

THE ANALYSIS OF THE TEACHER'S ROLE IN ENGLISH LEARNING BASED ON THE INFORMATION, COMMUNICATION, AND TECHNOLOGY

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Abstrak

Penelitian ini bertujuan untuk menganalisis peran guru dalam proses pembelajaran Bahasa Inggris berbasis ICT (Information, Communication, And Technology). Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan pendekatan etnografi. Data dari penelitian ini berupa informasi yang didapat melalui peristiwa, informan, dan dokumentasi dengan menggunakan analisis data etnografi yaitu teknik analisis data yang mencakup empat tahapan yaitu analisis domain, analisis taksonomi, analisis komponen, dan analisis tema budaya. Adapun hasil dari penelitian menunjukkan bahwa ada tujuh peran guru dalam proses pembelajaran Bahasa Inggris berbasis ICT SMA Al- Azhar Medan. Peran guru yang ditemukan dalam pembelajaran bahasa Inggris yang berbasis ICT di SMA AL- Azhar Medan adalah guru berperan sebagai fasilitator, motivator, creator, pembimbing, evaluator, partner belajar dan teladan bagi siswa.

Abstract

This research aimed to analyze the teacher's role in English learning process which based on ICT (Information, Communication, And Technology). The research method used in this study was qualitative research with an ethnographic approach. The data of this research was in the form of information obtained through events, informants, and documentation using ethnographic data analysis, which used the data analysis technique that includes four stages, namely domain analysis, taxonomy analysis, component analysis, and cultural theme analysis. The results of the study indicated that there are seven teacher's roles in the ICT-based English learning process of Al- Azhar Medan High School. The teacher's roles found in ICT-based English learning at SMA AL- Azhar Medan were that teachers act as facilitators, motivators, creators, mentors, evaluators, learning partners and role models for students.

Keywords: teacher's role, english learning, ict (information, communication, technology)

1. INTRODUCTION

One of the Indonesian efforts to improve the human resource is by improving education quality. the generations would be able to compete in all fields by having good education quality. One of the factors that affects the quality of human resource is the successful of English learning process, which has two components, namely the syllabus and learning activity. As the first component, the syllabus should include preliminary specifications which concerns with the lesson selection, the level of learning material and the objective of learning process. The syllabus is a teacher's guide to create the appropriate teaching materials which are suitable to deliver in class. Also, the syllabus becomes the key of the students successful in learning process.

The second component is learning activity. By having fun and amusing learning activity, students will get memorable experience when use English to communicate. In learning activity, teachers must be able to pay close attention to students when students play various roles such as the role of imitator, initiator,

inventor, performer, problem solver, negotiator, and negotiator so that the teacher can give the appropriate method to deliver the learning materials well. Likewise, the teacher role which is also diverse and varied namely as a context setter, error corrector, need analyzer, task designer, counselor, facilitator and action monitor (Yoon: 2012). By considering the variety of teachers and students' role, the syllabus and learning activity can be created in accordance with the students' characteristic.

ICT Based Learning describes the use of technological sophistication to improve the learning quality and effectiveness. To use the ICT based learning, it is important that educators or the teachers should be creative, because the technology will not give good result without the educational creativity. The teachers still have the main role as the content developer and learning tutors. Based on this condition, researchers are interested in observing the schools that have utilized technological development in learning process, particularly the aspect of the teacher role in English learning which based on the Information, communication and technology.

The learning process constitutes a process which contains a series of the teachers and the students' activity on a reciprocal relationship that takes place in educational activities to achieve the learning objective. However, teachers have a very dominant role in common and particular learning, because the teachers play an important role in the learning process, whereby the learning process is the main education as a whole. Brown (2001: 200) divides teacher roles into some types namely the main example, leader, person who belongs to a lot of knowledge, manager, counselor, guide, and sometimes the teacher must also be able to act as a friend, trusted person, and parents.

Meanwhile, Rusman (2010: 56-62) summarizes the teacher role into seven items namely helping students' difficulties in learning, making lesson planning (RPP), implementing the learning process, implementing school administration, as a communicator, developing self and student potential. Firstly, the teacher identifies the students' initial behavior. It means the teacher recognizes the student's character. This will help the teacher to find the solution when the students have the difficulties or problem in learning process. Also, the process of assessing and evaluating becomes the analysis basics to find out the difficulties and problems which are faced by students.

The second, the teacher makes a lesson planning (RPP). By having a lesson planning, it is expected that a learning process can be conducted well and under control. A teacher whose a good lesson planning will conduct the learning process well. The third, teacher conducts the learning process in which there is an interaction between teachers and students. Thus, it is important that a teacher can manage the time of learning process, give some motivation for the students, carry out a discussion in class, use a polite language to give spoken or writing information to the students, invite the students to think critically to solve a problem, pose a question and respond, utilize innovative media and conduct the assessment and evaluation.

The fourth, the teacher is as the implementer of the school administration. The implementer of school administration is not only the headmaster' duty or administration staff but also the teacher. It is expected that a teacher should be able to make an administration which concerns with the students' progress in learning process. This will help the teacher in scoring and giving the solution for the problems that the students have.

The fifth, the teacher is also as a communicator. In conveying information, there are five components that must be conveyed, namely to themselves, to the students, to the superiors (principals), to parents, and to the general society.

Communication to oneself is related to the process of self-reflection so that in every learning process which is carried out does not violate the teacher's ethics code. The communication to the students is more emphasized on the delivery of teaching materials in the classroom. If a teacher can deliver the teaching materials well, the learning outcomes will be optimal. Meanwhile, the communication to superiors, parents, and the general public is a moral responsibility related to what teachers do in the learning process.

The sixth, the teacher is able to develop self-skills. A teacher is not only required to be able to develop the students' potential of students, but also the potential of the teacher himself must be developed first. Because the education must also follow the development of the world. If teacher is not able to follow and develop their potential, it will be difficult to direct the students to face the world reality. The seventh, teacher can develop children's potential after developing the teacher's personal potential. Each student has different potential, so the teacher must be able to comprehend and develop it. This is intended to prepare the students to be the whole human beings and be able to develop themselves and their environment. Therefore, the teacher's main role is still the center of learning process particularly in conveying the knowledge. It is not replaceable by anything.

There are eight teacher's roles, namely as controller, as responsible person who is responsible for the ongoing learning process in the classroom including if students learn in teams (groups); organizer, the teacher manages the implementation of learning in the classroom such as providing information, explaining implementation procedures, placing the students in groups, and ending the learning process; assessor, particularly in language learning, the teacher must be able to provide feedback, correction, and assessment, especially in language use; facilitator, the teacher acts as a guide or facilitator when students have the difficulty in speaking due to constraints in language knowledge, especially in learning English as a foreign language; participant, the teacher does not dominate the learning process; source person, the teacher is a source of knowledge for students; tutor, the teacher is not only a facilitator and a resource person, but also a tutor. Tutor, the teacher is not only a facilitator and resource person, but also a tutor who provides overview and instructions in learning; and observer, when the teacher becomes an observer, the teacher controls and provides guidance to students in carrying out their tasks (Harmer, 2007: 57-67).

There are nine characteristics of a good language teacher, namely (1) having competency in preparing language teaching for each grade, (2) loving English, (3) think critically especially in achieving language learning goals, (4) persistent to develop their potential, (5) self-subordination or do not feel themselves as the greatest person so that it is possible to continue learning, (6) ready to develop themselves better, (7) adapt to local culture, (8) work professionally, (9) enthusiastic about every job given.

Thus, it is important that each teacher understand their role, both in the learning process in general or their role in language learning. So, it is expected that the learning objective can be achieved well.

ICT-based learning (information, Communication, and Technology) is an effort to utilize the ICT advance to improve the quality of learning, administration, and the interaction and collaboration among the teachers, the students, the parents, the communities, and the schools more effectively and cheaply (Miftah, 2022). ICT acts as a tool rather than the main subject. In ICT-based learning, ICT acts as a connecting medium to transfer knowledge from educators to students. Two important elements in knowledge transfer are the media element and the

message which is conveyed by the media. The media element describes ICT as an infrastructure network that connects educators with learners, while the message element describes the digital learning content.

ICT-based learning activities must be supported by the adequate infrastructure, the use of learning management applications, the use of established governance rules, and the use digital content (Digital Based Content) which is an enrichment material for direct learning in the classroom. Here, the infrastructure refers to school-owned computer networks, Server Computers, internet connections, hotspot areas, and Client Computers for educators and learners.

Learning management application is a computer program built to serve ICT-based learning which is based on the established rules. The computer program does not only manage learning content but also includes workflow of learning process, track record of learners' learning activities, and track record of learners' learning outcomes. The characteristics that must be owned by this learning management application are Student Self Service, Online Learning, Online Assessment, Collaborative Learning, and Training Resource Management.

In this case, ICT-based learning does not eliminate the initial context of direct learning in classroom but through several stages of evolution according to school conditions. According to the Directorate General of Secondary Education (2011: 3-4), there are several levels of schools which based on the application of ICT-based learning, namely:

First, learning is described as a direct process in the classroom with digital content as a supplement at the schools which have just implemented the ICT- based learning such as elementary schools. At this stage, the teacher is as the material conveyer. The digital content is only conveyed as supplementary thing not mandatory. The learning process is limited by the time and space.

Second, for Junior High Schools, ICT-based learning is also described as direct learning process in classroom with digital content as a complement. In this condition, the teacher is still the material conveyer. Some digital contents are obliged to convey because it is included in the curriculum structure, while the learning process is still limited by the time and space.

Third, at the next level such as Senior High Schools, ICT-based learning is described as learning process that has integrated the ICT advance into the learning process. All learning content is digital, and oblige to convey because it is included in the curriculum structure. Students can access the learning content without time and space limitation and the teacher acts as a tutor. Learning management does not use ICT so there is still manual learning management intervention.

Fourth, at the University or the highest grade, ICT-based learning is described as a learning process that has been integrated with ICT advances (integrated like an infuse that can no longer be distinguished between infuse fluid and blood). In this condition, students carry out the learning process independently unlimited. In this stage, the teacher acts as a tutor and the learning management uses Learning Management System application. Thus, it could be defined that ICT- based learning is a direct learning which is supported by the information, communication and technology tools so that the teacher's role is as material conveyer and also as tutor by using digital content.

2. RESEARCH METHOD

This research used a qualitative research method with an ethnographic approach because this research intended to research and examine all aspects of culture, symptoms, and events that occur in a natural environmental deeply.

According to O'Reily (2009) "Ethnography which is to understand the social meaning of the activities of people in a given 'field'. activities of people in a given "field" or setting, and its approach, which involves close association with, and often participation in this association with, and often participation in this setting". This means that ethnography is a study that tries to explain the social aspects in human activity. The description comes after understanding these cultural aspects based on the cultural viewpoint or group of people observed, not from the researcher's cultural viewpoint.

The research data was the information in the form of words (sentences and/or paragraphs). In collecting data, researchers also used various aids such as interview guidelines, notebooks, recording devices and cameras.

The information was obtained by three sources as follows:

1. Events. In this case, the event is the English learning process at classroom by using ICT-based learning resources and media.
2. Informants. Principal, Vice Principal for Curriculum, English teacher totaling 1 person, class X (ten) students selected based on instructions from the teacher and randomly selected are the informants.
3. Documents. Written information related to the implementation of English learning in class X of SMA Al-Azhar Boarding School in Medan became the documents in this research. The documents were the English learning syllabus and the lesson planning

The data analysis was conducted based on Spradley's pattern which has four stages namely domain analysis, taxonomy analysis, component analysis, and cultural theme analysis. While, the qualitative data analysis procedure, according to Miles and Huberman, contains at least two things: (1) the data that appears in the form of words and not a series of numbers; (2) the data may have been collected as observations, interviews, document digests, and recordings.

3. RESULT AND DISCUSSION

Below is a table which denote the results of teachers' role at SMA Al-Azhar Boarding School in Medan

Domain	Domain Details	Teacher Role
Teacher's role at SMA Al Azhar Boarding School	Teacher's role in teaching learning process	1. As a Facilitator 2. As a Motivator 3. As a Creator/ programmer 4. As an Evaluator 5. As a Learning partner 6. As a Role model for the students
	The main role in ICT-based learning	As a Creator/ programmer
	Serve as a facilitator	Facilitating the teaching and learning process in class
	Serve as motivator	Motivating the students to learn seriously
	Serve as creator/ programmer	Creating and operating ICT-based learning media
	Serve as mentor	Guiding the students in learning process
	Serve as evaluator	Evaluating the results of student learning
	Serve as learning partner	Providing the free time for the students who need to study outside of class hours
	Serve as role model for the students	behaving as a good person for the students

Based on the research results, the ICT-based English learning process developed by SMA Al-Azhar Boarding School in Medan, teacher and students together played an active role in learning. The teacher was not only a facilitator

but other roles such as motivator, creator, guide, assessor and also as a learning partner for students in learning and completing their assignments.

The teacher's role as a facilitator could be seen from the teacher's activities in preparing the learning process, such as preparing teaching materials, media, learning places, the environment, and student readiness. The next role was the teacher also had to explain the learning syllabus at the beginning of the semester, deliver the teaching material, convey the learning objectives, directs the students in learning process, answers the students' questions, and provide the direction and instructions in doing their assignments. The teacher's role as a motivator could be seen from his role in encouraging students, creating a competitive atmosphere in learning, reminding the students to study well and seriously, reminding the students to do their assignments well, motivating the students to continue practicing using English in communication, encouraging the students to continue practicing using English and not be afraid of being wrong.

Also, teacher is also as a creator. This role must be owned by teachers, especially in ICT-based learning. High creativity is one of the factors that support the success of ICT-based learning, for example in making ICT-based media and teaching materials. English teachers at SMA Al-Azhar Boarding School in Medan together or alone begin to create ICT-based media and teaching materials, if there are difficulties then the teacher can consult with the LRC special team. Teachers can request/ask for materials needed in the learning process. As a coach, the teacher provided the supervision and guidance to students in learning, the teacher explained the clear steps in learning and in doing the assignments and the teacher provides intensive guidance for the students who have difficulty in learning.

The next teacher' role was playing an active role in learning. The teacher invited students to practice English in communication together, the teacher acted as a peer who assisted the students in completing their assignments, the teacher was also flexible, friendly, easy to get along with the students. So, there was a familiar, relaxed, and comfortable learning atmosphere. Another role is the teacher's role as a good role model for students such as a role model in time discipline, a role model in using English with fellow teachers, a role model in behaving well with students, role models in behaving politely to teachers and students, role models to always pray before and after learning, as well as role models in good- looking performance, clean, and attractive.

The last teacher' role was as an evaluator. Teachers played a role in evaluating and providing assessments of student learning outcomes, providing a comprehensive assessment (cognitive, affective, psychomotor, group aspects), teachers provided feedback on student learning outcomes, so that students have a complete understanding of the learning material. In addition, the teacher performed his role in supervising and participating at the student discussion activities. As a facilitator, the teacher facilitated the students to understand the difficult concepts, and to provide feedback at the reflection stage.

4. CONCLUSION

After conducting this research, it was concluded that there are seven types of teacher's role in this research. The seven types are: As a facilitator. The teacher's role as a facilitator could be seen from the teacher's activities in preparing the learning process, such as preparing teaching materials, media, learning places, the environment, and student readiness. As a motivator. The teacher's role as a motivator could be seen from his role in encouraging students, creating a competitive atmosphere in learning, reminding the students to study

well and seriously, reminding the students to do their assignments well, motivating the students to continue practicing using English in communication, encouraging the students to continue practicing using English and not be afraid of being wrong. As a creator. English teachers at SMA Al-Azhar Boarding School in Medan together or alone begin to create ICT-based media and teaching materials.

As a coach. The teacher provided the supervision and guidance to students in learning, the teacher explained the clear steps in learning and in doing the assignments and the teacher provides intensive guidance for the students who have difficulty in learning. As a learning partner. The teacher invited students to practice English in communication together, the teacher acted as a peer who assisted the students in completing their assignments, the teacher was also flexible, friendly, easy to get along with the students. So, there was a familiar, relaxed, and comfortable learning atmosphere. As a Role Model. The teacher's role as a good role model for students such as a role model in time discipline, a role model in using English with fellow teachers, a role model in behaving well with students, role models in behaving politely to teachers and students, role models to always pray before and after learning, as well as role models in good- looking performance, clean, and attractive. As the evaluator. The teacher played a role in evaluating and providing assessments of student learning outcomes, providing a comprehensive assessment (cognitive, affective, psychomotor, group aspects), teachers provided feedback on student learning outcomes, so that students have a complete understanding of the learning material.

4.1 SUGGESTION

Based on the result of this research, it is suggested to: It was expected that the English teacher at SMA Al- Azhar keep using ICT in English learning process. It was supposed that it is not only the English teacher that applies the ICT in learning process but also all the subject teacher would use ICT in their learning process.

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