

Teacher's Roles Implemented by an American Lecturer and an Indonesian Lecturer in Teaching Reading Classes

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ABSTRACT

This thesis is a qualitative study on teacher's roles implemented by an American lecturer (AL) and an Indonesian lecturer (IL) in the English Department, Petra Christian University when they taught Reading classes. The objectives of this study are to find out the teacher's roles of both lecturers and their differences and similarities. This study used Harmer's theory on teacher's roles (2015). The data were collected twice for each lecturer. The findings show that the lecturers applied the teacher's roles: controller, monitor, prompter, editor, resource, and organizer. There were roles of evidence gatherer, tutor, and facilitator that were not implemented by both lecturers. This study also found multiple roles in one utterance. For the difference, only AL played the role of prompter when teaching. In conclusion, the topic of reading passages might affect the teacher's roles implemented by AL and IL.

Keywords: an American lecturer, an Indonesian lecturer teacher's roles, differences, similarities

INTRODUCTION

Teacher's roles are very important to be implemented in the teaching and learning process in class. "This flexibility will help us to facilitate the many different stages and facets of learning" (Harmer, 2007, p.25). The roles of lecturers may change from one activity to another in class. The lecturer must be fluent in making these changes so that the lecturers are considered effective. Furthermore, "[t]eachers are called upon to assume a number of different roles in the classroom, depending on what the teachers hope the students will achieve and also on what they actually do" (Harmer, 2015, p.116).

According to Harmer (2015, 2007, & 2001), nine teacher roles can be implemented: controller, monitor, evidence gatherer, prompter, editor, resource, tutor, organizer or task setter, and facilitator. Implementing these roles can make the students develop further in the class and minimize the problems that might happen in the classroom. This study analyzed the roles of the teacher of Reading 3 in the English Department, Petra Christian University. Reading 3, a required course for third-semester students, is a prerequisite for advanced reading courses in the following semesters at the English Department, Petra Christian University. Reading 3 at the English Department, Petra Christian University discusses newspapers & magazines articles, features, editorials, etc. The topics cover current issues, e.g. issues in politics, economy, technology, culture, etc. (English Department, 2023).

The writers chose Reading 3 because in this subject there were three lecturers who have different cultural backgrounds. The lecturers are one American (AL) teaching class A and two Indonesian lecturers (IL) teaching class B and C. The writers decided to choose lecturers AL and IL

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teaching class B because they have much in common rather than IL who taught class C. The AL and the chosen IL are the lecturers who usually teach reading subjects; thus, they have more experience in teaching reading. Furthermore, AL and IL have a similarity in gender. Both of them are male.

In this study, the writers wanted to find out the teacher's roles applied by the American lecturer and the Indonesian lecturer of Reading 3 at Petra Christian University. Moreover, the study wanted to see the differences and similarities of teacher's roles applied by the American lecturer and the Indonesian lecturer of Reading 3.

METHODS

The writers used a qualitative approach for this study. The data was collected twice for each lecturer. It was collected on September 21 and October 26, 2022 for the American lecturer while the data for the Indonesian lecturer was taken on October 26 and November 2, 2022. The writers recorded the utterances of each lecturer and analyzed the utterances using the theory of teacher's roles by Harmer (2015).

FINDINGS AND DISCUSSION

The findings and the discussion are divided in three parts. The first part is the teacher's roles implemented by the American Lecturer, the second part is the teacher's roles implemented by the Indonesian lecturer, and the third part is the differences and similarities of the teacher's roles implemented by the American and Indonesian lecturers.

Teacher's Roles Implemented by the American Lecturer

The teacher's roles that were played by the American lecturer are controller, monitor, prompter, editor, resource, and organizer. There were also multiple roles that were played by an American lecturer. Meanwhile, the roles that were not implemented by an American lecturer are evidence gatherer, tutor, and facilitator.

Controller

A.1.10 : **"Okay, continue."**
(Student is reading paragraph 3)

The lecturer was asking every student to read every paragraph of the passage. The lecturer called a student name previously to read one paragraph, after that he appointed another student by just commanding **"Okay, continue"**. The students in the whole class already knew the next person who would read the continued paragraph until the whole reading passage finished because this activity was done in order. In this utterance **"Okay, continue"**, the controller role was implemented when the lecturer led from the front and ordered a specific student to continue reading the passage. The appointed student already knew that he/she had to read the passage. The student did what the lecturer asked him/her to do.

Monitor

A.1.2 : **"Okay so, uh- before we go on- uh- enjoying the more reading, you have your idea what the author's intention in writing them? What is the author trying to?"**

The lecturer was trying to engage with the students by checking if they understood the author's intention in writing the reading passage. The monitor role was implemented when the

lecturer asked questions related to the topic that he would explain. The lecturer wanted to make sure that the students had read and understood the passage before. In the utterance “**What the author's intention in writing them? What is the author trying to?**”, the lecturer wanted to monitor whether the students understood the intention of the author in writing the passage.

Editor

A.1.50 : “**D? special rights for gays? I don't love that one either because they are not looking for special rights, they are just looking for equal rights. Right? I notice that this is not really accurate.** Um, actually I'm gonna change my mind. Now I'm looking at to see it again. How does she learn how to learn love a neighbor?”

In this utterance, the lecturer already heard the answer from one of his students but the answer was incorrect. The lecturer tried to help the students in editing their answer into a correct one. In the utterance, he stated “**D? Special rights for gays?**” to give the chance for other students to answer the correct answer. The lecturer was trying to make his student notice that the answer was wrong. He did not mention the right answer directly to make the students understand which part was the wrong answer. He also suggested other keywords “**I don't love that one either because they are not looking for special rights, they are just looking for equal rights. Right? I notice that this is not really accurate**”. This is a strategy of the role editor where the lecturer repeats or suggests the keyword to lead to the correct answer.

Resource

A.2.28 : “**A, Okay, a method of painting with opaque watercolors.** If you look up at the dictionary which are it? **You'll find that- the- is pretty close to C. Okay, I think that A is the correct answer. Just because we're just talking about color there is nothing about a sticky substance that is involved in this.** So this is just a practice question for you to exercise your brain and your ability to work on figuring out the meaning of a word and context...?”

The lecturer was asking one student to answer one question and the student tried to answer the multiple choice with an A answer. The lecturer also explained the correct multiple choice answer when saying, “**A, Okay, a method of painting with opaque watercolors.**” Thus, the student could understand the material and be able to answer the questions in the examination. He told the students the discussion of why the answer was A not C “**You'll find that- the- is pretty close to C. Okay, I think that A is the correct answer. Just because we're just talking about color there is nothing about a sticky substance that is involved in this**”. The role of resource was implemented when the lecturer provided the evidence of the answer so the students would understand the material.

Organizer

A.2.10 : “**Okay, alright, Christian. What is today? October 26. Shanen, Kelly, Shirlen, Albert, Jullie is coming. Tabita? Tabita is here? Okay. Abigail, Icha? James? Jenny, Marcellina, okay, Michelle? Amanda? Federick? Michael is not here. Andrew? Tiara? Brandon? Euro? Florencia? Rachel? Faren? Niko? Joel? Joel? Mary?**”

The lecturer was naming all the students' names who attended the class to check the attendant list. In this case, the lecturer made sure if the students were present or absent. The organizer role occurred when the lecturer organized the classroom so he/she knew the students who came to the class including the one who was absent and missed the material.

Multiple Teacher's Roles

Multiple teacher's roles is a situation that the writers found from the lecturer's utterances that consisted of more than one role. In the American lecturer's utterances, the writers found out four, three and two teacher's roles in one utterance.

Organizer, Prompter, Resource, and Controller

A.1.1 : "Okay. We are able to finish all of the questions. **Try to answer all questions.** Alright that's okay. You weren't able to get all of the questions finished. **It is still a good exercise to work in a time.** But- but it is a longer text so we gotta move on. ... Condemnation, do you know that mean? Yeah? What's to refer? Condemn right? **Condemn something you consider to be wrong, consider to be bad. Okay. If I ask us to condemn- if I ask us to condemn, that means no one is around to live in it. Someone has to consider that house to be wrong and bad.** Okay. ... And then we will know together and will do the questions to the multiple choices questions as well together. Alright, **so take about a fifteen minutes to read yourself and try to answer the ten questions at the end...**"

The writers found four teacher's roles that consisted of Organizer, Prompter, Resource, and Controller. The context of this utterance is that the lecturer was about to start the lesson in the beginning of the class. In this example, it started with the role of organizer "**Try to answer all questions**". The lecturer was about to start the class by commanding the whole students to do the exercise questions. This refers to the role of organizer since the purpose is to manage the class at the beginning of the lesson. Then, it continued with the role of prompter "**It is still a good exercise to work in a time**". The lecturer gave support to the students that although they had limited time to do the exercise, he believed that it was a good exercise for them to practice their reading skill to understand the reading material including answer the questions.

The next role is a resource by giving the information to students about difficult vocabulary that they find in the passage. After the lecturer gave instructions to the students to start reading the material, he explained about the word condemnation by saying, "**Condemn something you consider to be wrong, consider to be bad. Okay. If I ask us to condemn- if I ask us to condemn, that means no one is around to live in it. Someone has to consider that house to be wrong and bad**". The last teacher's role in this utterance is controller. The role of controller was implemented because the lecturer managed the activity in the class. In this utterance "**so take about a fifteen minutes to read yourself and try to answer the ten questions at the end...**", the lecturer gave fifteen minutes for the students to read the passage and the students obeyed the instructions.

Resource, Organizer, and Controller

A.1.31 : **So she is making that argue- she is making that argue. She says that in the same way and she says American people mistreated blacks. They use the bible to justify their mistreatment of those people and now it's happening again. People are mistreated, people use the bible to justify the mistreatment. Well I believe mistreated anyone is wrong. Hating anyone is wrong even if you disagree with them. And I don't believe these two issues are very similar but not very the same, that's my position. Ok let's continue, we have a lot to go still. Ok paragraph wait wait 27? Okay. Who is a ? Merry?**

The writers also found three teacher's roles namely Resource, Organizer, and Controller. The context of this utterance is that one of the students had just finished reading paragraph 26 and the lecturer found out there was something that needed to be explained to the whole students. In this

utterance "**So she is making that argue- she is making that argue. She says that in the same way and she says American people mistreated blacks. They use the Bible to justify their mistreatment of those people and now it's happening again**", the lecturer implemented the role of resource when he explained to his students about mistreatment of Americans to blacks.

The next role is organizer. After the lecturer finished explaining about the mistreatment, he moved to the next activity. The lecturer asked one of the students to continue reading the next paragraph by saying "**Ok let's continue, we still have a lot to go. Ok paragraph wait wait 27?**". There was still a lot to do in the class, so the lecturer had to keep organized in the class in order to make the lecture go well as the lesson plan. The last role in this utterance is controller. The lecturer continued the lesson after giving an explanation by calling the next student to read paragraph 27 by saying "**Who is a ? Merry?**".

Resource and Controller

A.1.39 : " Heard of. **Okay if you gotten wind into something, it means that- okay probably comes from a very old saying in America where sometimes it sounds scary but the wind- okay so if you say you've gotten wind on something- it's part of it.** Alright let's finish up. Take a round down here, yeah ok. **Who's next? as I read? (first sentence in a paragraph) who's next? Okay.**"

In this utterance, the lecturer implemented the role of resource and controller. The resource role was implemented by the lecturer when saying "**if you gotten wind into something, it means that- okay probably comes from a very old saying in America where sometimes it sounds scary**". The situation happened after one of the students read a paragraph and the lecturer discussed a vocabulary "gotten wind". The lecturer explained the vocabulary or phrase 'gotten wind' by giving the definition of the words from the dictionary, examples of everyday life, and the meaning of the words from the context. The next role that the lecturer played is controller. He asked the next student to read the next reading paragraph "**who's next? Okay**". This refers to the role of controller because the lecturer managed the class activity by commanding one of the students.

Teacher's Roles Implemented by the Indonesian Lecturer

The teacher's roles that were played by the Indonesian lecturer are controller, monitor, editor, resource, and organizer. There were also multiple roles that were found in the Indonesian lecturer's utterances. The roles that were not implemented by the Indonesian lecturer are evidence gatherer, prompter, tutor, and facilitator.

Controller

I.1.17 : "So it is supposed you were american. You are expecting the win. But that was no indication that he is gonna win. We didn't great- we didn't go- we waited. It's our future. It's our hope. It's gonna be our respect in the community right. **How about the rest? Vanessa? Maria? Do you still have any other opinion for question number 2?** No? At what point were you able to predict the winner? Do you agree the highlighted the green one? What do you think? Is there any indication that Joe Louis was getting back again? Yeah? What do you think? Is it okay? Do you think so? Say it. Not only nordic say it."

In this utterance, the lecturer was asking some specific students to answer the exercise questions. In the utterance "**How about the rest? Vanessa? Maria? Do you still have any other opinion for question number 2?**", he mentioned three students to answer the questions and check

the attendance list as well. The role controller was implemented when the lecturer ordered the three students to answer the questions and they obeyed it by answering it according to the passage.

Monitor

I.1.14 : “So literary like that the black african american socially uh will not socially respected in the mainstream of white american. **And what function does this narrative?**”

The monitor role was implemented when the lecturer asked questions related to the topic that he would explain. The lecturer was reading a passage and he stopped for a while to explain about the story. When saying this utterance “**And what function does this narrative?**”, the lecturer wanted to monitor whether the students understood the function of that narrative. Also, the lecturer wanted to make sure that the students had read and understood the passage.

Editor

I.1.9 : “To entertain people. **And the second one? Uh Jane Patricia & Gabriella. Telling this story is entertain people. And the second one is to tell?**”

In this context, the lecturer was asking three students to answer the questions. The first person already answered while waiting for the other two students, he restated the questions again in order to suggest to the students about the idea to answer it. The role of editor was implemented when the lecturer repeated the question “**And the second one? Uh Jane Patricia & Gabriella. Telling this story is entertain people. And the second one is to tell?**”. The students might not understand the questions very well, so the lecturer asked the same question when the students were wrong. He did not state the correct answer directly but tried to make the students answer by themselves.

Resource

I.2.8 : “**Uninteresting. The one that you dislike. The kind of Christmas party and you dislike. Shabby, don't have shabby- shabby words.** Okay, um, still have. Are you guys familiar with this?”

The lecturer was reading the paragraph and he stopped for a while before continuing to the next paragraph. He noticed a difficult vocabulary “**Shabby Christmas Party**” and he started to ask the students if they knew the definition. The resource role was implemented when the lecturer helped the students by giving the definition of the words from the dictionary, examples of everyday life, and the meaning of the words from the context. In the utterance “**Uninteresting. The one that you dislike. The kind of Christmas party and you dislike. Shabby, don't have shabby- shabby words**”, the lecturer was highlighting the definition of “Shabby Christmas Party”.

Organizer:

I.1.19 : “... Okay. and when class is over I will return your work. Cause I Mentioned earlier mostly you did very well. Furthermore the majority is on ninety something. **Okay, good. And study the lists of words. Lists of the difficult words. Stay for a while. I will distribute your sheet. You take care and leave the room yeah.**”

In this utterance, the situation was at the end of the lesson. The lecturer and the students had just finished reading the material and discussing the exercises. The lecturer was about to end the class and asked the students to prepare to leave the room. The organizer role occurred when the

lecturer organized the activity including when the class finished. The utterance **“Stay for a while. I will distribute your sheet. You take care and leave the room yeah.”** represents the role of organizer in which the lecturer was commanding the whole class to stay because he wanted to distribute the test result.

Multiple Teacher’s Roles

Multiple teacher’s roles is a situation in which the writers found more than one role in one utterance. In the Indonesian lecturer’s utterances, the writers found multiple three teacher’s roles and multiple two teacher’s roles.

Resource, Organizer, and Monitor

I.1.5 : **“Yeah, gaiety- gaiety- gaiety- gaiety- happiness or excitement. I found a there was a force gaiety about the mean happiness or excitement. Mostly, uh tends to be an excitement. Now let's have a look at the reading passage** and you don't have a question for reading comprehension but a kind of- uhh- you have to answer in a common sentence on your own, yeah. ... *The last inch of space was filled yet people continued to wedge them-selves along the walls of the Store. Can you imagine? Are there few people? Are there twenty people in there? Can you imagine? Which one? There are many people or there are only a few people? Which one? hello? many people or few people?”*

The first role that the lecturer played was resource. The situation was that the lecturer was showing the lists of vocabulary in the presentation and he discussed a word. In this utterance **“gaiety- gaiety- gaiety- gaiety- happiness or excitement. I found a there was a force gaiety about the mean happiness or excitement. Mostly, uh tends to be an excitement”**, the lecturer played the role of resource when giving information to the student regarding how to pronounce and the definition of a word. The next role that the lecturer played was organizer. The role of organizer was implemented when the lecturer arranged to move from one activity to another. In this utterance **“Now let's have a look at the reading passage”**, the lecturer was moving the activity from discussing the highlighted vocabulary to start looking at the reading passage. The last role that the lecturer played was monitor. The role of monitor was implemented when the lecturer engaged with his students and made sure they kept on eye what the lecturer read. In this situation, the lecturer was reading the first sentence of the paragraph and he stopped because there was something that could be discussed to the students. The lecturer was asking the students to imagine the story by saying **“Can you imagine? Are there few people? Are there twenty people in there? Can you imagine? Which one? There are many people or there are only a few people? Which one? hello? many people or few people?”**.

Controller and Resource

I.1.18 : He is regaining his power right. Regaining. *Memperoleh kembali*. Repower he is getting back his power right. There is an indication that he is gonna win. Yeah he could be expected to win yeah. **Okay good, and number three. I call Rebecca, Melisa, Melisa hello? Felicia? Felicia? Okay number three. Comment on the irony in Angelou’s final paragraph. An irony is when you expressing thing what it means is opposite. The adjective is ironical. Irony when you are stating something but the meaning is the other way round on the opposite.** Comment on the irony in Angelou’s final paragraph. Let me show you the final paragraph. That one. *It would take an hour or more before the people would leave the Store 28 and head for home. Those who lived too far had made arrangements to stay in town...*”

In this utterance, the lecturer played the role of controller when he asked the three students to answer the third question which discussed the word irony. In this utterance **“Okay good, and number three. I call Rebecca, Melisa, Melisa hello? Felicia? Felicia? Okay number three. Comment on the irony in Angelou’s final paragraph”**, the lecturer commanded the three students to answer the questions. The next role that the lecturer played was resource. The role of resource was implemented when the lecturer gave information to the students about the definition of irony and the adjective of irony. The lecturer was explaining the definition of irony to the students by saying **“An irony is when you expressing thing what it means is opposite. The adjective is ironical. Irony when you are stating something but the meaning is the other way round on the opposite”**.

Differences and Similarities Found in the Teacher’s Roles of the American and an Indonesian Lecturers

The difference between the American and Indonesian lecturers in implementing teacher’s roles is in the role of prompter. The writers did not find this role in the Indonesian lecturer. In the AL, the prompter was highlighted in the context of encouraging the students to read the passage. Moreover, in the multiple roles that both lecturers played, the writers found some differences in the utterances. The American lecturer played multiple four roles while the Indonesian lecturer did not. Not only that, the AL only had one triple role while the IL had two. Last, in the multiple two roles, the AL implemented organizer and controller, and organizer and monitor in one utterance while the IL did not.

In the similarities, both lecturers implemented the role as controller, organizer, monitor, resource and editor. In the role of controller, both lecturers asked the students to answer the questions from the textbook and they pointed at specific students / naming them one by one. In the multiple roles that both lecturers played, the writers found some similarities in the utterances which consisted of more than one teacher’s roles. In the two multiple roles, both lecturers implemented controller and resource.

CONCLUSION

In summary, there were roles that both lecturers implemented: controller, organizer, editor, resource and monitor. Multiple roles in one utterance were also found in both lecturers. Moreover, the roles of evidence gatherer, tutor, and facilitator were not implemented by both lecturers. From the findings, the writers concluded that the topic of reading passages might affect the teacher’s roles. For further study, the writers suggest comparing the teacher's roles implemented by an American lecturer and an Indonesian lecturer with the students' response / behavior toward the lecturers. Another suggestion would be the comparison of the teacher’s roles with the other different skill subjects of the class situation.

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