

TEACHER ROLES AND STUDENTS RESPONSES IMPLEMENTED IN A SENIOR HIGH SCHOOL IN SURABAYA

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ABSTRACT

In this study, the writer would discuss some types of teacher roles which can be implemented in the classroom. The purpose of this study was to find out the types of teacher roles applied in the conversation class and the students responses. The subject of this study was a teacher who teaches a conversation class to senior high school students. The writer used the theories about types of teacher roles by Harmer (2001 and 2007) and Edge&Garton (2007) and students responses by Brown (2007). The writer used classroom observation and video recording to collect the data. In addition, the writer recorded two meeting. The findings revealed that there were six types of teacher roles and five types of students responses applied in this class. The teacher roles are controller, organizer, assessor, resource, observer, and motivator which played based on their functions. The five responses were specific, choral, open-ended, off task, and silence responses. From this study, it could be concluded that the teacher played the five types of teacher roles to engage the active participant from the students shown through the students responses.

Key words: Teacher roles, teacher talk, students responses, classroom interaction

Classroom interaction is “a process in which all participants have a reciprocal effect upon each other through their actions in the class” (Thomas, 1987, pp.107). Moreover, every participant has important role to make the interaction in the class done effectively because an interaction is a two way process (Dagarin, 2004). Teacher has a role to transmit the knowledge from the text book to the students. The action of the teacher builds the important impact to the class because “the action of the teacher will affect the class reaction and modify his or her in the next action “(Thomas, 1987, p.7). The teacher action in front of the class is called teacher roles.

The role of teacher can be seen through verbal and non-verbal interaction. Thomas (1987) argues that verbal interaction “is a continuous, shifting process in which the context and its constituent factors change from second to second”. Non- verbal interaction is the communication with body language, gestures, eye contact, physical distance, and other nonverbal messages (Brown, 2000).

A verbal and non-verbal interaction from the teacher can result in students’ responses. According to Thomas 1987, students’ responses are the result of the action of the teacher.

In this study, the writer wanted to indentify the types of teacher roles viewed from teacher talk in a conversation class. In addition, the writer wanted to identify the kinds of students responses toward the teacher roles.

The writer only focused on the first grade of senior high school in Surabaya. The class was a conversation class. The writer chose conversation class because the writer wanted to see how the teacher made the class alive with the active students and what kind of teacher roles played in that class..The subject of this study was a teacher who taught this conversation class. The teacher had a good ability in giving motivation or making the class to be alive.

METHOD

This study is qualitative approach because the writer uses observation to collect and record the data and the data analysis will be done with words and uses small sample data. The keys instrument of this study was the researcher.

In order to collect the data, the writer applied several steps. First of all, the writer asked permission to the head of a Senior High School. After asking for permission to the head of a Senior High School, the writer met the teacher who would be observed. Then, the writer asked for a

permission letter from the administration of English Department. The next, the writer gave the letter to the head of curriculum of the school. Then the writer did the observation.

The writer used video digital recorder to record verbal and non-verbal interaction in the classroom. The writer also used the observation protocol in table 3.1 to take notes about teacher role directly found in the class. The class was recorded two times but only used the first meeting as her source of data. The period of each meeting is 90 minute. The writer collected the data in February 2015,

Then, the recorded data were transcribed after finishing the observation. The writer used detail transcription which consisted of all utterances produced by teacher, students, the pauses, silences and etc. Detailed transcription is attending to both linguistic and non-linguistics features (Gee 2005, as cited in Nagatomo, 2012). After all of the transcriptions were done, the writer started to analyze.

After the recorded data were transcribed, the writer underlined teacher's talk. Then, the writer bolded students talk. The function of underlining and giving bold face were to make the writer easier to distinguish teacher's talk and students' talk. The highlighted was only in the transcript. Next, the writer wrote down the code number of each part. The example of numbering system is 1.1, the first digit represented the talk; 1 for the teacher talk and 2 for the students' talk. And then the second digit represented the sequence of utterances in transcription. After that, the writer put the code number into the first column and the talk in second column of table 3.2.

Table 1. The analysis of teacher roles in the conversation class

Code Number	Teacher/ Student Talk	Type of teacher talk	Type of teacher roles	Type of Students responses	V/ NV	Note

Note:
 Type of teacher roles:
 A: Controller B: Organizer C: Assessor D: Prompter E: Participant F: Resource
 G: Tutor H: Observer I: Motivator
 Interaction:
 N: Non-verbal Interaction V: Verbal Interaction

Table 1 was used by the writer to analyze the data. There are seven columns. The first column was for the code number. The second column was for teacher talk and students' talk. The third column was for the analyzing of type of teacher talk. The fourth column was for the analyzing of type of teacher roles. The fifth column was for the analyzing of the type of students responses. The sixth was for the analyzing of verbal or non-verbal interaction. The seventh was used to write the additional note. The additional note was about the explanation of the activity of the teacher and students.

FINDING AND DISCUSSION

The whole findings referring to the types of teacher roles and students responses applied in the conversation class can be summarized in the following table.

Table 2. Summary of type of teacher roles and student responses

Responses Roles	Specific	Choral	Open-ended	Off-task	Silence
Controller	√	√		√	√

Organizer	√	√	√		
Assessor	√				√
Resource	√		√		
Observer					√
Motivator	√	√			√

From the table above it could be seen that the teacher used six types of teacher roles based on Harmer (2001 and 2007) and Edge & Garton (2009) to make the class alive in the conversation class.

a. Controller

Example:

1.3 T: “Last two weeks, **I asked you to make a dialogue**. Ya...? Do you still **remember about that**, class?” (Stood in front of class and held a board marker)

The teacher and students were discussing about what they had done two weeks before. The teacher acted as a controller when he was in front of the class in order to manifest his authority in the class. That was shown from non-verbal interaction which is from his action in front of the class to control the class. From the verbal interaction, the teacher acted as a controller when he reminded what they had done in two weeks by saying “**I asked you to make a dialogue**”. The teacher tried to remind his students about the activities before by asking a question “Do you still **remember about that**, class?”.

b. Organizer

Example:

1.36 T: “And now, each group has to **make a dialogue**.”

1.37 T: “Everyone **must have seven sentences** to be talked.”

The situation of that time was the teacher had informed the topic for each group. This topic was used for making the dialogue. Moreover, the teacher told the students about how many sentences should be made by each student in the group. For this situation, the role was an organizer. The teacher was giving the information about what they should do in their group and how many sentences they should make for everyone in the group. Giving information about what kind of activity they should do was the job of an organizer.

c. Assessor

Example

1.80 T: (while the group performed, the teacher **was paying full attention to the students and enjoying the performance**.)

At this time, the students were performing their group dialogue. While the students performed, the teacher was sitting at his chair and giving full attention to the students' performance. The teacher not only paid full attention but also took a note for their performance. The note was used to grade their performance. Giving his attention and writing his notes showed that he played the role as an assessor who prepared the note and grade the students from it.

d. Resource

Example:

1.74 T: “You **can use dictionary to find the difficult words**.”

There was a student who had a difficulty to find the appropriate words for his dialogue. And then, the teacher said “**You can use dictionary to find the difficult words**.” From the teacher talk, it can be identified that the teacher did not answer directly the answer but he guided the student to find it in the dictionary. One of the jobs as resource was guiding the students to find certain information.

e. Observer

Example:

1.49 T: (came to the group one by one and **saw what they were doing and tried to see their dialogue progress**)

The students were in their group and made their dialogue. at that time, the teacher came to the group and observed their work in order to see their progress. From the action, the teacher could know the process where they did their job.

f. Motivator

Example:

1.25 T: “**You can**”

The teacher gave encouragement to a student who was not sure with his capability to be a leader. The teacher used the word “**can**” to make him sure with his capability. One of the jobs as motivator showed in this talk is that the teacher encouraged the student with the verbal interaction that the students could do it.

Based on the finding explained above, there were only six types of teacher roles played in the conversation class. There were three types of role teacher which were not played by teacher: prompter, participant and tutor. In addition, the role of prompter was not used because the function of this role was helping students to get back their speech. In fact, the teacher did not involve when the students performed in front of the class. For the role of participant, it is not shown directly because the teacher not only enjoyed but also took a note. The last, the teacher did not used tutor because this role only used when the teacher guided the student to do longer project. In conclusion, Those types of teacher were not played because those roles focus on guiding a student or a group of students to join competition or purely not involve in the class performance.

From table 2, it could be seen that there were five types of students responses based on Brown (2009) applied in this class. Those responses were used to respond to the roles of the teacher in the class. The students always used specific response to respond to some roles played by the teacher.

a. Specific response

Example:

1.20 T: “I know, you want to be one group with her so Diana, come here”.

2.8 S: “**oh, no... why me, sir?**”

The teacher was choosing a student to be a leader. The student responded to the teacher’s decision in choosing her as a leader and she rejected it by saying “**oh, no..**”. This response was categorized as specific response, cause the response was from one student and the answer was limited. Moreover, the interaction was only between a student and a teacher. The response was also limited.

b. Choral response

Example:

1.1 T: “Good afternoon students.”

1.2 T: “How are you?”

2.1 S All: “**Good afternoon sir, fine, thank you**”

In the beginning, the teacher greeted the students. This greeting was for all the students so that all of the students responded together. The students could answer together because the question was for all and they had the same opinion for the question.

c. Open-ended or initiated response

Example:

1.11 T: “Firstly, I will choose the leader of the group, how many group that we had last two weeks?”

2.5 S: “**If I have not mistaken, there were five groups, sir. But I think that is too many group sir.**”

Teacher asked about the number of group in the last two weeks groups. And then, a student shared her idea. The student’s response was categorized as open-ended because the student shared her own opinion about the information question given by the teacher.

d. Off-task response

Example:

1.42 T: “the sentences are in your mind.”

2.15 S: **(were busy with their activities and talked with their friends)**

The teacher was giving encouragement to the students to remind them about the dialogue. The response of the students was not appropriate with the motivation given. The students were busy with their activities and did not pay attention to the teacher.

e. Silence

Example:

1.19 T: “Cindy, come here.”

2.6 S : (student J (cindy) **came to the front**)

The teacher directed a student to come in front of the class because she was chosen as a leader. The response of the student was silence but she did an action to respond to the teacher.

From the finding, it could be seen that there were only six types of teacher roles used in the conversation class which could be identified from the teacher talk. In using the role as a controller, there were eight types of teacher talk used: giving information, using the native language, asking question, non-verbal, giving direction, and justifying. As an organizer, the teacher used four types of teacher talk: asking question, giving information, giving direction, justifying and non-verbal. As an assessor, the teacher used two types of teacher talk: giving information and non-verbal. As a resource, types of teacher talk used were asking question and giving information. In the role as an observer, the talk is used only non-verbal. Then, as a motivator, the teacher used five types of teacher talk: encouraging, asking question, dealing with feeling, praising, and non-verbal.

From the activity, the teacher played the role which focused in directing, managing, motivating, and helping the students. The roles which appeared for guiding the students to finish their short project were controller, organizer, resource, and motivator. The role did not stop in guiding the students to finish their dialogue but also to assess their performance in the class. There were two roles which were played by the teacher such as observer and assessor. Furthermore, there was a role which can be united with the roles of assessor and observer could combined with the role as participant, when the teacher enjoyed the performance, he played as participant but he also played the role as assessor when the teacher took a note for feedback. The teacher used every role based on the situation happening in the class.

The role played by the teacher resulted in the reaction or responses from the students. The responses were verbal or non-verbal. In addition, the writer found five types of students responses in this finding. The five types of students responses were specific, choral, open-ended, off-task, and silence. The students responde in specific and open-ended responses if the teacher asked them personally. Sometimes, specific and open-ended responses were used to express their idea or opinion. Although, both specific and open-ended could be used to express opinion or idea, they were not the same. Next, the off task responses appeared when the students were paying less of attention to the teacher.

CONCLUSION AND DISCUSSION

From the analysis, the writer found that the teacher played six roles during the learning and teaching process. The activity of the class was making a dialogue and delivering the dialogue in front of the class. Furthermore, this activity was a group works, all students were separated in some groups. In order to manage the group and this activity, the teacher played the role as an organizer. Furthermore, the most dominant role was organizer because the job in managing of the class activity was belonged to the role of organizer. The example of the job based on the theory which found in the finding were when the teacher put the students in group and managed the turn of performance. In addition, the role of organizer was also the role which got many responses from the students. There were five of students responses appearing as a reaction to the teacher role. The most dominant response was choral because the question or statement from the teacher was for all students. Based on the theory of types of response by Brown (2007), the choral response is the response which is given from some students. in this activity, the response from the students was not a lot because their job was more in writing dialogue, remembering and delivering. In addition, the students gave a specific or open-ended response if they wanted to ask or suggest or answer to the teacher personally.

This study is a small scale study, which was based only on one teacher, one class and one meeting for the source of data used. The writer hoped that this study can be done in a larger scale or a different class. Hopefully, this study can be useful and can inspire English teachers about the types of teacher roles implemented in the conversation class as well as the students' responses toward teacher roles.

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