



INVESTIGATING TEACHERS' ROLES VIEWED FROM STUDENTS'- CENTERED LEARNING APPROACH IN ENGLISH LANGUAGE TEACHING

MUJAHIDIN¹, Prof. Dr. MARGANA M.Hum., M.A², ANITA TRIASTUTI S.Pd., M.A.,
Ph.D³

¹ Yogyakarta State University

mujahidin.2022@student.uny.ac.id

²Yogyakarta State University

³Yogyakarta State University

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Abstract

This study examines the roles of teachers in English language instruction from a student-centered approach. It aims to investigate the instructors' roles in imparting language to students in accordance with the students-centered learning movement and to broaden their knowledge to help them become more professionals in their field. This study used library research as its primary research method, analyzing the results of the research's question using theories from many sources. Books and documents served as the research's primary sources. The findings of this study showed that the instructor must maintain a few roles during language instruction, including those of an organizer, assessor, resource, member, guide, observer, entertainer, and controller. Teachers should carry out those duties in order for the students-centered learning approach to language instruction to be successful.

Keywords: Students-Centered Approach, Teachers' Roles, Language Teaching.

INTRODUCTION

Numerous things can be done to make valuable dialect instructing contexts. However, it depends on the educator as the choice producer in which no teacher expects students to memorize the lesson, which will be coordinated inside the classroom. It becomes aimless in class. It goes without saying that a teacher is either an ineffective teacher or a failed educator if their situation prevents them from bringing about constructive change in the classroom. An instructor has arranged long some time recently wrapping up getting to be a teacher or let it be so, when somebody wants to gotten to be an educator he must get ready himself to gotten to be an instructor both rationally and physically additionally in terms of information.

A good educator delivers materials and have good interaction with students on its teaching program. Those requirements must be fulfilled to achieve professionalism without burdensome. Given that reason, sometime we select the calling of getting to be an instructor. The awful behavior of an instructor will be a case for understudies, all students will notice it when he enters the classroom and introduces the material because of the way he appears,

moves, and behaves. The social reasoning of the outside community will be reflected in an instructor's education, and when that reasoning changes, the public's perception of the teacher will change. Instructors must be able to display their best before students, as Harmer said "a great educator could be a teacher who has the capacity to take in unexpected information and use it for the benefit of students" (Arends, 2004; Naibaho, 2016).

An educator could be an individual whose profession is educating or exchanging information with others. An educator is a person who works in a school, college, or instructional setting (Harmer, 1998). Although ordinary in the event that we inquire about the definition of the instructor to those who work as instructors, at that point we will listen to a variety of responses. As Harmer notes in his book when he questions a few educators, they frequently use allegorical language to describe who the educator is. An instructor said, "instructor is an on-screen character" since he said the teacher is continuously organized. Another educator said, "the educator is just like the conductor of an ensemble" since the educator coordinates the discussion additionally the sound of the dialect. There's moreover a saying "the instructor is like a nursery worker" since the educator plants the seed and observes the seed grow.

The more pictures that instructors utilize to depict it, the more sees they have almost their calling (Walter, 2008; Harmer, 2001). The educating calling could be a calling that has numerous duties, and these obligations are not simple duties too do. Instructors do not, they must be able to lead students in the appropriate direction and guide them so that they can understand or learn anything. This has to be accountable to the society, the government, and the leadership. According to Harmer, the educator's responsibility extends beyond the classroom and isn't just limited to instruction .

Key players in the successful implementation of curriculum changes are the instructors (McDonnell, 2016). This suggests that the instructor is the key to victory in actualizing educational program changes. Instructors must have exceptional competence in their teachers, in regular educating all instructors have contrasts and are ready to see the contrasts or varieties of instructors instructing within the classroom within the taking after measurements: a) dialect aptitudes; b) educating involvement; c) capacity and ability; d) preparing and capabilities; e) energy and inspiration; f) instructing methods, and g) belief and standards.

The author is exceptionally curious about hearing a saying composed by a master who says "On the off chance that the educator is astute, he doesn't make arrangements for you to enter the home of his wisdom and insight. Shrewd intellect pushes you to the edge of your own mental capacity" (Howard et al., 2018; Gilbran, 1991; Tyas et al., 2018). Moreover, a truly

cunning teacher would never direct his students to fall under his shrewdness, but a superb educator would be one who led students in such a way that they could sense his claimed intelligence. We cannot force students to be like us, but we must make an effort to help them understand that they are unique human beings with a high level of judgment abilities and remarkable consideration control that they have not fully utilized.

This research attempts to illustrate the role of the teacher in dialect instruction. The role of the educator in this essay is highlighted from a few sources that can each be explained in depth one at a time. This essay should be helpful for those of us who work as teachers and open our eyes to understand our true role in language instruction. Therefore, the research question is formulated as what are the teachers' role viewed from student-centered approach in English language teaching classroom?

METHOD

The present study employs qualitative study to investigate teachers' role (Cresswell, 2014). Using a library research methodology, the researcher collects information either by writing or in the form of books, manuscripts, or magazines related to the topic of the study. Reading, recording, and analyzing research materials are all part of the process of conducting library research, sometimes referred to as literary research. In other words, a literature review is both a problem-solving study and a critical, in-depth evaluation of the pertinent literature (George, 2008). This study used a qualitative descriptive approach to data analysis.

FINDINGS AND DISCUSSION

The roles we play in language learning, both within and outside of the classroom, might change depending on the activity. Our ability to implement these changes successfully will inevitably improve our efficacy as language educators. As I indicated earlier, a teacher can serve as a facilitator in some of the tasks we carry out in class, and this part will go through a variety of different teaching duties. All of a teacher's functions in language learning are designed to support student development, thus they must be used effectively (Adger et la, 2018).

Additionally, each teacher's role will be fully explained as follows. However, the author has chosen to concentrate on describing the teacher's role in accordance with Harmer's explanation due to the abundance of sources that examine the roles of nearby teachers in the classroom and the belief that his explanation is more thorough despite the fact that this paper

also discusses the teacher's role based on other theories. In light of Harmer's view, the teacher's job is as follows:

1. Teacher as Controller

In this scenario, the teacher is the one acting as the controller. When acting in this capacity, the teacher is in charge of the class as well as all activities that take place there. In this scenario, the teacher plays a part in informing students of what needs to be explained, planning activities, reading aloud, and other tasks that involve setting an example or demonstrating to pupils how to do something well. Teachers who just view it as a means of imparting knowledge to students are frequently very at ease in the controller role. This is in line with Gujjar and Naoreen (2009) stating that teachers' control is the pivotal thing in classroom management.

2. Teacher as Organizer

One of the most crucial roles in dialect learning in the classroom is that of the teacher acting as an organizer. In this situation, the teacher should supervise pupils and activities that are extraordinarily varied in dialect learning. Ordinarily, exercises in this field are giving data to students, telling them how to do something, shifting the ponder bunches either in sets or bunches, and at long last finishing something writing something that closes or wraps up. This part is exceptionally vital for an instructor to play when the time is right. For instance, if students don't know what they are expected to perform, they might not benefit from activities that progress or from the teacher's function as an organizer. When planning something, we focus primarily on making sure that students are involved and ready for all of the exercises we plan. This role is supported by Esmaeili et al. (2015) stating that the degree to which a teacher is successful in managing their own classroom, which is a unique organization, depends on their level of skill in a variety of areas, particularly personality.

3. Teacher as Participant

Based on the typical practice of the teachers who serve as the lesson facilitator, they intervene after the discussion concludes. Based on Sun & Wang (2022), these interventions may involve providing feedback or correcting errors. However, there are occasions when it is more appropriate for us to assume the role of participants rather than that of instructors. Various reasons exist for occasionally adopting a participant role, as advocated by Harmer, in order to engage with the situation from within rather than overseeing it from the outside. When this approach is successful, both teachers and students can enjoy a more enriching experience compared to merely serving as a resource. This suggests that a teacher who

becomes a participant can foster a dynamic atmosphere within the learning environment (Ludwig & Tassinari, 2023)

4. Teachers as Assessors

One of the things that students look for from their teachers is confirmation that they are speaking the dialect they are learning correctly or incorrectly. We take on the role of appraisers here. This means that as teachers, we must correct students' linguistic mistakes, criticize them when they speak, and evaluate them in a variety of ways. Additionally, students must have knowledge of and regard for their choices. In order for them to compare their abilities to what we tell them, we need to let you know what we're looking for and how far they've traveled. Moreover, teachers' role as assessors is significant for assessment (Looney et al., 2017).

5. The Teacher as an Educating Help

In any case of the part we embrace within the classroom and how this part is implemented, our educator is additionally a help. In specific, we are exceptionally valuable when we all, utilize clowns or motions, as models of dialect, and as suppliers of easy-to-understand input. Concurring to Brown, the successful part of the educator within as a facilitator, director, chief, conductor, or educator, the classroom is a valuable resource. Richard & Rodger (2001) expressed that there are three parts to instructors. Initially, during the introduction assembly, the teacher performs as a show by establishing the scene and assuming a new structure that the students must then repeat. Second, the conductor of an ensemble performance directing a performer with a concordant voice is just like the two instructors. Third, teachers must be adept controllers who use instructions, questions, and other suggestions to get students to say the right thing.

CONCLUSION

In order to be productive based on the learning objectives that we have set sometime lately we begin the instructing and learning manage, the teacher contains an incredibly crucial role that must be played in the classroom. The present study revealed the instructor's several roles including those of controller, organizer, and assessor educator as a guide, educator as a member, instructor as asset individual, instructor as a guide, instructor as an eyewitness, and instructor as a performing artist are discussed. Hence, the findings presents a recommendation for the English teachers to reflect their roles in order to enhance the quality of English teaching and learning process.

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