan Ibu kepada peneliti dalam melaksanakan penelitian ini secara khusus dalam menganalisis peran guru sebagai fasilitator pembelajaran bahasa Inggris?*).

Meanwhile, the questions that the researcher asked the students were: 1) What things do you know about the role of the teacher in learning English? (*Apa saja hal-hal yang kamu ketahui tentang peran guru dalam pembelajaran bahasa Inggris?; 2) How to ensure that this role can be carried out properly? (Bagaimana supaya peran tersebut dapat terlaksana dengan baik?*); 3) In your opinion, what is meant by a facilitator? (*Menurut anda, apakah yang dimaksud dengan facilitator?*); 4) In your opinion, is the role of the teacher as a facilitator important in learning activities? (*Menurut anda, apakah peran guru sebagai facilitator itu penting dalam kegiatan pembelajaran?*); 5) Has the teacher's role

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as a facilitator been implemented? *(Apakah peran guru sebagai facilitator sudah terlaksana?)*; 6) Give an example of the teacher's role as a facilitator *(Berikan contoh peran guru sebagai facilitator)*.

4.1.1. The English Teacher's Interview

The interview to the English teacher was also conducted on May 21st, 2023, after the researcher interviewed students. The aim were to find out the factors that influence the role of English Teacher as Facilitators in SMK Negeri 3 Gunungsitoli in 2022/2023. The research wrote the English teacher answer in interview sheet.

In the interview, the English teacher said that the role of the English teacher in English learning as a facilitator is to teach students, motivate students and guide students. As a facilitator in English learning, the first is learning tools, such as syllabus and lesson plan. The second is facilities and infrastructure, such as InFocus, laptops, and learning media. And the third is a conducive atmosphere, as well as support from the school and parents. However, some factors hinder the teacher's role as a facilitator. The inhibiting factors found by English teachers as facilitators in English learning are 1) Lack of cooperation from parents. For example, if their children are teased, parents do not accept and instead defend their children. 2) Lack of adequate facilities and infrastructure. For example, not all classes have adequate facilities and infrastructure, such as speakers, InFocus, dictionaries, and so on. 3) Dividing time between demands and obligations. Then what English teachers say to

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overcome this is by 1) Calling parents of students who have problems to discuss together, 2) adjusting learning media to the class (looking for other learning alternatives), for example using a laptop with speakers, even without infocus, approaching students and adjusting learning models to students' abilities. Furthermore, the English teacher informed that students sometimes like and sometimes dislike the methods she applies in learning English. Because each student is a different individual (different interests, temperaments, and tendencies), and this is also based on the effectiveness of the learning method with the topic she teaches. (The teacher interview sheet can be seen in Appendix 3).

List of interview questions about the teacher's role as a facilitator at SMK Negeri 3 Gunungsitoli for teacher:

1. What is your role in learning English as a facilitator?

   (Apakah yang menjadi peran Ibu dalam pembelajaran bahasa Inggris sebagai fasilitator?)

2. What do you need as a facilitator in learning English?

   (Apa sajakah yang diperlukan Ibu sebagai fasilitator dalam pembelajaran Bahasa Inggris?)

3. What inhibiting factors did you find when you became a facilitator in English learning?

   (Faktor penghambat apa saja yang Ibu temukan saat menjadi fasilitator dalam pembelajaran Bahasa Inggris?)

4. What efforts have you made to overcome the weaknesses and shortcomings of these factors?

   (*Upaya apa yang Ibu lakukan untuk mengatasi kelemahan dan kekurangan pada factor tersebut?*)

5. Do students like the method that you apply in learning English?

   (*Apakah peserta didik menyukai metode yang Ibu terapkan dalam pembelajaran bahasa Inggris?*)

6. Who is involved in the learning that you carry out?

   (*Siapa sajakah yang terlibat dalam pembelajaran yang Ibu laksanakan?*)

7. What actions did you take so that your role as a facilitator in learning English was carried out as expected?

   (*Bagaimana tindakan yang Ibu lakukan agar peran sebagai fasilitator dalam pembelajaran Bahasa Inggris terlaksana sesuai dengan harapan?*)

8. What is your advice and input to the researcher in carrying out this research specifically in analyzing the role of the teacher as a facilitator of English language learning?

   (*Apa yang menjadi saran dan masukan Ibu kepada peneliti dalam melaksanakan penelitian ini secara khusus dalam menganalisis peran guru sebagai fasilitator pembelajaran bahasa Inggris?*)

Answer:

1. My role in learning English as a facilitator is to teach students, motivate students and guide students.

(Yang menjadi peran saya dalam pembelajaran bahasa Inggris sebagai fasilitator adalah mengajar siswa, memotivasi siswa serta menuntun siswa)

2. What I need as a facilitator in learning English, first is the learning tools, for example, syllabus and lesson plan (RPP). The second is facilities and infrastructure, for example, InFocus, laptop, and learning media. And the third is a conducive atmosphere, and support from the school and parents.

   (Yang saya perlukan sebagai fasilitator dalam pembelajaran Bahasa Inggris, yaitu pertama adalah perangkat pembelajaran, contohnya silabus dan rancangan pembelajaran (RPP). Kedua adalah sarana dan prasarana, contohnya infokus, laptop, dan media pembelajaran. Dan yang ketiga adalah suasana yang kondusif, dukungan dari pihak sekolah dan orangtua)

3. The inhibiting factors that I found when I became a facilitator in learning English were 1) Lack of cooperation from parents. For example, if their children are teased, the parents do not accept it and instead defend their children. 2) Lack of adequate facilities and infrastructure. For example, not all classes have adequate infrastructure, such as speakers, InFocus, dictionaries, and so on, 3) Dividing time between demands and obligations.

   (Faktor penghambat yang saya temukan saat menjadi fasilitator dalam pembelajaran Bahasa Inggris adalah 1) Kurangnya kerjasama dari orangtua. Contohnya adalah kalau anaknya ditegur, maka orang tua tidak terima, dan malah membela anaknya. 2) Kurangnya sarana dan prasarana yang memadai. Contohnya tidak semua kelas memiliki prasarana yang memadai,

sepert speaker, infokus, kamus dan sebagainya, 3) Membagi waktu antara

tuntutan dan kewajiban)

4. The efforts I have made to overcome the weaknesses and shortcomings in these factors are 1) Calling parents of problematic students to discuss together, 2) adjusting learning media to the classroom (looking for other learning alternatives), for example using a laptop with speakers, even without infocus.

   (Upaya yang saya lakukan untuk mengatasi kelemahan dan kekurangan pada factor tersebut adalah 1) Memanggil orangtua dari siswa yang bermasalah untuk berdiskusi bersama, 2) menyesuaikan media pembelajaran dengan ruangan kelas (mencari alternative pembelajaran yang lain) misalnya menggunakan laptop dengan speaker, meskipun tanpa infokus)

5. Students sometimes like and sometimes dislike the methods I apply in learning English. Because each student is a different individual (different interests, temperament, inclination), and it is also based on the effectiveness of the learning method with the topic I teach.

   (Peserta didik kadang menyukai dan kadang tidak menyukai metode yang saya terapkan dalam pembelajaran bahasa Inggris. Karena setiap siswa merupakan individu yang berbeda (minat, tabiat, kecondongan yang berbeda-beda), dan itu juga berdasarkan keefektifan metode pembelajaran dengan topic yang saya ajarkan)

6. Those involved in the learning that I implement are all school parties (teachers and learners), school community (conducive atmosphere), supporting

facilities (facilities and infrastructure), as well as support from the community and parents.

(Yang terlibat dalam pembelajaran yang saya laksanakan adalah semua pihak sekolah (guru dan pembelajar), warga sekolah (suasana yang kondusif), fasilitas yang mendukung (sarana dan prasarana), serta dukungan dari masyarakat dan orangtua)

7. The actions I take so that my role as a facilitator in learning English is carried out as expected, namely actually if it is as expected, it is very constrained by the ability of each student, but I as a teacher (educator) act as a guide but do not impose it

   (Tindakan yang saya lakukan agar peran sebagai fasilitator dalam pembelajaran Bahasa Inggris terlaksana sesuai dengan harapan yaitu sebenarnya jika sesuai harapan, itu sangat terkendala dengan kemampuan setiap siswa, tetapi saya sebagai guru (pendidik) berperan sebagai penuntun tapi tidak memaksakan)

8. What is my advice and input to researcher in carrying out this research specifically in analyzing the role of the teacher as a facilitator of English learning the interview list sheet and interview answers cannot be used as a fixed reference or benchmark.

   (Yang menjadi saran dan masukan saya kepada peneliti dalam melaksanakan penelitian ini secara khusus dalam menganalisis peran guru sebagai fasilitator pembelajaran bahasa Inggris yaitu lembar list interview serta jawaban interview tidak dapat dijadikan acuan atau patokan yang tetap)

4.1.2. The Students Interview

The interview to the students was also conducted on May 20th May 2023. The results of interviews with 31 students of class X OTKP 1 at SMK Negeri 3 Gunungsitoli regarding the role of English teachers as facilitators in English learning shows that the role of the teacher as a facilitator is to teach, motivate students, provide advice, direction, and guidance, provide material, explain the material, and comfort students so that students can understand English language learning and pay attention to the state of the class to remain conducive. The teacher acts as a facilitator such as preparing teaching materials for English language learning in the form of images and audiovisuals. Selection of media and teaching materials are adjusted to the conditions and characteristics of students because in general media is a tool that makes it easier for the teacher in delivering the material so that easily understood by students. Choosing a method and strategies are tailored to the needs and student characteristics, the teacher uses lecture, question and answer, and assignment methods in online learning. During learning process, the teacher tries in arousing student's enthusiasm by involving students in learning. The students also said that the teacher's role as a facilitator is very important because the teacher as a facilitator is tasked with facilitating learning for all students so that students can learn in an atmosphere that is fun, happy, full of enthusiasm, not anxious, and dare to express their opinions openly.

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List of interview questions about the teacher's role as a facilitator at SMK Negeri 3 Gunungsitoli for students

1. The question number one:

a. What things do you know about the role of the teacher in learning English?

(Apa saja hal-hal yang kamu ketahui tentang peran guru dalam pembelajaran bahasa Inggris?)

Answer: Based on a question about what things do you know about the role of the teacher in learning English, most students in class X OTKP 1 at SMK Negeri 3 Gunungsitoli answered that what they knew about the teacher's role in learning English was teaching, motivating students to be active and enthusiastic about learning, and guiding students in learning. So that what was previously unknown to students becomes known about learning English. Meanwhile, there were also students who answered that the teacher's role in learning English was to teach students to know English, speak English, know vocabulary, how to pronounce words in English. And the role of other teacher was to provide material to students, provide material to students, provide dictionary each teaching and learning activity, preparing learning media such as books, dictionaries, infocus, laptop, and others. There were also students who said that the teacher's role in learning English was to explain the material and after thst giving assignments, so that students could understand the material that had been discussed previously, and make students comfortable in learning. So that students were not afraid or nervous if they wanted to express question, suggestion, or opinion about learning English.

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Based on the answers of these students, the researcher can conclude that the teacher's role in learning English is not only teaching students to know English, motivating, explaining material, giving assignments, preparing learning material and media, but more than that. The role of English teacher means passing on and developing the values of life to students. Teachers must be able to position themselves as second parents, as educators.

2. The question number two:

b. How to ensure that this role can be carried out properly?

(Bagaimana supaya peran tersebut dapat terlaksana dengan baik?)

Answer: According to some students, this role can be carried out well if the teacher is always present on every schedule, always arrives on time, explains the material well so that it is easy for students to understand. There are also those who said that this role can be carried out well if the teacher explains the material accurately, briefly, concisely, and clearly, provides comfort in the learning process so that students are brave in expressing their question or opinion without fear, and the teacher must establish a good relationship between teacher and students. Furthermore, some students answered that this role can be carried out well if students followed what had been taught by the English teacher, students had to maintain order and discipline, ethics and carry out their obligation as students, and students had to respect thir teacher.

Based on the answers of these students, the researcher can conclude that to ensure this role can be carried out properly is if there is good cooperation

between students and teacher. The teacher carried out his role to give students the rights they have in learning, for example explains the material, and others. While, students must respect and appreciate teacher, be disciplined, maintain order, and carried out their obligation as students.

3. The question number three:

c. In your opinion, what is meant by a facilitator?

(Menurut anda, apakah yang dimaksud dengan facilitator?)

Answer: Based on a question number three about what is meant by a facilitator, most students answered that a facilitator is a teacher who delivers learning materials, provides comfort to students so that students are not nervous or afraid if there is a question and answer from the teacher, and makes it easier for students with infocus, materials, and others. Meanwhile, some students said that a facilitator is someone whose role in the learning process is to facilitate and smooth the learning process and assist in learning activities. For example, providing and preparing infocus, English dictionaries, textbooks, learning tools and media, and others.

Based on the answers from these students, the researchers concluded that a facilitator is a teacher whose job is to facilitate learning to all students in learning activities, to create a happy, fun, full of enthusiasm classroom atmosphere, so that learning objectives can be achieved.

4. The question number four:

d. In your opinion, is the role of the teacher as a facilitator important in learning activities?

(Menurut anda, apakah peran guru sebagai facilitator itu penting dalam kegiatan pembelajaran?)

Answer: Based on question number four about the role of the teacher as a facilitator important in learning activities, all 31 students in class X OTKP 1 at SMK Negeri 3 Gunungsitoli answered that the role of the teacher as a facilitator in learning activities is very important. The reason is that if there is no facilitator, the learning process will be in vain and the learning objectives will not be achieved. Another reason is that the teacher's role is very important as a facilitator because as a facilitator, the teacher organizes and directs all activities for the good and achieves learning objectives, and without a facilitator, students will not understand the learning material, there is no comfort in the classroom.

Based on the student's answers, the researcher concluded that the teacher's role as a facilitator is very important in learning activities because the teacher's role is to provide services for facilitated students in the learning process activities to achieve educational goals.

5. The question number five:

e. Has the teacher's role as a facilitator been implemented?

(Apakah peran guru sebagai facilitator sudah terlaksana?)

Answer: Based on the question of whether the teacher's role as a facilitator has been carried out, all students answered that the teacher's role as a facilitator has been carried out well. Because the teacher has carried out his duties and functions as a facilitator, facilitating teaching and learning activities, for example teaching students, motivating, guiding, nurturing, and providing comfort to students, so that students are not afraid to provide questions, answers, arguments, suggestions. And the teacher has explained the material, given assignments, and equipped learning media such as laptops, in focus, books, and others.

Based on the answers from all these students, the researchers concluded that the teacher's role as a facilitator has been carried out very well because it has achieved the learning objectives.

6. The question number six:

f. Give an example of the teacher's role as a facilitator

(Berikan contoh peran guru sebagai facilitator)

Answer: Based on the question of examples of the teacher's role as a facilitator, most students answered that examples of the teacher's role as a facilitator are telling and explaining about learning materials, reviewing materials that are not understood by students, providing comfort in the learning process, such as

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arranging to seat, caring for each student, and others. Some students answer that examples of the teacher's role as a facilitator are providing guidance and direction to students, providing material and explaining it, paying attention to students, motivating, and completing learning.

4.1.3 Inhibiting Factors of Teacher's Role as Facilitator

1. Lack of school facilities

It must be recognized that complete school facilities are very helpful in the teaching and learning process. This includes assisting the teacher in carrying out and implementing his role as a facilitator. School facilities are indeed lacking, for example, there is no infocus screen, or equipment that can help teacher reduce their old roles such as lectures and questions and answers. As a result of the lack of school facilities, teachers are not maximizing their role as facilitators when teaching.

There are also no books provided by the school that are related to the teacher's role as a facilitator. The lack of textbooks or reading books to broaden the teacher's knowledge has an impact on the teacher's lack of insight and information and the teacher must look for himself.

2. Teachers' old teaching habits have a strong influence on their teaching style.

The results of observations and interviews show that teachers' old habits in teaching strongly influence their role as facilitators. Teachers are accustomed to teaching by dictating so it takes adjustment and time to leave this method.

Teachers are also used to lecturing in front of the class so that occasionally appears and affects the process of implementing the role of the teacher as a facilitator who should no longer use the lecture approach. But overall, the teacher's efforts to get out of old habits have seen results.

3. Lack of comparative studies to schools that are considered to have successfully implemented the role of the teacher as a facilitator.

This lack of comparative studies has an impact on the absence of comparisons obtained by teachers as to what a teacher as a facilitator really is and should be, and how the principles that must be carried out by teachers.

From these factors, it can be said that the factors inhibiting the not maximizing the role of teachers as facilitators at SMK Negeri 3 Gunungsitoli consist of two factors, namely internal factors and external factors. Internal factors include the lack of experience and lack of mastery of the theory of the teacher as a facilitator. While external factors are the lack of supporting facilities owned by the school such as media, books and reading materials regarding the role of the teacher as a facilitator.

4.2 Discussion

4.2.1 The Research Findings compared to the Latest Related Researches

The findings of this study were compared with several recent related studies, the first related study was conducted by Marleka Hertina (2020) who conducted descriptive qualitative research focused on identifying and

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analyzing the role of teachers as facilitators. The sample of this research was students of SD Negeri 53 Bengkulu Selatan consisting of 43 students. The results showed that the teacher's role as a facilitator in the learning process has been running, such as trying to listen to students' needs. The learning process has been running such as trying to listen to students' needs, being patient, facilitating learning activities, respecting students, positive attitude, building an atmosphere of intimacy and personal communication, and being equal in front of students. and being equal in front of students.

The second research is Utari Ratna Bintari's research (2022) with a qualitative descriptive research design, which focuses on the role of the teacher as a facilitator in increasing student learning motivation. The sample of this research is VlII class students located at SMPN 1 Balaraja. Data were collected through observation, and interviews with teachers and students of class VIII. The results showed that in the school, especially in grade 8, it was still not optimal in applying the role of the teacher as a facilitator in implementing the teacher's role as a facilitator. This can be seen from the provision of learning tools that are not yet optimal, the teacher still dominates learning, teachers still act as superiors, and learning facilities such as facilities and infrastructure are still lacking, as well as the use of learning methods that are still monotonous and not varied. This causes students' learning motivation to be less than optimal in participating in learning activities carried out.

However, this research focused on describing the role of English teachers as facilitators in X OTKP 1 at SMK Negeri 3 Gunungsitoli and

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finding the factors that hinder their abilities. The result is that the role of English teachers as facilitators is to teach, explain the material, motivate, direct students, and provide learning media so that the learning process can run well. However, there are also factors inhibiting the role of the teacher as a facilitator, including the lack of school facilities, the lack of cooperation from parents, and others. In addition, the subjects of this study were an English teacher and 31 students of class X OTKP 1 at SMK Negeri 3 Gunungsitoli in 2022/2023.

4.2.2 The Research Findings compared to Theories

According to Nawawi (2015: 280) Teachers are adults, who because of their role are obliged to provide education to their students. The teacher is someone who contributes in the world of education, because teacher is a person who imparts knowledge. According to Nawawi (2015: 280) Teachers are adults, which because of their role obliged to provide education to students. That person may be predicated as father or mother, teacher, ustadz, lecturer, scholar and etc. The teacher is an important element in learning activities. According to Djamarah (2015: 280) a teacher is someone who gives knowledge to students or professionals who can enable students to plan, analyze and summarize the problems encountered. Djamarah and Zain (2015: 281) The teacher is someone who is experienced in his profession. With the knowledge he has, he can make students become smart people

Furthermore, According to the MEN PAN Decree, teachers are civil servants who are given the task, authority and responsibility by authorized officials to carry out education in schools. This is reinforced by Law no. 14 of 2005 Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

Thus, According to Moh. Uzer Usman, (2014:4) The role of the teacher is the creation of a series of interrelated behaviors relating to what is done in certain situations and related to progress of changes in behavior and development of students who become the goal. Wina Senjaya (2008:42), the role of the teacher as a facilitator, namely: "The teacher's role is to provide services for facilitate students in the learning process activities ". In the context of education, the term facilitator was originally applied more for the benefit of adult education (andragogy), especially in non-formal education settings.

The findings of this study prove that the theories about teachers and the role of teachers as facilitators, factors inhibiting the role of teachers as facilitators and descriptive analysis research are correct. Because teachers are the most important actors in the continuity of education. It is hard to imagine how education runs without teachers and based on some of the definitions above, a teacher is someone whose actions are imitated and has a great responsibility in guiding and fostering students. While the role of the teacher as a facilitator in learning is teaching, educating motivating, training students,

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providing comfort for students, paying attention to the class, and providing facilities as part of the needs in the learning process. Teachers play a role in facilitating learning activities in order to achieve educational goals. And the inhibiting factors of the teacher's role as a facilitator are sometimes teachers still play the old role, question and answer, such as class domination, not giving opportunities to all students to answer, and still often take sides with students and criticize students, so that it has an impact on students' fear of giving suggestions, lack of insight and information related to the duties and functions of teachers as facilitators, and lack of school facilities. Based on the explanation above, the research focus is answered.

4.2.3 Implications of the Research Findings

The findings of this study show the importance of the English teacher's role as a facilitator and the inhibiting factors of the teacher's role as a facilitator. The findings ultimately reveal the weaknesses and strengths that teachers have as facilitators in English learning activities so that this will be a motivation to practice more in the future and improve the current weaknesses.

For English teachers, this is a positive input to carry out their role as facilitators in learning. And from the bright side, it is the best opportunity for teachers to generate and develop better teaching changes for better results.

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4.2.4 The Research Findings Limitation

Based on the direct experience of the researcher in the research process, there are several limitations experienced, and can be several factors that must be considered by future researchers. These factors can be of more concern to future researchers in further refining their research because this research itself is certainly not perfect, and certainly has shortcomings that need to be corrected in future studies. Some limitations as follows:

a. As the beginner, the researcher realized that the process of the research was not completed well, full of weaknesses and surely needed improvements in future researches.

b. The number of respondents who were only 1 English teacher and 31 X OTKP 1 students at SMK Negeri 3 Gunungsitoli was certainly not enough to describe the actual situation.

c. The research object only focused on an English teacher and 31 students of X OTKP 1 at SMK Negeri 3 Gunungsitoli.

d. The researcher had limited references and better knowledge of handling a qualitative analysis, as well as having limited experiences in dealing with the role of Englis teacher as facilitators

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the description and analysis of the research results that have been stated in the previous chapter, the role of English teacher as facilitators in the English learning process at SMK Negeri 3 Gunungsitoli can be concluded as follows:

1. The role of English teacher as a facilitators in the learning process at SMK Negeri 3 Gunungsitoli has been implemented and applied well, including: with explanations, materials and a comfortable and adequate room, teachers provide direction and motivation for students to learn, students can understand about learning, students dare to ask questions and express opinions.

2. The inhibiting factors of the English teacher's role as a facilitator in the learning process at SMK Negeri 3 Gunungsitoli are the lack of school facilities to support the implementation of the teacher's role as a facilitator, the teacher's old habits in teaching too strongly influence the teacher's style when teaching in class, the lack of teachers doing comparative studies even almost never. In addition, the lack of cooperation from parents, for example, if their children are reprimanded, the parents do not accept it, and instead defend their children.

From the explanation above, the researcher concludes that the teacher's role as a facilitator has been carried out well. However, the role is still not maximized and is still very visible where teachers sometimes still carry out their old roles. The success or failure of the teacher's role as a facilitator all depends on the teacher and the students.

B.   Recommendation

There are several suggestions from researcher after conducting research, such as:

1. For the English teacher at SMK Negeri 3 Gunungsitoli

   To maximize the running of the teacher's role as a facilitator, the teacher needs to continue to practice and familiarize herself with the role. Teachers need to continue to practice and familiarize themselves because only with the habit of practicing and constantly the role of facilitator will build good habits and the results will be maximized. Teachers also need to enrich their knowledge about the teacher as a facilitator by reading and conducting comparative studies at schools where the role of facilitator has been well developed.

2. For the students of SMK Negeri 3 Gunungsitoli

   Students must be diligent in learning, do their duties and obligations as a student, and cooperate with the teacher so that the teacher's role as a facilitator can be carried out properly and optimally.

3. For the next researchers

   As to the next researcher, the researcher is expected to do better research concerning the topic in this research, in the future.

4. For the school

   For the school, researcher hope that the facilities are maximally equipped in order to increase the role of the teacher as a facilitator.

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FINAL GRADE

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GENERAL COMMENTS

Instructor

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