AN INVESTIGATION OF TEACHERS'S ROLE AS FACILITATORS IN TEACHING WRITING IN THE CLASSROOM
(A Case Study of Lectures in a Cirebon Private University)

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Abstract

The aim of this research is to describe in the teacher's role as facilitator in teaching writing in the classroom. This research is qualitative approach by analysis teacher's role as facilitator thought the data that have been collected from the student's and the teacher's. the technique of collecting data that used by the writer are observation in teacher's role as facilitator, observation sheet, interview, video recording, and the result of observation. To know the kinds of teacher role as facilitator did teaching writing in the classroom. And the writer analysis teacher's role in teaching writing in classroom by observation sheet giving mark on it and writer the correct it, until gets the result did. Then, the writer takes the conclusion of teacher's role as facilitator and teacher interview to appropriate the teacher role in teaching writing in the classroom . this research find come that all of teacher role. Based on the result from interview the lecturer, the teacher as facilitator was applied the teacher.

Key word : *Teacher's Role As Facilitator, Teaching Writing*

INTRODUCTION

The educational system at the School of Languages could change and improve. As a result, the roles teacher play in the classroom could be various or diverse and would be assumed in different or better ways in order to provide students with a high-quality education. Therefore, Teachers' roles are an important and extensive issue to further research at the School of Languages or in other research contexts. As is stated by experts, teachers play a wide variety of roles, not just inside, but also outside the classroom. This study focuses on the roles teachers' play in the classroom, but it could be appropriate to investigate the roles teachers perform outside the classroom, as well as to find out their performance and activities in the classroom.

In this case, the professional teachers should apply their role as facilitator to facilitate the students in developing their existing skill and to create creative and positive atmosphere in teaching learning process. Nath and Cohen (2011: 289) argue that the teachers as facilitator can set up opportunities for students to collaborate, design and create in an independent manner and the students will be more active in class in doing many creativities and develop existing skill and facilitating teachers provide a rich learning environment and structure for learning

and then help out when students have questions or reach stumbling block. It means that the role of professional teacher as facilitator not only to set up opportunities for the students but also help the students if they get difficulties to answer the question or get a stumbling block in solving the problems. This study is aimed to to find out how the teacher's do his roles as the facilitators in the class.

Previous Study

The teachers' roles have become the issues in several researches. The first research was conducted by Mohammed Ahmed Aljabali (2013). This study has set out to examine the Jordanian English and Arabic Languages' teachers' awareness of their roles in the classroom. It has shown that teachers exhibited a high level of awareness with regard to role Applicability and Practice. The results also revealed a significant difference for the Specialization variable. It can be concluded that Jordanian teachers of language still have much impact of schooldays that in-service training programs have not yet overcome regardless their experience, academic qualification, or gender. This is represented by the high mean scores of roles indicating teacher-centered classes such as: taskmaster, disciplinarian, instructor, and manager. Jordanian teachers of language still apply the traditional role of the teacher despite the modern curriculum adopting the latest methods of teaching than contain activities which minimize the teacher-centered classroom and optimize the learner-centered classroom. It is

recommended that teachers should be subjected to more specialized pre-service and in-service training programs and workshops that concentrate on modern teachers' roles in the classroom; and the supervisors should follow-up the activation of these programs. More studies should be carried out to investigate the effect of other variables on language teachers' roles.

Another research was conducted by Beth Handler (2013) from University of Wisconsin-Madison, Wisconsin, U.S.A entitled Teacher as Curriculum Leader: A Consideration of the Appropriateness of that Role Assignment to Classroom-Based Practitioners. The findings of this study and others documented in the literature confirm that most teachers do not have the comprehensive knowledge, nor the desire, to meet the demands of effective curriculum leadership. If teachers are to successfully fulfill the role of curriculum leaders, then current models of teacher training must be restructured to provide them the relevant theoretical knowledge currently lacking in the general teaching population. Change in the curriculum within teacher preparation is fundamental to the development in not only the skills and knowledge relative to the task of curriculum leadership, but the perceptions of teachers that such a role is not only appropriate but one they can successfully fulfill.

In society, during the daily lives, teachers play different roles that differ from each other, depending on the circumstances and the environments in which we live and work. Some roles and behaviors are performed out of choice,

others are hard to develop when they are imposed (Vilar, 2003). For the purpose of this work, the roles focused on are those that EFL teachers usually play in the classroom. According to Hedge (2000) the term role is a word that has become very common in English Language Teaching (ELT). It is used to indicate teachers' and students' performances during a lesson or a series of lessons on a particular subject. In the context of the classroom, both teachers and learners may have previous knowledge or an idea about which are the most suitable actions that will define the role each plays or develops. There are several terms related to roles that are very important for understanding the nature of teachers' roles. Some of these are the following:

a. Role Conflict is when there seems to be confusion about what teachers are supposed to do in the classroom. This happens when the teacher cannot distinguish between the roles he plays in the classroom and the role of examiner or administrator of a test to determine students' qualifications (McDonough & Shaw, 1993).

b. Role Networks are an arranged system where roles depend on an administrative system. It refers to the roles that are related to the level of responsibility and authority within the group of people working in a place. Vilar (2003: 3) describes this organization as role relationship, which refers to "the way individuals behave when cast in an opposing or complementary role".

c. Role Expectations refer to the correct and suitable actions expected from the individual as part of a role that has been given by the institution, organization, etc. That is, the roles authorities expect teachers to perform (Vilar, 2003).

d. Role Set refers to the individuals and groups of people who interact with you in a place or in your daily life (McDonough & Shaw, 1993). For example, the teacher in the school interacts with his or her students and everyone who works at this particular place: "headmaster, senior teacher, technicians, other teachers in the school, other English teachers and secretaries" (McDonough & Shaw, 1993: 286). However, for Vilar (2003) these people not only interact with the individual, but also influence the way the individual acts or behaves in various situations.

In addition, Handy (2003 in McDonough & Shaw, 2005) includes more concepts related to role such as role ambiguity, role overload, and role stress. Regarding the concept of role ambiguity, it happens when the teacher is unsure about the action and/or behavior other people expect from him/her in a specific situation. Role overload is caused when the professor cannot play all the roles expected of him/her due to the number. It could be when he/she has many responsibilities, tasks in the school, inside and outside the classroom and is unable to accomplish them. As a result, this could cause role stress, which is divided by Handy (1985) into role pressure and role strain.

Teacher Role in Classroom Management

Every society has an established set of virtues and vice. It takes conscious and unconscious measures at various levels to promote the virtues and eliminate the vice. The people reflect contradictions in their actions and in the morality they profess. The people are seen violating the values they hold sacred in their sermons and lectures. Such an atmosphere is hazardous for the immature and sensitive young people who react and suffer from mental confusion and are led to believe that there are certain values to be paid lip service only, whereas the practical needs of life demand an altogether different set of values.

A teacher becomes a good teacher when he is sincere to his profession and fulfils his duties with great enthusiasm and shoulders all his duties and responsibilities with full commitment. 1) Position Purpose; the classroom teacher is responsible for creating a positive and disciplined learning environment in the classroom and in co-curricular activities. 2) Areas of Responsibility: The Classroom Teacher is responsible for maintaining a positive and effective learning environment through - Well-prepared and diverse lessons - which cater to the range of student abilities and interests, Setting of realistic and challenging academic standards of students' performance, A challenging and realistic program of student's homework, Prompt and comprehensive attention to student's work submitted for marking and supervision, Demonstrating knowledge, competence and confidence in the relevant subject discipline, Demonstrating

commitment to teaching development through interest and attendance at appropriate in- service courses, commitment to a program of professional study and /or reading, and ongoing links with relevant Professional Associations, Yard supervision, examination supervision and excursions (Malik: 2011).

In a school, a variety of roles are performed and expected of a learner and a teacher. In the case of a student, he/she is expected to behave in a good manner, cooperate with the activities carried out in the classroom, address the teacher and other students with respect, etc. A teacher is expected to keep the order inside the classroom, to teach, to act as a guide, etc. Some experts consider that the teacher has the right to give orders or make decisions concerning students.

Perhaps the most important role of a teacher is that of creating and maintaining quality in education. Quality in education has been an issue of research in many countries. According to Harmer (2007: 107), the teacher plays an important role in the quality of education. In order to achieve high quality learning, teachers should take advantage of their "professional attitudes, energy, and motivation, in combination with their teaching skills". However, Nicholic (2000: 43) mentions that teachers assume a number of different roles, depending on their perceptions, methodologies and preferences. The roles are described in the following descriptors such as manager, controller, authority, organizer, assessor, initiator, conductor, checker, monitor, lecturer, informer, explainer, stimulator, motivator, helper, facilitator, provider, entertainer, psychologist, performer,

presenter, assistant, consultant, and others. In addition Harmer (2000: 167) mentions teachers' roles as controller, prompter, participant, resource, and tutor.

The role of the teacher as a facilitator consists in encouraging and facilitating the students with the necessary tools and supports in order to be more autonomous, and focused on the difficulties. This role is important because in the constructivism approach to learning, that means "knowledge is constructed in the mind of the student and is constantly involving (Harden & Crosby, 2000: 10). It is the teacher as a facilitator who has to facilitate that process, but above all, to act as a guide to students by creating appropriate situations in order to acquire the desired knowledge, however, he/she does not have to act like an information provider .

Teacher as facilitator has the role to facilitate the students to learn optimally by using a variety of strategies, methods, media, and learning resources. Brody and Davidson (1998: 39) state that the teacher's role is a facilitator, she'll be around to the tables helping students with her control paper (directness), she can give that up, and work with the students. Learning process has two of learning centers, the first one is Teacher Centered Learning (TCL) and second one is Students Centered Learning (SCL). As stated by Halpern in Ensley (2006: 8) teacher centered is a paradigm of teaching that emphasize the importance of teachers imparting their knowledge by lecturing (either verbally or posting content online) to students that passively. This theory explains that in Teacher Centered Learning (TCL)

students just being a passive student accept what is try to describe or explained by the teacher. Furthermore, Contrast with Teacher Centered Learning (TCL) in Student Centered Learning (SCL), the students required students to be more active. According to Nath and Cohen (2011: 318) students centered means that the focus of instruction is directly on the needs of learners (rather than on the teacher or subject area), creating active learners. It means that in Students Centered Learning focus on the students to be more active students and teachers could be facilitator, facilitating what is students need.

Characteristics of Teachers as Facilitator

Characteristics of Teacher as facilitator According to Neary (2002: 63) states that the characteristics of teachers as facilitator are: (1) Focuses on learning, (2) Students centered, (3) Sharing, (4) Partnership, (5) Participant, (6) Knowledge available, (7) Perceives individual learning needs, (8) Focus on individual, (9) Open learning, (10) Let learner set parameters, (11) Wider horizon. Teacher as facilitator generally focus on Learning. All of them required to be considered by the teacher if they want to apply their role as facilitator.

The indicators Teacher as facilitator

In the arena of teaching, facilitation as an engaged practice is best appreciated when the teacher subscribes to the experiential learning method. This means that the teacher departs from the traditional lecture method. The teacher treats the learners as having

responsibility for their own learning. To do this, the teacher uses learning activities from which a discussion can develop. During the discussion, the teacher puts premium on what the students will say since they have experience as basis for their statements. Any input from the teacher is considered an additional knowledge but never used to undermine the student's insights.

Teachers know that they must engage their students in learning and provide effective instruction using a variety of instructional methods as well as technology. To do this, teachers keep abreast of what is happening in the field. As lifelong learners, they are active participants in their own learning. They seek out professional development that helps them to improve both student learning and their own performance.

Thus, Harmer (2007: 108) states that many commentator use the term facilitator to describe a particular kind of teacher one who fosters learners' autonomy through the use of group and pair work by acting out more of a resource than transmitter of knowledge. The following is the summary of indicator of teachers who act as facilitator in constructive learning based on Harmer:

1. Use appropriate resources and opportunities to create a learning environment that allows each student to construct his or her own knowledge. The teacher is in tune with her students and knows how to pace lessons and provide meaningful work that actively engages students in their learning.

2. Establish a safe, supportive, and positive learning environment for all students. This requires planning on the part of the teacher to avoid safety risks, to create room arrangements that support learning, and to provide accessibility to students with special needs. The teacher is skilled in managing multiple learning experiences to create a positive and productive learning environment for all the students in the classroom. Classroom procedures and policies are an important part of creating a positive learning environment. The teacher evaluates and implements effective classroom management techniques in a consistent manner. She uses routines and procedures that maximize instructional time. Students know what is expected of them, and the teacher knows how to effectively handle disruptions so there is no adverse impact on students' instructional time.

3. Foster cooperation among students within the classroom. The teacher models and promotes democratic values and processes that are essential in the real world.

4. Encourage students' curiosity and intrinsic motivation to learn.

5. Help students become independent, creative, and critical thinkers by providing experiences that develop his/her students' independent, critical and creative thinking and problem solving skills.

6. Provide enough time for students to complete tasks, and is clear about her expectations. Students are actively involved in their own

learning within a climate that respects their unique developmental needs and fosters positive expectations and mutual respect.

7. Make students feel valued. The teacher emphasizes cooperative group effort rather than individual competitive effort through collaborative projects and a team spirit

8. Communicate effectively with students. Teacher uses language to foster self-expression, identity development, and learning in her students

9. Listen thoughtfully and responsively.

10. Encourage students to learn about other cultures and instills in her students a respect for others and their differences.

The description above will be underlined for indicators of teacher who act as facilitator in this research.

Research Method

The issue explored in this inquiry is "teachers' roles". This refers to the actions each teacher as an individual developed or played during his/her practice. This case study was based on qualitative research, which is chosen, in order to expand knowledge and to obtain information that could provide a better understanding of teachers' roles.

In this research the writer had no personally formulated expectations or preconceived assumptions. Qualitative research is used particularly to identify expectations about the topic under study; it was useful to identify relevant and interesting aspects about an issue. This is mentioned by Marczyik (2009: 17) states that:

"Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. Qualitative studies typically involve interviews and observations without formal measurement. A case study, which is an in-depth examination of one person, is a form of qualitative research. Qualitative research is often used as a source of hypotheses for later testing in quantitative research".

Participants of the study

The subjects of this research are the 2 B and A class of University of Swadaya Gunung Jati Cirebon in the academic year of 2013/2014 with number of the students are 42 of all together. They were selected on the basis of the preliminary observation, which show that students have learning strategies. The writer only focus on the analysis of Teacher's role as facilitator in teaching writing in the classroom.

Techniques of Data collection.

Qualitative research made the use of different methods to develop an investigation, but for the current study only two of these methods were used: observation and interview.

DATA ANALYSIS
The lecturers play roles as facilitator in the class.

Based on the result of observation in the classroom, the data showed that the lecturer did various ways in delivering the teaching materials. The

analysis includes the lecturer's instruction, students' activities, and learning materials.

The activities of learning process in teaching writing lecturer gave 19 Instructions during learning. In pre writing activities there were 4 instructions from lecture. First instructions, lecturer reviewed the previous lesson by asking about the organization of essay and the students gave feedback to the teacher that they recalled the previous lesson by answering the questions from the lecturer about the organization of essay. Second instructions, lecturer asked one of the students to write down an example of introductory paragraph on the board. So one of the students wrote on the board an introductory paragraph from the previous assignment. Third instructions, lecturer asked the students about the topic in the introductory paragraph (general statements and thesis statement) than students answered the questions about the general statements and thesis statement in the introductory paragraph. Next instructions, lecturer asked the students about the generic structures of essays the students are familiar with. So students mentioned some generic structures of the essay such as narrative, argumentative, cause-effect, so on.

According to the findings in the data, the teachers like to play all the roles because he thinks he is part of his teaching practice, and part of human life. However, there are roles that he prefers to perform more than others in the classroom. The roles he prefers are monitor, facilitator, manager, motivator, participant, provider and friend. The role of facilitator is a role that the lecturer prefers to play in the classroom. He shows their preference because he likes to guide students' learning and promote students' autonomy. He considers this role his favorite he loves to perform it. The lecturer states: "facilitator is my favorite role because I feel happy playing that role".

However, there are some roles which make him feel uncomfortable, uneasy, etc. Therefore, in this section, teachers' feelings when they have to play new, different or unexpected roles are discussed. The lecturer states:

> "Well, in general I feel comfortable. I could say that there are some roles which are not very natural for me because they have nothing to do even with my personality or my own abilities. I cannot say they are difficult for me but I can say that they are not natural for me."

The writer found that there are specific situations which teachers feel very uneasy, one of those is when he/she has to control the students in a very strict manner. The lecturer affirms that:

> "To discipline the students is sometimes something very uncomfortable for me. I am against that, because it has nothing to do with my personality. For example: become serious and much less tell students off. When I discipline someone I do not even tell off, I prefer to do it more like a friendly suggestion. So it bothers me having to act (discipline) because you cannot let go, but I try to do it in a friendly way."

The lecture is aware that there will always be unexpected situations. However, they know, they should face them, in the best way possible so as to benefit the students and their learning. It should be noted also that the experience gained by teachers through the years of teaching helps them to know how to deal with unexpected or unusual situations in the best way.

Discussion

This research reflects the importance of the role of language teacher that was considered an important component of all methods and approaches proposed for teaching a foreign or second language. The language teacher's role as one of creating an environment in which learners can operate effectively and the helping learners manage their own learning. Metaphorically the teacher's role during the three stages of the lesson (pre-activity, whilst activity, and post-activity) as the role of information and environment architects. The role of the teacher will reflects both the objectives of the method and the learning theory on which the method is predicated, since the success of a method may depend on the degree to which the teacher can provide the content or create the conditions for successful language learning.

The students do activities designed by the lecturer through the three phases pre-writing, whilst writing, and post writing. They get motivation, review, and familiar with the experiential goal at an early stage. They do activities in whilst writing that lead them to the understanding of the materials in various activities like discussion, pairing, and individual work.

The final product and the reflection on the writing activities give the students a sense of completion and accomplishment with the writing project. By doing so, the students continue to practice and apply what they have learned during the unit.

To sum up, there are still some roles, for the language teacher, which have not been investigated yet. Furthermore, there are some variables which might be affecting the language teacher's roles that have not been investigated right now. This study will hopefully reveal the impact of other variables affecting the teacher's role so as to introduce some contribution to the field or give insights for new ideas to other researchers.

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