

TEACHER ROLES USED IN ENGLISH CLASSROOM INTERACTION

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ABSTRACT

This research aims at finding out Teacher Roles and describe how teacher roles applied in English classroom interaction. A descriptive qualitative design used in this study. The data were collected by observing and recording of the three English teachers' roles and all of their students from three classrooms at SMP Muhammadiyah 1 Medan. The data analyzed based on Harmer & Brown theory. The findings of this study showed the first teacher applied the eight teacher's role completely in teaching and learning process. The second teacher also applied the eight roles of teacher. The third teacher didn't apply teacher's role maximally because she missed the role of teacher as assessor in teaching and learning process. It can be concluded that generally teaching and learning process of English subject in SMP Muhammadiyah 1 Medan was active or interesting learning. In addition, the three teachers maximally applied the teacher Roles in class.

Keywords: *The Roles of Teacher, Classroom Interaction.*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis Teacher Roles dan mendeskripsikan bagaimana teachers roles di terapkan di dalam pembelajaran Bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Dengan mengumpulkan data melalui observasi dan merekam proses pembelajaran yang dilakukan oleh ketiga guru Bahasa Inggris SMP Muhammadiyah 1 Medan. Kemudian data dianalisis dengan berdasarkan teori Harmer & Brown. Berdasarkan hasil penelitian menunjukkan Guru Pertama menerapkan 8 (Delapan) Teacher Roles secara efisien di dalam proses belajar. Guru Kedua juga menerapkan 8 (Delapan) Teacher Roles. Pada Guru Ketiga juga menerapkan Teacher Roles di dalam kelas akan tetapi tidak secara maksimal. Sehingga dapat disimpulkan proses belajar dan mengajar Bahasa Inggris di SMP Muhammadiyah 1 Medan merupakan pembelajaran yang aktif atau menarik. Hal ini ditunjukkan berdasarkan hasil penelitian bahwa guru telah menerapkan Teachers Roles di dalam pembelajaran.

Kata kunci : *The Roles of teacher, Classroom Interaction.*

INTRODUCTION

Teacher has role more than the students because the teacher is not only give knowledge but also should manage their classroom activities. A number of characteristics effective an English teacher in classroom interaction should have

imagination, innovativeness, interaction, and independent thinking.

Furthermore, Richards & Rodgers (2014) states that 'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal

relationships between the participants. In attempting to determine a problem language, the teacher has some roles. A good teacher should have a capacity to perform his roles depend on different circumstance effectively.

This study focused on the roles of teacher (controller, organizer, assessor, prompter, participant, resource, tutor and observer). It is supported by theory of Harmer & Brown which state the teacher roles in managing a class. First, Teacher as controller means that teacher has complete control when the pace of lesson. Second, Teacher as organizer should organize all activities and things from the beginning till the end of a class. Third, a teacher an assessor gives evaluation how well students are performed. Fourth, Teacher as prompter is the teacher gives some suggestion to his/her students. Fifth, the teacher as participant joins the activity do in teaching and learning process. Sixth, a teacher answers the students' question is the teacher as resource. Seventh, the teacher as tutor helps students individually so that every student gets the teacher's help or advice. Eighth, teacher an observer note while observing students' performances so that it helps him/her to assess students in the future. Teacher's role can be before, while, or after the teaching learning process. The teacher should manage their classroom activities and build a warm environment.

Dolmans, Wolfhagen, Schmidt and Van der Vleuten (1994) argue that a teacher's performance towards his or her teaching assumes an important influence on the quality of an educational program, and eventually on the competence of graduates. In addition, Albanese (2004) asserts that the function of the teacher alone is able to flourish or crush the outcome of students' participation in the teaching and learning process.

There were many problems existing in teaching process at SMP Muhammadiyah 1 Medan when the researcher did the observation on 18th June

2019. In the classroom, teacher did not explain the lesson with clear explanation and it was too monotonous which cannot arouse student's interest. It was clear that teacher just paid attention on the first stage of lesson when the teacher checked student's attendance then the students just busy with themselves and talked with their friend. In fact, the students got lower mark in mid-term test even final semester.

The teacher should know what roles used for helping students' difficulties. If the teacher applied the roles of teacher maximally, the students' participation would be increased.

Then, the classroom interaction also would be active learning and more interesting. Automatically, the students would get the high score for each test.

In order to undergo the research, the researcher gathers the data from female English teacher of SMP Muhammadiyah 1 Medan. Based on the observation, the researcher got the problem in teacher roles that teacher didn't apply the roles of teacher as organizer and resource. The teacher didn't apply the role of teacher as organizer because the teacher wasted time allocation for checked the students' attendance to the lesson such as "**I am going to call you one by one. Say present, please!**". It should be the teacher just said "who is absent today?". It also gave the students' chance for busy with themselves and talked with their friend.

Then, teacher didn't explain the whole substance of lesson. It meant that the teacher didn't apply the teacher roles as resource. Those were because teacher didn't give the clear explanation about the material. In addition, many students had difficulties study English.

Researcher thought that the English teachers should be implied the teacher's role in overcoming this problem, because the teacher's role can solve students' difficulties in learning English and support the effectiveness in teaching.

A. Theoretical Framework

Theory of Roles of Teacher

Harmer (2003) states the roles of teacher have eight roles in managing a class; they were controller, organizer, assessor, prompter, participant, resource, tutor, and observer. They were the explanation below;

a. Controller

Harmer (2003) argues that all of activities in class were under the teacher's license. The teacher was in complete charge of the class, what students did, what they said and how they said it. Teacher control about the condition during the learning process and also control the students. Teacher asked students to listen what they said and did not make noisy situation. It included teacher control the situation and the participants during learning process.

b. Organizer

According to Harmer (2003) Teacher is as a main role in here. Teacher obligation was to organize class. The

teacher activities e.g. making group discussion, ask student to do the task on time, ask student to do presentation. In here, teacher gives example as a good organizer.

c. Assessor

According to Brown and Harmer (2007: 108) Teacher as assessor means provides students with feedback regarding their performance and grades them in distinct ways. Teachers as assessor mean giving evaluation about how well students are performing or how well they performed. In addition, many things should do by teacher such as assessing their students, giving correction, Extending of success or failure, solving problem content, focusing linguistic performance, recording of errors.

d. Prompter

Harmer (2003) argues that the teacher encourages students to participate and to make suggestions about how students might process in an activity. For example:

Table 2.1. Example of dialogues between teacher and students in classroom

NO	Participant	Dialogues
1	Student	Sir, I don't understand about this question. What is the answer, Sir?
2	Teacher	Find the meaning of this sentence in vocabulary and you can know the meaning of that question.

In dialogue above, teacher not give the answer of the question, but give some clues. Teacher is also motivates their students so they will think creatively.

a. Participant

The teacher sometimes wants to join the activity do in teaching and learning process. In this stage, the teachers are expected to take part during the classroom activities (Harmer, 2003). A teacher can be a participant in the activities. She/he can join in group or make a pair and when a teacher plays role as participant students

feel comfortable as they can share their knowledge too.

b. Resource

Harmer (2003) argues that the job of teacher in this point answers the student's questions. Teacher could be the resource of information for their student. Teacher is helpful and available for their students. They also answer some questions from the students.

c. Tutor

Acting as tutor, the teacher can combine both prompter and resource role during the teaching and learning process. In this case, tutor works with students individually or in small groups if they undertake challenging learning programs, (Harmer, 2003)

d. Observer

“Teacher observes students’ performance to offer them individual or group feedback” according to Harmer (2003).

Based on the explanation above, it can be concluded that the role of teacher can be applied in the beginning, middle or the end of process of teaching learning process.

How Teacher Roles Applied in English Classroom Interaction

There are several roles of teachers in order to make conducive to teaching and learning process and to create interactive classroom which concluded by Brown and Harmer (2007:108).

a. Teacher as Controller

They are in charge of the whole class and of the activity-taking place and are often 'leading from the front', telling students instructions, organizing drills, reading aloud (Brown and Harmer, 2007:108).

b. Teacher as Prompter

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary (Brown and Harmer, 2007:108).

c. Teacher as Participant

The teacher sometimes wants to join the activity done in teaching and learning process. In this stage, the teachers are expected to take part during the classroom activities (Brown and Harmer, 2007:108).

d. Teacher as Resource

In this stage, the teacher can be one of the most important the sources in the teaching and learning process. She / he can provide all information needed by students. In another words, resource acts as students’ reliable resource when they encounter difficulties (Brown and Harmer, 2007:108).

e. Teacher as Tutor

Acting as tutor, the teacher can combine both prompter and resource role during the teaching and learning process. In this case, tutor works with students individually or in small groups if they undertake challenging learning programs (Brown and Harmer, 2007:108).

f. Teacher as Assessor

Provides students with feedback regarding their performance and grades them in distinct ways. Teacher as assessor means giving evaluation about how well students are performing or how well they performed. In addition, many things should do by teacher such as assessing their students, giving correction, Extending of success or failure, solving problem content, focusing linguistic performance, recording of errors (Brown and Harmer, 2007:108).

g. Teacher as organizer

Perhaps the most difficult and important role the teacher has to play. Teacher organize activities depend on good organization lead in instructions initiate in the classroom. The success of many activities depends on good organization and on the students knowing exactly what they are to do. Giving instructions is vital in this role as well as setting up activities (Brown and Harmer, 2007:108).

h. Teacher as Corrector

Teacher offers students correction of their linguistic errors while assessing their

language learning competence (Brown and Harmer, 2007:108).

i. Teacher as Observer

Observe students' performance to offer them individual or group feedback (Brown and Harmer, 2007:108).

j. Teacher as director

Teacher is like conductor in a drama who keeps the process of teaching and learning efficient (Brown and Harmer, 2007:108).

The Interaction of English Teaching-Learning

Brown (2001: 165) explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. It means interaction is a process to get an idea through exchange between one to another person's mind.

McNergney and Carrier argued by Purwanti (2004: 32) state that a good interaction shows the indication of certain attitudes of students toward the teacher's behavior. These attitudes include the following aspects: (a) Adequacy and fairness of instruction and grading, (b) Fairness in authority and effectiveness of control, and (c) Consideration, friendliness, and concern of interpersonal relationship.

The students also show certain attitudes towards learning in the involvement of learning related activities. These attitudes include the following aspects: (1) new or difficult activities and assignment, (2) independent pursuit of learning activities, and (3) extra school work. The teacher is able not only to achieve compliance but also to support and encourage students' initiatives.

In summary, the characteristics of a good interaction can be seen in the situation of an effective teaching and learning process. Its situation shows a good interaction of students' attitudes toward the teacher's behaviors, students'

participation during classroom events and thoughtful creative activities where students have opportunities to share and express themselves.

a. Classroom Interaction

Classroom interactions focusing on all the activities happen in the classroom that involves all the supporting elements in the classroom settings. This interaction involves both teacher and student during the lesson. An effective classroom environment involves 2 way interactions between teacher and students. This interaction will lead to the effectiveness of the learning process when both participants communicate actively during the lesson.

In addition, According to Chaudron (1998:10) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Brown (2001: 165) describes the term of interaction "as the heart communication, it is what communication is all about". Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

What happens in a productive class hour is described by Tickoo (2009) under following heads:

- a. The teacher interacts with the whole class.
- b. The teacher interacts with a group, a pair, or an individual pupil.
- c. Teacher interacts with each other; in groups, in pairs, as individuals or as class.
- d. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not

exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

b. Components of Interaction

The classroom communication involves some components. They are: the originator, encoding process, transmission, message, channels, communication climate, interference, reception, decoding, responder, and feedback (Barker, 1982: 14).

The originator is the sender of the message, that is, teacher or students. Encoding process is the process of transforming the message into appropriate words or movements. Transmission is the process of sending message through specific channels. Message carries meaning from originator to responder via words or movements. Channels are the pathways on which messages travel – usually light or sound waves. Communication climate is the total of social, hereditary, and personal influences which affect both originator and responder's communication behavior.

Interference is the noise in the communication system which alters or changes meanings of the message. Reception is the process of receiving the message by eyes, ears, nose, and so on. Decoding is the process of transferring the raw aural or oral stimuli into meaningful thought, or word symbols.

The responder is the person or persons who are the destination of the originator's message. Feedback completes the communication cycle by sending messages back from respondent to originator indicating that the message was received and/or understood (Barker, 1982:3-8).

The Important teacher's role

A teacher plays an important role in teaching and learning activities. Albanese

(2004) asserts that the function of the teacher alone is able to flourish or crush the outcome of students' participation in the teaching and learning process.

Santrock (2001) also manage to bring into discussion some, though not limited to, of the characteristics and role of teachers in an active learning environment. First, teachers should adapt their instruction as accordingly to the developmental levels of the students. Teachers were suggested to monitor students' learning cautiously as each student receives, analyze, assess and reflect information at various levels. For instance, the Bloom's Taxonomy provides for an excellent alternative to manage and monitor students' learning. For instance, teachers are encouraged construct learning objectives based on the six levels of knowledge, understanding, application, analysis, synthesis and evaluation.

Second, teachers should pay attention to individual differences in learning. This is especially true when each student is unique and he or she comprehends information at different pace and ease. Taking into account these individual differences, teachers must take the initiative to engage them in active learning. Santrock (2001) further mentioned that teachers play various roles in bridging the students and the learning process. Evidently, meaningful learning does not only takes place in the classroom but more importantly includes and reflects on the students' experiences. Third, teachers must constantly assess their students as an integral dimension of the teaching and learning process. For instance, teachers must analyze the students' perception of their expected learning outcome and compare it to the learning objectives outlined in the course structure.

As a conclusion, this topic highlights on the important role a teacher shoulders in shifting students from a passive role to an active role in a teaching and learning process. Specifically, some characteristics

of a teacher as grounded in the constructivism theory of learning are established. For instance, teachers are encouraged to guide students to critically reflect on knowledge they acquire and to encourage teamwork among students.

RESEARCH METHODOLOGY

Research Method

This study is conducted by using descriptive qualitative method. The design of this research was descriptive design with qualitative approach. Ary (2010: 426) states that, research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. At this point, descriptive method is a method that researches the status of human, an object, a

set of condition, a system of thought, or even a class of phenomenon at the present.

Related to this study, the researcher intends to analyze the types of teacher's role and how it apply by the three teachers which is transcript from video recording and field note into description form.

Data Analysis and Finding

1. The Types of Teachers' Roles in English Classroom

Table 4.2 using Harmer & Brown theory, the researcher had categorized and analyzed the data with the results described in following analysis which showed the findings of the types of teacher's role used in English classroom interaction.

Table 4.2 The Percentages of Each Teachers' Role Applied by The Three Teachers.

Teachers	The types of teachers' role								Fre
	C	OG	A	PR	PC	R	T	OB	
MAL	√	√	√	√	√	√	√	√	8
MDK	√	√	√	√	√	√	√	√	8
HH	√	√	-	√	√	√	√	√	7
Total	3	3	2	3	3	3	3	3	23
Percentages	13.04 %	13.04 %	8.69 %	13.04 %	13.04 %	13.04 %	13.04 %	13.04 %	99.97 %

Notes:

Fre : Frequencies

C : Controller

OG : Organizer

A : Assessor

PR : Prompter

PC : Participant

R : Resource

T : Tutor

OB : Observer

Based on the Table 4.2, it showed the percentages of teacher's role as controller was 13.04 %, the percentages of teacher's role as organizer was 13.04 %, the percentages of teacher's role as assessor was 8.69 %, the percentages of teacher's role as prompter was 13.04 %, the percentages of teacher's role as participant was 13.04 %, the percentages of teacher's role as resource was 13.04 %, the percentages of teacher's role as tutor was 13.04 %, and the percentages of teacher's role as observer was 13.04 % which applied by the three teachers. At

the percentages of teacher's role as participant was 13.04 %, the percentages of teacher's role as resource was 13.04 %, the percentages of teacher's role as tutor was 13.04 %, and the percentages of teacher's role as observer was 13.04 % which applied by the three teachers. At

last, the total percentages of the eight roles of teachers were 99.97 %.

2. How the Teacher Applied the Role of Teacher.

This research involved three teachers who teach in eight grade class at SMP

Muhammdiyah with different times and class to teach.

The results of every teacher who applied the eight roles of teacher or not would be explain in Table 4.3 below.

Table 4.3 Percentages of Teachers' Role Applied by the Three Teachers

Teachers	The types of teachers' role								Frequency	Percentage
	C	OG	A	PR	PC	R	T	OB		
MAL	√	√	√	√	√	√	√	√	8	34,78 %
MDK	√	√	√	√	√	√	√	√	8	34,78 %
HH	√	√	-	√	√	√	√	√	7	30,43 %
Total	3	3	2	3	3	3	3	3	23	99,99 %

Notes:

C : Controller
OG : Organizer
A : Assessor
PR : Prompter

PC : Participant
R : Resource
T : Tutor
OB : Observer

Based on the table shown above, the roles of teacher as controller, organizer, assessor, prompter, participant, resource, tutor, and observer used well by two English teachers, while one of English teachers didn't apply the role of teacher as assessor. The percentages of both English teachers had the same percentages. The first teacher and the second were 34.78 % who applied the eight roles of teacher, while the percentage of third teacher was 30.43 % who only applied seven roles of teacher and didn't apply the role of teacher as assessor. Then, the total of types of teachers' role used by the three teachers was 99.99 %.

DISCUSSION

In teaching English, the roles of teacher are important to encourage the students for active learning and solve

students' difficulties in teaching and learning process. This study highlighted that the roles of teacher are really helpful in teaching and learning process in order to make the quality of students' performance exist or not. The teachers should apply the roles of the teacher itself.

The data analysis was indicated from the eight aspects in the video recording of the three teachers did during teaching and learning activities in English classroom interaction that can be seen in the transcriptions and field notes.

The eight roles of teacher (controller, organizer, assessor, prompter, participant, resource, tutor, and observer) based on Harmer & Brown theory occurred while teaching and learning did. There were three teachers as the object of this research. Then, the eight roles of teacher categorized from the transcriptions and field notes; showed the first teacher

applied the eight roles of teacher completely in teaching and learning process. The second teacher applied the eight roles of teacher but she had low teacher's role as assessor because she rarely gave the feedback to students. Moreover, the third teacher didn't apply the roles of teacher maximally because she failed applied the roles of teacher as assessor in teaching and learning process because the time was over and the students' task will be home. Automatically, she applied teacher's role as assessor in the next meeting. It meant that generally the eighth roles of teacher was occurred because those roles of teacher often used in English classroom and it can called as active learning.

It is similar with the previous study; the teacher's role had average as organizer, controller, tutor and prompter while the roles of teacher as participant had differences percentage. Then, the roles of teacher as observer and assessor were failed (Lidia, S. IImelwaty., & Mayuasti, 2015). Furthermore, from eight roles (controller, organizer, assessor, prompter, participant, resource, tutor and observer), the English teachers who handled tenth gradestudents especially of class X3 focused only six roles that are teacher role as controller, organizing, assessor, resource and observer. While, the teacher that handledclass X6 focused only five roles that are teacher role as controller, organizing, assessor and observer (Hulalango, 2013). Compared to another study, the roles of teacher which were often used and applied by the teacher; they are the roles of teacher as an organizer, as a facilitator, as a participant, as a demonstrator and as a guide. Meanwhile the teacher's roles which are seldom used or have not been applied maximal by the teacher were the role of teacher as a prompter and as a resource (Rindu, I. & Ariyanti, 2017).

While, for the first problem of study, the types of roles of teacher were the eighth roles of teacher such as

controller, organizer, assessor, prompter, participant, resource, tutor, and observer used by the teachers. Those covered by applied the three teachers in one meeting. The roles of teacher as assessor had low role because the teacher rarely gave the feedbacks even the other one of teachers failed do the role of teacher as assessor because the student's task took home and the time was over. In the previous study, some researcher also analyzed the eighth roles of teacher but applied by one teacher in different classes eventough there were analyzed the ten roles of teacher based on the different characteristics of English teacher and analyzed the nine roles of teacher which also based on different classes. Meanwhile, this research showed the generally the eight roles of teacher applied even one of teachers had low role of teacher as assessor and another had failed do role of teacher as assessor. Along with the previous research, that was also showed almost the same results with this research findings; the study also found the roles of teacher which applied by teacher as controller, organizer, prompter, participant, resource, and tutor.

For the second problem, the three teachers applied the roles of teacher well through applied by the Eighth grade class and the eighth roles of teacher occurred because those roles of teacher often used in English classroom. Those applied by the teachers were as controller, organizer, prompter, participant, resource, tutor, and observer while the roles of teacher as assessor rarely used even one of them failed applied it.

In addition, according to Harmer (2003) states different teachers perform differently. Not only that, but any one teacher probably also has many different performance styles depending on the situation. One minute teacher may be standing at the front commanding or entertaining, but a few minutes later teacher will be working quietly with a pair while the other students are working in their own pairs. Above all, teacher's role

can be before, while, or after the teaching learning process.

Hence, it is important to realize that the roles of teacher are important. Teacher should know what roles used for helping the students to solve their difficulties and how to cope their problems depend on various problems that teacher faced. In addition, Santrock (2001) further mentioned that teachers play various roles in bridging the students and the learning process. Then, teachers must constantly assess their students as an integral dimension of the teaching and learning process. But, in fact there were some teachers didn't apply the role of teacher as assessor. It potentially affects the outcomes of students' participation in teaching and learning process. Thus, it also made the learning objective didn't reach well and the quality of students' competence for the next teaching and learning activities.

CONCLUSION

The findings of the study lead to the following conclusion:

1. The categories of teacher roles in English classroom interaction at SMP Muhammadiyah 1 Medan were applied. The eight roles are controller, organizer, assessor, prompter, participant, resource, tutor, and observer occurred in SMP Muhammadiyah 1 Medan. It proved by the three teacher maximally applied teacher's role as controller, organizer, prompter, participant, resource, tutor and observer even though there was a teacher had low teacher's role as assessor while one of them failed do teacher's role as assessor.
2. The three teachers applied the teacher's role in good way. They applied the role of teacher appropriate if depend on what students need. They were good in applied the teacher's role maximally as controller,

organizer, prompter, participant, resource, tutor and observer. In addition, the interaction between teacher and students in English classroom are interesting teaching and learning process in the third class. It meant that the classes ideal because the teacher and students interacted with good interaction. It was occurred the interaction between teacher and class, teacher and individual students, and students and other students.

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