



The Descriptive Analysis on the Role of English Teacher as Facilitator for X OTKP 1 at SMK Negeri 3 Gunungsitoli in 2022/2023

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Abstrak

Sebagai fasilitator, guru harus memiliki pandangan yang positif, memahami siswa melalui kegiatan belajar, berpengetahuan luas. Berdasarkan hasil observasi, peneliti menemukan bahwa fasilitas dan sumber daya di sekolah menjadi salah satu penyebab utama faktor yang menghambat guru sebagai fasilitator. Sementara kurangnya motivasi dan kurangnya fokus siswa dalam pembelajaran menjadi perhatian lain. Karena fokus penelitian ini adalah 1) Untuk mengetahui peran guru sebagai fasilitator, dan 2) Untuk menjelaskan faktor-faktor yang menghambat peran guru sebagai fasilitator dalam proses pembelajaran bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah analisis deskriptif kualitatif. Data diperoleh dari wawancara dengan guru bahasa Inggris dan wawancara dengan 31 siswa kelas X OTKP 1. Data wawancara dianalisis untuk menentukan jawaban dari pertanyaan penelitian. Setelah menganalisis jawaban, temuan penelitian menyimpulkan bahwa peran guru sebagai fasilitator adalah memberikan arahan, penjelasan, tempat yang nyaman dan sesuai serta dorongan bagi siswa untuk belajar. Akhirnya, peneliti menulis beberapa saran: guru bahasa Inggris disarankan untuk berlatih dan membiasakan diri karena hanya dengan kebiasaan berlatih dan terus menerus berperan sebagai fasilitator akan membangun kebiasaan yang baik, guru juga perlu memperkaya pengetahuan mereka dengan membaca dan melakukan studi banding ke sekolah-sekolah yang peran fasilitatornya sudah berkembang dengan baik. Dan agar guru dapat mengefektifkan dan mengefisiensikan tugasnya sebagai fasilitator, siswa harus rajin, tanggung jawab, bekerja sama dengan guru.

Kata Kunci: Fasilitator, Peran Guru Bahasa Inggris

Abstract

As a facilitator, the teacher must have a positive outlook, comprehend students through learning activities, be knowledgeable. Based on the observations, the researcher found that the facilities and resources at the school are one of the main causes of the factors that hinder the teacher's as a facilitator. While the lack of motivation and lack of students' focus in the learning is another concern. Since the focus of this research was 1) To know the role of the teacher as a facilitator, and 2) To explain the factors that hinder the role of the teacher as a facilitator in the process of learning English. The method used in this research is descriptive qualitative analysis. Data were obtained from interviews with an English teacher and interviews with 31 students of class X OTKP 1. Interview data

was analyzed to determine the answers to the research questions. After analyzing the answers, the researcher conclude that the teacher's role as a facilitator is to provide direction, explanations, comfortable and suitable place and encouragement for students to study. Finally, the researcher writes some suggestions: the English teacher are suggest to practice and familiarize themselves because only the habit of practicing and constantly the role of the facilitator will build good habits to enrich their knowledge by reading and conducting comparative studies at schools where the role of facilitator has been well developed. And for the teacher to effectively and efficiently their job as a facilitator, students must be diligent, responsibilities, cooperate with the teacher.

Keywords: *Facilitators, The Role of English Teacher.*

Introduction

According to the National Education System Act No. 20 of 2003, education shall be a consciousness that creates an atmosphere and process of learning so that students can positively develop their potential for religious spirituality, self-control, character, intelligence and nobility. It is formulated as a systematic and planned attempt. Personality, and the skills that he himself, society, nation, and nation need. The law already recognizes the role of the teacher as an intermediary, in particular how teachers create comfortable learning environments and interactive learning processes, develop their potential with their students, and enhance their intellectual, character and abilities. stipulates. In addition, Suprehin (2015) "Education is very important for future generations. Humans know that education is a long-term and important form of investment for a human being". Education has proven to be able to provide a place of respect and a change in status for humans, of course for those who want to change by going to school. The main factor in education is of course a teacher. They are always digested and imitated by their students. Therefore, the learning process includes not only facts and concepts, but also feelings and emotions related to affection. Learning is not limited to what we have designed, but may also include experiences beyond our full consciousness, at least with

our five senses. These are visual, auditory, olfactory, gustatory and tactile.

The teacher has a very important role in the success of the learning process. The success of a teacher in the learning process can be seen from the achievement of learning objectives. One of the goals achieved is learning students can understand the material presented by the teacher. In the whole process of education in schools teaching and learning activities are the most important activities. To achieve student learning success, the role of the teacher is needed, namely as a facilitator. The teacher's task is not only to convey information to students, but must be a facilitator whose job is to facilitate learning (facilitate learning) for all students, so that they can learn in an atmosphere that is fun, happy, full of enthusiasm, not anxious, and dare to express opinions. openly. Feeling happy, full of enthusiasm, not anxious, and online to express opinions openly are the basic capital for students to grow and develop into human beings who are ready to adapt, face various possibilities, and enter the era of globalization which is full of various challenges (Mulyasa, 2013: 53-54). The teacher as a facilitator must have a good attitude, understand students through activities in learning and have content in dealing with individual differences in students Mulyasa, 2013:55-57). As facilitators, teachers play a role in providing services, such as access to equipment, to facilitate convenient

learning activities for students. An uncomfortable learning environment, a stuffy classroom atmosphere, cluttered desks and chairs, and inaccessible learning equipment all contribute to student learning failure. Therefore, it is the teacher's job to provide students with a comfortable learning environment.

Unfortunately, based on the results of the researcher's interviews with the English teacher and observations at SMK Negeri 3 Gunungsitoli, when researcher carried out internships at SMK Negeri 3 Gunungsitoli, the observations show that the factors that hinder the teacher as a facilitator are caused by several things, namely factors from the school, facilities that are still not optimal in supporting student learning experiences, especially in providing resources. study or books. While the factors of the teacher are 1) the teacher lacks the knowledge to vary learning media, 2) the teacher focuses on providing learning material, 3) the teacher dominates in learning. Then, the factor of students is not having motivation, students are not focused on learning process. As a result, when students are taught to do assignments, most students will be silent and unable to complete assignments or only give wrong answers.

Based on the fact displayed above, the researcher is inspired to conduct descriptive qualitative research to identify and analyze the role of the English teacher as a facilitator in learning. Sugiyono (2017:29) say that descriptive research methods are: This descriptive research method was conducted to determine its existence independent variables, either only on one variable or more (variables that stand itself or the independent variable) without making a comparison of the variable itself and look for relationships with other variables. Additionally, Moleong (2017:6) state that qualitative research is research that is

intended for understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action and others holistically and by means of descriptions in the form of words and language, in a special natural context by utilizing various methods experience. Qualitative research according to Hendryadi, et. al, (2019:218) is a process naturalistic inquiry that seeks deep understanding of social phenomena experience". Thus, the descriptive qualitative research is an approach to describe, investigate and study cause-effect that emphasizes the data collecting in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

Regarding to the theory, the researcher focused on analyzing the role of the English teacher as facilitators in the class. The researcher wanted to identify and analyze how the role of the English teacher become as facilitators in the learning process. It would be interesting to further investigate teachers' efforts to facilitate the learning process and realize their role as facilitator. Because teachers are adaptable and creative facilitators who make students feel comfortable and relaxed in the learning process, so the teacher's role as facilitator becomes very important at this time.

Regarding to the explanation above it obtained an overview of the role of teacher facilitator in learning English tenth grade by using descriptive qualitative research by proposing the title, The Descriptive Analysis on the Role of English Teacher as Facilitator for X OTKP 1 at SMK Negeri 3 Gunungsitoli in 2022/2023

Literature Review

Definition of Teacher

The teacher in Javanese refers to someone who must be emulated by all

students and even society. Must be imitated, meaning that everything conveyed by him is always believed and believed to be the truth by all students. While being imitated means that a teacher must be a role model (role model) for all his students. "should be imitated" is often regarded as an expression that represents an explanation of how noble the task of a teacher is. Even though this expression is not a standard expression from the word teacher, its meaning is indeed sufficient to represent the nature of the task and mission of the teacher. According to Nawawi (2015: 280) Teachers are adults, who because of their role are obliged to provide education to their students. According to Nawawi (2015:280) Teachers are adults and, by virtue of their role, are obligated to provide education to students. This person is called father or mother, teacher, ustadz, lecturer, scholar, etc. Teachers are an important factor in learning activities. According to Jamala (2015:280) A teacher is someone who imparts knowledge to students and professionals that enables them to plan, analyze and summarize the problems they face. Jamala (2015:281) Teachers are experienced in their profession. His knowledge allows him to turn his students into smart people.

According to the MEN PAN Decree, teachers are civil servants who are given the task, authority and responsibility by authorized officials to carry out education in schools. This is reinforced by Law no. 14 of 2005 Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

From the explanation above, it is concluded that the teacher is an educator whose job is to carry out teaching, training,

researching, developing and managing learning activities.

Teacher Responsibilities

According to Joesoep, through law number 0211/U/1978, former Indonesian Minister of Education, there are three missions or functions of teachers, namely: professional function, humanitarian function, and civic function (civilization). The teacher has the power to shape and build the personality of students to become someone who is useful for religion, homeland, and nation. The teacher's task as a teacher means continuing and developing science and technology to students. The teacher's task as a trainer means developing skills and applying them in life for the future of students (Syaiful Bahri Djamarah, 2010: 36).

Teacher must be able to adaptation themselves as second parents, by carrying out tasks entrusted by biological parents/guardians of students for a certain period of time. For this reason, an understanding of the soul and character of students is needed so that they can easily understand the soul and character of students. That is the task of the teacher as the second parent, after the parents of students in the family at home.

Teacher's Role

According to Eton Institute (2023) there are 7 roles of a teacher in the 21st century, namely:

(1) The Controller: Teachers take full responsibility for their class and what their students do, say, and how they say it. Teachers assume this role when a new language is introduced and exact reproduction and training techniques are required. In this classroom, for the most part, the teacher is the focal point, and while teachers may be gifted in teaching and inspiring through their own knowledge

and expertise, this role really provides students with plenty of conversation time. Do learners really enjoy it? There is also a perception that there is a lack of diversity in the activities of this role. (2) The Prompter: Teachers encourage student participation and offer suggestions on how students can proceed. The teacher should be helping students only when necessary. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way. (3)

The Resource: Teachers are a walking resource center of sorts, able to provide assistance when needed, or the language the learner is missing as they undertake communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher. (4) The Assessor: Teachers play this role to check student grades and grades. Feedback and corrections are organized and implemented. There are several ways to grade learners. The reviewer role gives teachers the opportunity to correct learners. However, not communicating in a caring and supportive manner can have a negative effect on a student's self-esteem and confidence in learning the target language. (5) The Organizer: Perhaps the most difficult and important role a teacher has to play. The success of many activities depends on the right organization and on students knowing exactly what to do next. In this role, giving direction is just as important as setting up the activity. The organizer can also act as a demonstrator.

This role allows teachers to engage and connect with learners. Teachers also play a role in opening and closing activities and giving feedback on content. (6) The Participant: This role improves class atmosphere when teachers participate in activities. However, the teacher risks dominating the activity during execution. Here teachers can bring class to life. If the teacher can be discreet and unobtrusive, it can be a great way to interact with learners in a less intrusive way. (7) The Tutor: During project work or self-study, teachers act as coaches. Teachers provide advice and guidance, helping students clarify ideas and narrow down challenges.

According Mustofa and Muadzin (2021), The teacher as a facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving direction, facilitating students' learning activities and providing encouragement.

There are five indicators of teacher success as a facilitator, namely: 1) teachers provide all learning tools starting from the syllabus, curriculum, lesson plans, teaching materials, evaluation, and assessment; 2) provide learning facilities in the form of methods, media and learning equipment; 3) teachers act as partners, not superiors; 4) teachers carry out their duties and functions that have been determined by law; and 5) teachers do not act arbitrarily to students (Agustina, 2017).

Seven elements to the role of learning facilitator: Climate context, planning, designing learning needs, setting goals, designing learning plans, involvement in learning activities, and evaluating learning outcomes (Knowles M, 1975).

From the explanation above, it can be concluded that the teacher's role is very important in education, because it is the teacher who helps students overcome difficulties in the learning process, who

seeks to create an environment that challenges students to carry out learning activities.

The Teacher's Role as a Facilitator

The teacher as a facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving directions, facilitating student learning activities, and providing encouragement. According to Moh. Uzer Usman, (2014:4). Wina Senjaya (2008:42), the role of the teacher as a facilitator, namely: "The teacher's role is to provide services for facilitate students in the learning process activities ". In the context of education, the term facilitator was originally used in the sense of adult education (andragogy), especially in informal educational settings.

However, with the changing meaning of education to place more emphasis on students' activities, recently in Indonesia the term 'facilitator' has been adopted into the formal teaching environment of schools considering the role of teachers. Teacher as facilitator therefore means that the teacher plays a role in facilitating learning activities to achieve educational goals. As facilitators, teachers have an obligation to not only follow students, but to encourage, guide, motivate and provide positive reinforcement.

Inhibiting Factors of the Role of the Teacher as a Facilitator

According to Jannah and Junaidi (2020:195-196) state that "The teacher's obstacles as a facilitator in learning such as:

1) Lack of experience factor

The role of the instructor is not easy, so sometimes teachers continue to perform their old roles such as dominating the class, not giving time for everyone to respond, siding with students, criticizing students influence students. ' afraid to give hints

and ask and give answers. This attitude is also found when many times teachers have to open books because they forget what they have to do in class to keep students interested.

2) The factor is the teacher's lack of insight into the theory of the teacher as a facilitator

A second impediment is the lack of insight and information about the teacher's duties and function as a facilitator. This affects teachers' inflexibility in applying the theory of the teacher's role as a facilitator. Teachers can still sometimes feel stiff, unsure or stuck when supporting students in the classroom.

3) The factor of the lack of school facilities

It must be admitted that a well-equipped school facility is very helpful in the teaching and learning process. This includes actually supporting the role of the teacher in realizing and performing the role of facilitator. According to the authors, school facilities are lacking, for example, the lack of focused screens and devices that help teachers alleviate old roles such as lectures and question-and-answer sessions. Lack of school facilities prevents teachers from optimally fulfilling their role as facilitators of instruction. The books provided by the school also have nothing to do with the teacher's role as an intermediary. The lack of textbooks and readers that provide insight to teachers affects the lack of insight and information that teachers have to seek for themselves.

4) The factor of the teacher's old habits in teaching is too strong

The old teaching habits of teachers have a great influence on the way teachers teach. Observational and interview results show that teachers' old pedagogical habits have a strong influence on the role of instructors. Teachers are used to teaching by dictation, so it takes time and adjustment to get out of this method. Teachers also have the habit of giving

lectures in front of the class, so this sometimes occurs and affects the process of performing the teacher's coordinating role, so the teaching method should not be used anymore.

Research Method

The researcher conducted the research by using qualitative research. In this research, the researcher followed the methodology of descriptive qualitative research. Mimansha and Nitin (2019: 53) say that qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied and all of them cannot be measured by numbers, so it means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. It starts with research questions and aims and objectives that need to be achieved during the research process.

In addition, the instrument that has been used in this research is interviews. Researcher used structured interviews. George and Merkus (2022) says "A structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic". In the research, structured interviews are often qualitative in nature.

The interview guidelines where the researcher conducted the interview with the English teacher and the students regarding the role of English teacher as facilitators in the learning process and the factors that hinder the teacher's role as facilitators in the process of learning English. The purpose is to obtain the reason/factors that affect the role of English teacher as facilitators in the learning process and what are the factors that hinder the teacher's role as facilitators.

Instrument of the Research

The researcher used interviews as the instrument of the research (attached). Researcher used an interviews guideline with English teacher and also for students. According to Libakova M. and Sertakova (2015:116) says: "Interview is a conversation with a set of objectives and set of tasks which are related to obtaining information relevant to ongoing research". So that, the researcher used an interviews guideline that helps the researcher to find out the reasons or factors related to the role of the English teacher as a facilitator and the factors hinder the teacher's role as facilitators in the process of learning English. During the interviews, the researcher used Indonesian to avoid misunderstandings and reinforce information.

Data Collecting Technique

According to Creswell (2014:239): The data collection of qualitative research consists of some procedures as follows: identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

As the theory suggests and related to the focus of the research, the researcher conducted structured interviews with an English teacher and also students to gain information on factors related to the role of the English teacher as a facilitator and the factors that hinder the teacher's role as facilitators, especially at X OTKP 1 of SMK Negeri 3 Gunungsitoli.

Data collecting technique was proceeded in a way that responds to the research question. First, researcher read and understand the data and derive

guidelines from it. The researcher then described the events resulting from the phenomenon. And finally, researcher classify all the data obtained to classify the data.

Based on this theory, researcher interviewed English teacher at SMK Negeri 3 Gunungsitoli and students, especially at SMK Negeri 3 Gunungsitoli in X OTKP 1 students, about the English teacher's role as a facilitator in the learning process and the factors that hinder the teacher's role as a facilitator in the English learning process.

Data Analysis Technique

According to Gay et al (2012:467), that one way to proceed with analysis is to follow three interactive, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data. The explanation as follows :

- (1) Reading and Memoing : This step focuses on becoming familiar with the data and identifying potential themes. The researcher was read and wrote memos about observation sheets and the transcripts of interviews to get an initial sense of the data and identifying the themes.
- (2) Describing : This step focused on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher analyzed comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.
- (3) Classifying : This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher categorized all of the collected data into some classifications or categories. The researcher was examined and compare all data, one to another to categorize them.

The data has been analyzed to answer the research question. First, the researcher read the data and understand it so that it was become a guideline. Second, the researcher described the events that have occurred from the phenomenon. And lastly, the researcher categorized all the data obtained to classify the data. So based on this theory, the researcher conducted interviews with the English teacher at SMK Negeri 3 Gunungsitoli and also for students, especially for X OTKP 1 students at SMK Negeri 3 Gunungsitoli regarding the role of the English teacher as a facilitator in the learning process and the factors hinder the teacher's role as facilitators in the process of learning English. Then the researcher categorized all the data obtained to classify the data to answer the research questions.

Result and Discussion

Research Findings

The research location was at SMK Negeri 3 Gunungsitoli, especially with English teacher and students in class X OTKP 1, with a sample of 31 students. Based on the research design, the researcher describes the role of English teacher as facilitator. The researcher has taken interview data with teacher and also students of class X OTKP 1 at SMK Negeri 3 Gunungsitoli (pictures-answers of interview results) on May 20th – 21st, 2023 . After collecting the data, the researcher analyzed the data from the answers and interview transcriptions to find out the role of English teacher as facilitator in learning. After identifying the data from interviews with an English teacher and also students in class X OTKP 1 at SMK Negeri 3 Gunungsitoli, the researcher then analyzed several questions asked to the English teacher and also to students. The instrument and the result of the research

were validated by three validators (Ms. Yasminar A. Telaumbanua, S.Pd., M.Pd, Mrs. Arwanti Zendrato, S.Pd, and Mrs. Tri Susila Wati Grace Waruwu) they were considered as the experienced validators because they teach English frequently. The validation sheets were checked and approved by validators to ensure appropriateness of the data collection

The Result of the Interview (picture-answer)

The instrument of the research was the interview with English teacher (Mrs. Tri Susila Wati Grace Waruwu, S.Pd) and students about the role of the teacher as facilitator. The data displayed were the students' list name as follows :

Table : 4.1 *The list of Students' Name of Interview*

No.	Name of students	Gender	Students Number
1.	Aliyunu Zai	M	Student 1
2.	Andreas Julianus Zebua	M	Student 2
3.	Darman Jaya Zebua	M	Student 3
4.	Dea Shinta Apriliani Zebua	F	Student 4
5.	Desta N.A. Telaumbanua	F	Student 5
6.	Elvis Edi P. Gulo	M	Student 6
7.	Ester Ardhania Harefa	F	Student 7
8.	Fajar Valentino Zendrato	M	Student 8
9.	Fianna Wita Yenti Zebua	F	Student 9
10.	Fika Waruwu	F	Student 10
11.	Floni April Yani Zebua	F	Student 11
12.	Forisman Gea	M	Student 12
13.	Gusti Charisman Telaumbanua	M	Student 13
14.	Hendi Alfa Gea	M	Student 14
15.	Hengki Krisman Jaya Zebua	M	Student 15
16.	Ica Natalia Zebua	F	Student 16
17.	Ika Sukma Kristin	F	Student 17

	Lase		
18.	Jesika Amelda Telaumbanua	F	Student 18
19.	Joice Marlin Halawa	F	Student 19
20.	Jois Sram Dan Zebua	M	Student 20
21.	Julvin Jaya Zebua	M	Student 21
22.	Juniartati Zebua	F	Student 22
23.	Junisman Zega	M	Student 23
24.	Kris Sofyanti Halawa	F	Student 24
25.	Lidia Astuti Zebua	F	Student 25
26.	Linda Memory Harefa	F	Student 26
27.	Noberta Lisna Yanti Bate'e	F	Student 27
28.	Stefanus Felix P. Telaumbanua	M	Student 28
29.	Vincent Mentari Harefa	M	Student 29
30.	Welistina Zebua	F	Student 30
31.	Widia Mendrofa	F	Student 31

Based on the table above, it shows that it is a list of names of the students who have been interviewed to obtain information related to the role of the teacher as a facilitator.

The Result of Interview

The Student's Interview

The interview for students was conducted on May 20th, 2023. The researcher interviewed all the students of ten graders, especially X OTKP 1 aiming to find out what the teacher role as facilitator in the process of English learning. It shows that the role of the teacher as a facilitator is to teach, motivate students, provide advice, direction, and guidance, provide material, explain the material, and comfort students so that students can understand English language learning and pay attention to the state of the class to remain conducive. The teacher acts as a facilitator such as preparing teaching materials for English language learning in the form of images and audiovisuals. Selection of media and teaching materials are adjusted

to the conditions and characteristics of students because in general media is a tool that makes it easier for the teacher in delivering the material so that easily understood by students. Choosing a method and strategies are tailored to the needs and student characteristics, the teacher uses lecture, question and answer, and assignment methods in online learning. During learning process, the teacher tries in arousing student's enthusiasm by involving students in learning. The students also said that the teacher's role as a facilitator is very important because the teacher as a facilitator is tasked with facilitating learning for all students so that students can learn in an atmosphere that is fun, happy, full of enthusiasm, not anxious, and dare to express their opinions openly.

The English Teacher's Interview

The interview with the English teacher was also conducted on May 21st, 2023, after the researcher interviewed students. The aim were to find out the last research focus, namely factors hinder the teacher's role as a facilitator in the process of English learning. The researcher wrote the English teacher answer in the interview list.

In the interview, the English teacher said that the role of the English teacher in English learning as a facilitator is to teach students, motivate students and guide students. As a facilitator in English learning, the first is learning tools, such as syllabus and lesson plan. The second is facilities and infrastructure, such as projector, laptops, and learning media. And the third is a conducive atmosphere, as well as support from the school and parents. However, some factors hinder the teacher's role as a facilitator. The inhibiting factors found by English teachers as facilitators in English learning are 1) Lack of

experience factor. For example, if their children are teased, parents do not accept and instead defend their children. 2) Lack of school facilities. For example, not all classes have adequate facilities and infrastructure, such as speakers, projector, dictionaries, and so on. Then what English teacher say to overcome this is by 1) Calling parents of students who have problems to discuss together, 2) Adjusting learning media to the class (looking for other learning alternatives), for example using a laptop with speakers, even without projector, approaching students and adjusting learning models to students' abilities. Furthermore, the English teacher informed that students sometimes like and sometimes dislike the methods she applies in learning English. Because each student is a different individual (different interests, temperaments, and tendencies), and this is also based on the effectiveness of the learning method with the topic she teaches.

Discussion

Description of the Students' Interview

Based on the research findings of the students' interview, researcher found out the students' response about the teacher's role as a facilitator at SMK Negeri 3 Gunungsitoli for students as follows:

(1) What things do you know about the role of the teacher in learning English?

Answer : Based on a question about what things do you know about the role of the teacher in learning English, most students in class X OTKP 1 at SMK Negeri 3 Gunungsitoli answered that what they knew about the teacher's role in learning English was teaching, motivating students to be active and enthusiastic about learning, and guiding students in learning. So that what was previously unknown to

students becomes known about learning English. Meanwhile, there were also students who answered that the teacher's role in learning English was to teach students to know English, speak English, know vocabulary, how to pronounce words in English. And the role of other teacher was to provide material to students, provide dictionary each teaching and learning activity, preparing learning media such as books, dictionaries, projector, laptop, and others. There were also students who said that the teacher's role in learning English was to explain the material and after that giving assignments, so that students could understand the material that had been discussed previously, and make students comfortable in learning. So that students were not afraid or nervous if they wanted to express question, suggestion, or opinion about learning English.

Based on the findings above about the role of the teacher in learning English, as previously explained that the teacher's role in learning English was teaching, motivating students to be active and enthusiastic about learning, guiding students in learning, and also preparing learning media. According to Hartono (2015) in his research that the teacher as a facilitator is not only limited to providing physical things, but more importantly is how to facilitate students so that they can carry out activities and learning experiences and acquire life skills. This facilitator task can be carried out, among others, by creating programs and implementing them with the principles of active, educative, creative and fun learning. As a facilitator, the teacher does not only make himself the main source of learning, but also utilizes other sources such as libraries, laboratories, experts and even students themselves in certain situations. Teachers as facilitators are not only trying to help provide physical things.

Teachers must create programs and implement it with the principles of active learning, educative creative, and fun. Here, the teacher also tries to help students in terms of his experience during the learning process where the teacher here tries to facilitate students so that they will be able to provide ease of learning and will make students gain life experience. As a facilitator, the teacher must develop active learning. This kind of learning will provide sufficient space for students' initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development. According to Farih (2021), the teacher as a facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving direction, facilitating students' learning activities, and providing encouragement. So, the teacher as a facilitator means that the teacher plays a role in facilitating learning activities in order to achieve educational goals.

From the statement above, the role of teachers in is teaching students to know English, motivating, explaining material, giving assignments, preparing learning material and media. But according to other opinions, the role of teachers is to create programs and implement them in learning. While in reality not all teachers can make themselves the main source of learning and cannot utilize other sources such as libraries, laboratories, experts, and even students themselves in certain situations. Although in this research, the teacher already did his role in learning.

(2)How to conduct this role properly?

Answer: According to some students, this role can be carried out well if the teacher is always present on every schedule, always arrives on time, explains the material well so that it is easy for students to understand. There are also those who said that this role can be carried

out well if the teacher explains the material accurately, briefly, concisely, and clearly, provides comfort in the learning process so that students are brave in expressing their question or opinion without fear, and the teacher must establish a good relationship between teacher and students. Furthermore, some students answered that this role can be carried out well if students followed what had been taught by the English teacher, students had to maintain order and discipline, ethics and carry out their obligation as students, and students had to respect their teacher.

Based on the findings above about how to conduct this role properly, according to Suparlan (2016), teacher has a unity of roles and functions that are inseparable among others the ability to educate, guide, teach, and train. These four abilities are integrative abilities, which cannot be separated from one another. Learning is essentially a process of interaction between learners and the environment, so that behavioral changes occur in the direction of environment, so that there is a change in behavior in a better direction. In this interaction, there are many factors that influence both internal and external. Teachers must also pace learning, by providing learning facilities for all students, in order to develop their potential optimally. In this case, teachers must be creative, professional, and fun. While according to Ibid (2017), this role can be carried out well if the teacher has high teaching quality. Through teaching, teachers shape thinking concepts, mental attitudes and touch the deepest affections of the core humanity of the students. The teacher functions as an inspirer so that students can help themselves. Teachers foster initiative, motivation so that students can actualize themselves.

From the explanation above, it is concluded that to conduct this role can be

carried out properly is if there is good cooperation between students and teacher. The teacher carried out his role to give students the rights they have in learning, for example explains the material, and others. While, students must respect and appreciate teacher, be disciplined, maintain order, and carried out their obligation as students. However, according to another opinion, to be able to carry out this role well, teachers must have high teaching quality, and have a professional attitude in teaching. Meanwhile, in reality, not all teachers have high teaching quality and are professional in teaching. Although in this research, teachers have performed their role well in teaching.

(3) What is meant by a facilitator?

Answer: Based on a question number three about what is meant by a facilitator, most students answered that a facilitator is a teacher who delivers learning materials, provides comfort to students so that students are not nervous or afraid if there is a question and answer from the teacher, and makes it easier for students with projector, materials, and others. Meanwhile, some students said that a facilitator is someone whose role in the learning process is to facilitate and smooth the learning process and assist in learning activities. For example, providing and preparing projector, English dictionaries, textbooks, learning tools and media, and others.

Based on the findings above about the meaning of facilitator, as previously explained that facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving direction, facilitating students' learning activities and providing encouragement. According to Dharmotharan (2015), a facilitator is someone who does facilitation, which is helping to manage a process of information exchange within a

group. Facilitators are leaders of the process only, they do not have the authority to make decisions, or contribute to the process. The facilitator's job is to guide the process within the group, helping group members improve the way they communicate, investigate and solve problems and make decisions. While, according to Senjaya (2016), facilitator is a role to guide the learning process to achieve learning objectives. The teacher as a facilitator is in charge of facilitating learning for all students, so that they can learn in an atmosphere that is fun, joyful, full of enthusiasm, not anxious, and dare to express their opinions openly.

From the explanation above, it is concluded that facilitator is a teacher whose job to facilitate learning to all students in learning activities, to create a happy, fun, full of enthusiasm classroom atmosphere, so that learning objectives are achieved. However, according to another opinion, facilitator is only the leader of the process, they do not have the power to decide or contribute to the process. The facilitator's job is to guide team processes, helping team members improve the way they communicate, investigate and solve problems, and make decisions. Meanwhile, in reality, not all teachers have high quality to investigate and solve the problem. Although in this research, the teacher has been a good facilitator for students.

(5) Is the role of the teacher as a facilitator important in learning activities?

Answer: Based on question number four about the role of the teacher as a facilitator important in learning activities, all 31 students in class X OTKP 1 at SMK Negeri 3 Gunungsitoli answered that the role of the teacher as a facilitator in learning activities is very important. The reason is that if there is no facilitator, the learning process will be in vain and the learning objectives will not be achieved. Another reason is that the teacher's role is

very important as a facilitator because as a facilitator, the teacher organizes and directs all activities for the good and achieves learning objectives, and without a facilitator, students will not understand the learning material, there is no comfort in the classroom.

Based on the findings above about is the role of the teacher as a facilitator important in learning activities, according to Sadirman (2016) the role of the teacher is very important as a facilitator, the teacher in this case will provide facilities in the teaching and learning process, for example by creating an atmosphere of learning activities that are in such a way, in harmony with student development, so that teaching and learning interactions will take place effectively. Meanwhile, according to Supardi (2018), the teacher as a facilitator is not only limited to providing things that are physical in nature, but more importantly is how to facilitate students so that they can activities and learning experiences and acquire life skills. This facilitator task can be carried out, among others by creating programs and implementing them with active, educative and fun learning principles. As a facilitator, the teacher's most important task is to facilitate learning, not just lecturing, or teaching, let alone beating students, but the teachers who are democratic, honest, and are ready to be criticized by learners. For this purpose, the teacher is an important factor that has a great influence on the success of learning, even determining whether or not students learn whether or not students learn.

From the explanation above, it can be concluded that the role of the teacher as a facilitator is very important in learning activities because the teacher's role is to provide services so that students are facilitated in the learning process activities to achieve educational goals. Meanwhile, in reality, not all teachers can create

programs and implement them with the principles of active, educative and fun learning.

(6) Has the teacher's role as a facilitator been implemented?

Answer: Based on the question of whether the teacher's role as a facilitator has been carried out, all students answered that the teacher's role as a facilitator has been carried out well. Because the teacher has carried out his duties and functions as a facilitator, facilitating teaching and learning activities, for example teaching students, motivating, guiding, nurturing, and providing comfort to students, so that students are not afraid to provide questions, answers, arguments, suggestions. And the teacher has explained the material, given assignments, and equipped learning media such as laptops, in focus, books, and others.

Based on the answers from all these students, the teacher's role as a facilitator has been carried out very well because it has achieved the learning objectives. According to Sulistriani (2021) teachers facilitate students in the learning process to achieve educational goals, namely the success of the learning process. Teachers who play a very important role in terms of guiding and educating students, and it is the teacher who has more face-to-face contact with students in his class. In this case, the teacher must act as a facilitator. This is the meaning of a facilitator who needs to play a role in providing services to facilitate students in the learning process. Meanwhile, according to Darmawani (2018), teachers with their function as a facilitator then the teacher will spend a lot of time sharing with students on teaching and learning activities. When the teacher explains the basic competencies of the subject being taught then the teacher will not delve into the lesson, the teacher can only try to provide stimuli so that students with this knowledge can

interpret the material taught by the teacher.

From the explanation above, it can be concluded that the role of the teacher as a facilitator has been implemented. Meanwhile, in reality, not all teachers can provide stimulation so that students with their knowledge can interpret the material taught by the teacher. Teachers prefer to teach students from beginning to the end.

(7) Give an example of the teacher's role as a facilitator

Answer: Based on the question of examples of the teacher's role as a facilitator, most students answered that examples of the teacher's role as a facilitator are telling and explaining about learning materials, reviewing materials that are not understood by students, providing comfort in the learning process, such as arranging to seat, caring for each student, and others. Some students answer that examples of the teacher's role as a facilitator are providing guidance and direction to students, providing material and explaining it, paying attention to students, motivating, and completing learning.

Based on the answers from all these students about the example of the teacher's role as a facilitator, according to Anugrah (2017), teachers as facilitators must also be able to provide facilities that allow the ease of student learning activities, and be able to create a pleasant learning environment and facilitate students to learn optimally by using various strategies, methods, media, and learning resources. Meanwhile, according to Dwi (2021), examples of the teacher's role as a facilitator are 1). Teachers have the task of exploring student potential. Teachers must understand students' needs, interests, and multiple intelligences and provide opportunities for them to explore and develop their potential. Teachers can use various approaches, such as the use of

diverse teaching methods, collaborative projects, and formative assessment, to motivate students in learning, 2). Resource building and guidance. Teachers as learning facilitators should provide the necessary resources for students. This includes learning materials, reading materials, digital resources, and an adequate learning environment. In addition, teachers also provide guidance and support to students when they experience difficulties in learning, and 3). Using educational technology in their role as learning facilitators, teachers can also utilize educational technology such as computers, tablets, learning software and online learning platforms can be used to enrich students' learning experience. Teachers can integrate technology in learning activities, provide access to digital resources, and use creative tools such as videos, multimedia presentations, or interactive simulations to support student understanding. Teachers can provide constructive feedback, facilitate reflective discussions, and provide individualized assistance to help students overcome their challenges.

From the explanation above, it can be concluded that the example of the teacher's role as a facilitator are telling and explaining about learning materials, reviewing materials that are not understood by students, providing comfort in the learning process, such as arranging to seat, caring for each student, providing guidance and direction to students, providing material and explaining it, paying attention to students, motivating, and completing learning. Meanwhile, in reality, not all teachers can using educational technology in their role as learning facilitators, provide the necessary resources for students, includes learning materials, reading materials, digital resources, and an adequate learning environment. Although in this research,

the teacher has been implemented their role as a facilitator.

The Factors Hinder the Teacher's Role as a Facilitator in the Process of Learning English at SMK Negeri 3 Gunungsitoli

Based on the interview of English teacher, there are 2 the factors that influence the the teacher role as a facilitator in the process of learning English . First, teacher said lack of experience factor for example, when a student is harassed by his friends, the parents do not accept and instead defend their child, in this case the parents should discuss it carefully with the teacher and principal regarding the problems faced, so that students who do this must be coached and guided again. Teachers as facilitators must also be able to take correct and appropriate action if they experience these problems. In English learning, it is also often found that students who are less able to follow the flow of learning will get bullied by their friends so that teachers must be alert in overcoming these problems. Second, lack of school facilities for example, in every school there is still a lack of learning facilities that make students less interested in learning. Teachers as facilitators must also be creative and innovative in learning, especially English language learning. If the school lacks learning facilities, for example, there is no dictionary. Then the teacher must find other alternatives so that students can learn to use the dictionary, for example giving some vocabulary on the board every meeting related to the material to be learned so that students can be motivated in learning English.

The Research Results Implication

The results of this study show the importance of the English teacher's role as a facilitator and the inhibiting factors of the teacher's role as a facilitator. The findings ultimately reveal the weaknesses and strengths that teachers have as facilitators

in English learning activities so that this will be a motivation to practice more in the future and improve the current weaknesses.

For English teachers, this is a positive input to carry out their role as facilitators in learning. And from the bright side, it is the best opportunity for teachers to generate and develop better teaching changes for better results.

Conclusion and Recommendation

In accordance with the analysis of the research results using interview guidelines (picture-answer of interview results), it is concluded that the role of the English teacher as facilitator in X OTKP 1 at SMK Negeri 3 Gunungsitoli has been implemented and applied well, including: with explanations, materials and a comfortable and adequate room, teachers provide direction and motivation for students to learn, students can understand about learning, students dare to ask questions and express opinions.

Furthermore, the research findings also reveal that the factor that influence the role of English teacher as facilitator were lack of experience factor and lack of school facilities especially in the teaching learning process.

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