The Role of English Teachers in Guiding Students to Win the English Debat Competition

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Abstract

This study aims at investigating empirical data on the role of the English teachers in guiding the students to win the English competition in the form of qualitative study. The study was carried out at SMPN 19 Percontohan Banda Aceh in February 2016. The objective of this study was to identify the roles the English teachers. The roles of the teacher were adapted from Harden and Crosby those roles include information provider, model, facilitator, assessor, planner, and resource material creator. The sources of the data were from informants and classroom observation and the data were collected through observation and interview. In analysing the data, the writer used interactive model analysis including reducing the data, presenting the data, and drawing conclusion. The results of this study indicate that the roles of the English teacher of Percontohan Junior High School play a big contribution on students’ success in winning the English contest competition. Besides, this school provided extracurricular clubs which help students to improve and increase their skill.

Keywords: Teachers’ role, competition, English debat

1. INTRODUCTION

Competition is an opportunity that use by people to measure their personal achievement and to compare themselves with others. Competition can be seen in many aspects, one of them is in education. In education, competition is used to compere the student understanding about the specific subject matter with the students from inside or outside the school. Competition is an activity that offers a chance for students to develop their academic achievement and helps them to compare themselves with the people who have the same level (Bicknell & Riley, 2012). By doing so, it gives opportunities for the students to show their knowledge and self-competence. For example, government, school, and others institutions have held much competition, for instance English competitions among Junior High School students. Competition helps student to increase self-directed learning skills and sense of autonomy (Karnes & Riley, 1996 as cited in Bicknell & Riley, 2012).
Therefore, in joining the competition students tend to prepare themselves to do their best in the competition.

On the other hand, to provide a better understanding and knowledge for the students who will compete in the competition such as English competition, they need a specialized teacher to guide them to win the competition. Teacher in general and English Language teachers in particular play a fundamental role in the teaching and learning processes and academic achievement (Shishavan, 2010). Therefore, as a teacher they have some important roles that should be play. Harden & Crosby (2000) point out the teachers’ roles are around six areas; the information provider, the model, the facilitator, the assessor, the planner, and the resource material creator.

The preliminary study conducted on August 14th, 2015. This school is one the best schools in Banda Aceh. It also often wins the competition. The researcher has interviewed some English teachers in this school, and the writer found that the students of this school have participated in some academic and non-academic competitions inside and outside the school, and won it several times.

As we know, many schools have joined and prepared themselves to join in the competition, but it is undeniable that not everyone who enters the competition will win. SMPN 19 Percontohan Banda Aceh is one of the schools that can win the competition regularly. So, based on the explanation above the writer would like to know about the roles of the English teachers of SMPN 19 Percontohan Banda Aceh in guiding the students to win the English competition.

2. LITERATURE REVIEW

2.1 Role of English Teacher

Teacher is a people who transfer knowledge to the student through teaching learning process. In the school teacher play a role in making an effective process of teaching learning. Thus, related to their profession, the teacher holds many roles on the student's success in the school. Shishavan (2010) states that teachers in general and English Language teachers in particular play a fundamental role in the teaching and learning processes and academic achievement.

Consideration of teacher roles is important because their implementation in the educational process ensures the quality of human and social resources of society (Zlatković, et al. 2012). Additionally, Harden & Crosby (2000) point out teachers’ roles which are grouped into six areas; first is the information provider, a common sense would suggest that teachers are mainly responsible for teaching or providing information to their students. Historically, the focus is on the teaching activity, the teacher transferring knowledge, and the pupils receiving it. The second is facilitator. The third, the teacher as a role model. In this case, the teacher must become aware of the image, of the personality model he/she sets for the pupils. Likewise, an efficient teacher ensures the existence of a congruency between his/her acts and words. She/he becomes aware of the impact of his/her modelling role on the pupils’ personality and hence, trying to maintain his/her integrity at all costs (Fata, 2014). Fourth is assessor. As an assessor, teacher has to assess the student comprehension regarding the subject they teach.
Therefore, it is very important that teachers can fairly and accurately assess students’ abilities. Fifth, teacher as a planner. Teachers are also responsible for planning interesting activities for students to undertake. These activities should be well organized, and the learning outcomes and expectations must be clear. Every activity can take up a great deal of time, and require an amount of expertise. And the last is resource developer. As the focus moves from the formal teacher to more interactive and facilitative activities, the teacher may be required to develop appropriate resources that will best meet students’ needs. These can include traditional resources, such as worksheets, newspaper, or the use of the internet or other technology that can increase the range of student accessibility (Nurhidayati et al. 2016).

2.2 English Debate Competition

Competition is used to challenge or measure someone. Competition deserves an opportunity for people to compare themselves with other people which control by some standard (Martens, 1975 as cited in Cooke, 2010). Moreover, the competition deserves a big opportunity for student to develop their knowledge. Competition is an activity that offers a chance for students to develop their academic achievement and helps them to compare themselves with the people who have the same level (Bicknell & Riley, 2012). Furthermore, by the competition they will get many new things that will be useful for them as a learner. According to Bicknell & Riley (2012), in the process of competition preparations, students are directed on set of like mind when they cooperate with others, so they can get friendship, inspiration, and encouragement through this process. A well-organised competition challenges its participants to give their best, and thus it enhances student motivation and learning. Lawrence (2004) said that, competition encourages active learning and increases students’ motivation. Therefore, English competition helped students to develop their understanding and skill in English language.

3. METHODS

The method used in this study was descriptive qualitative in nature. Qualitative research is an inductive study which used by the researcher to obtain a deeper information and understanding about a persons’ or groups’ experience (Wahyun, 2012). This study was conducted at Junior High School 19 Percontohan Banda Aceh. There were two English teacher of Percontohan junior high school became the subject in this study. The data were collected through observation and interview. The writer prepared an interview guideline for the role of the English teachers, it was consist of eight questions. In analyzing the data the writer used the technique suggested by Miles and Huberman. Miles & Huberman (1984) suggest an interactive model as a technique for data analysis in qualitative research, which follows data collection, data reduction, data display, and drawing conclusion/verification.

4. FINDINGS AND DISCUSSION
4.1 Finding of Observation

On 25th February 2016, the writer did an observation on students’ preparation for storytelling competition. The finding shows that the activity was held during the break times and took a comfortable place in one of the classes in this school, Gallery room. Teacher entered the classroom, greetings students and makes the student feel welcome. Based on the observation, student was actively involved in the class.
To support the students’ practice, the teacher handed out the text to the students, the text contained the story that has been prepared by the teacher for storytelling competition. Besides, teacher provided video, audio and other properties needed to support the students practice. The teacher also provided the guided practice for students. Before the teacher gave the student an example how to tell and perform the story in a good way, she asked the students to practice firstly. During the teaching practice, teacher gave an explicit and clear instruction to the students. Besides, teacher also corrected the students’ mistakes during the practice by modelling the correct response. For example, when the students pronounced the word incorrectly or used unsuitable body language and expression, then the teacher gave a clear and correct pronunciation and intonation of the words in order to make the students understand.

Furthermore, teacher and student also compromised together to meet the learners’ need if it is necessary, for example they compromised together in discussing the suitable body language and expression related to the story. Language used of the teacher based on the student’s level. In offering the instruction to the students, teacher communicated effectively and used the simple word to make the students understand the instruction easily. Therefore, the communication was conducted both by using English and Indonesian language during the practice. In the other hand, to motivate the student, teacher showed a video to the students and makes them feel confident while telling the story. She also encouraged the students to be independent and brave. Teacher was friendly and respectful to the students, so the students were comfort and happy while practicing.

4.2. Finding of Interview

The writer interviewed two English teacher at Percontohan junior high school. Both of the teachers guided the student in winning the competition. In delivering the information about English competition to the students, both of teacher 1 and teacher 2 was inform it through wall magazine. Besides, in order to attract the students’ interest, teacher 1 also gave a further explanation for students about the competition within teaching-learning process in the classroom. Usually, the information contained the form of registration and requirements that should fulfil by the students.

Teacher 1 explained, this school has been won the English competition for many times. She said that, the winning chance is supported by the extracurricular program that is held by the school to train students through guidance regularly. One of the extracurricular activities in this school is English club. English club addressed for students who interest with English language. This activity runs once a week. So, when the competition came, teacher 1 and teacher 2 were easy to choose the best student for joining the competition. Besides, by attending an English club, it made students ready for the competition. In choosing the student, teacher also considered about the student characteristics. Sometimes, it was difficult to fits the character on the story to the student itself said the teacher 1.

As we know, teacher is the main person who knows about their students in school, therefore teacher role was important. As a teacher, teacher 1 also had many roles to hold on. Facilitator, motivator, guidance, information provider were some of the important teacher roles. In carrying her role, the teacher cooperated with the school principal and the parents of the students. It is undeniable that the students’
success also support by the school, parents, and the student itself. On the other hand, teacher 2 also explained that educating is the main role of the teacher, but it is not enough. Teacher 2 also played a role as a facilitator, guide, role model, supporter, motivator, and many things. Teacher were in charge of facilitate the students in teaching learning, gave them a good role model and feedback. Besides, the teacher also motivated the student while learning or practice.

There were many things that should be prepare by the teacher and student, such as material or the story, space and other equipment needed. In preparing the students, teacher 1 and teacher 2 trained and guided the students inside and outside of the school, such as at home. Usually, teacher trained students in Gallery room during breaks or after school time. Furthermore, regarding to the competition, teacher took an extra time to train and guide the students at home if the competition is important, generally three days or two days to go before the competition held. Material needed for the storytelling competition was prepared by the teacher.

Usually, the theme of the story has been determined by the competition organizers. Therefore, both of the teachers cooperated together in providing the story to the students and hand it out in the form of paper. Even though teacher has given the story to the students, the teacher also reminds the students for do not depend on the text, because they can convey a lot of things in a variety of ways with the same purpose. Besides, the student needs some property to support their performance. Every year, the teachers always cooperated with parents to provide a property for the competition. It made both of the school and parents contribute in supporting the student success in competition.

In guiding the students, teacher 1 prepared the story that will be present by the students. Usually, teacher changed a few sentences to be simpler and easier for students to understand. In the first meeting, teacher gave the story to students in the form of the text, and then teacher asked the students to understand the whole story well. If they did not understand the content of the story, then they should ask the teacher. After that, the teacher asked the students to practice, the teacher would like to see the way the students interpret the story. So that, the teacher could gave them a feedback about the correct pronunciation and intonation in retelling the story. Sometimes, their language was disorganized, and it took a long time for the teacher to fix their language, such as dialect, pronunciation and intonation. Furthermore, teacher also taught them about body language and body movement. Sometimes, teacher asked the student’s opinion and exchanging opinions with them. So teacher could involve students directly in the teaching-learning process. Besides, teacher also motivated the students to be confidence during practice, gave them a feedback to upgrade or improve their performance. Sometimes, teachers showed a movie that can motivate them to be more confident and so that they could learn about the expressions and body language from the movies that they watched.

In contrast, firstly the teacher 2 became as a role model and gave an example for students in guiding the students. She demonstrated the way she deserves the storytelling, and after that the students learned and tried to present the story like the teacher or maybe even better. It intended to stir the students’ creativities. While she guided her students, teacher 1 often gave an advice if it is necessary for a better improvement. For example, teacher 1 gave an opinion about the gesture and body language appropriate and she also gave a comment if the students did not look
naturally while in practice. So, the roles of the teacher were very important in helping the students’ success in competition.

Both of the teacher has guided the students in many English competition. They had many experience on it. Teacher 1 explained about the storytelling competition that she joined last year. At that time, the student of this school got “Si Kepar” as the story from of Aceh Tenggara. Teacher felt that the story was very flat, there is no a significance conflict. After getting the story about Si Kepar, the teacher constructed the story in the form of art. The teacher tried to make the character of the story become more contrast without changing the whole story itself. Finally, because of the effort of the teacher and the students, this school won the competition last year. Moreover, teacher 2 said that she did not have many experiences in guiding the students like teacher 1. So, Teacher 1 and her cooperated together to guide the students, sometimes an advice from the senior teacher as the teacher 1 was very helpful for her in guiding the students. In guiding the students, firstly the teacher became as a role model and gave an example for students. She demonstrated the way she deserves the storytelling, and after that the students learned and tried to present the story like the teacher or maybe even better. While she guided her students, teacher 1 often gave an advice if it is necessary for a better improvement. So, the roles of the teacher were very important in helping the students’ success in competition.

Every school has the differences with another school. In storytelling competition, teacher 1 explained that she is packing the whole story in art. Many schools took a story directly from the Internet without filtering, so it made them depend on the text and monotone. Occasionally, even though they have been providing a great property, but it does not guarantee their story would be nice as well, sometimes it is too ordinary and cliche. In the other hand, the teacher 2 had his own opinion about this. Teacher said that Students in this school were easy to direct, active, creative and quickly understands, they could catch and receive the input from teachers quickly. Before she taught English in this school, teacher 2 taught English in another junior high school in Banda Aceh. She also trained the students who participate in English competition in that school. Some of them are a little bit difficult to be directed. Sometimes they did not practice what she has demonstrated previously. So, it was difficult to develop their creativity.

In addition, the role of the school principal also helped teacher in guiding the students. The teacher 1 and 2 said that, the school principal gave the teacher responsibility to manage the students in the competition. She asked the teacher to be independent in guiding the students. The school principal also supported and provided all the necessary requirements for the competition, both in terms of financial support or the others. The school principal also reminded the teachers to guide the students a few months before the competition was held. The support from the school principal also motivated the students to do their best in any competition they are involved in.

4.3 Discussion
 Teacher performed an influential roles toward the students. The roles of the teacher includes the information provider, the model, the facilitator, the assessor, the planner, and the resource material creator (Harden & Crosby, 2000). Firstly, teacher provided the information about the storytelling competition to the
students. The second, as a role model teacher gave an example for the students in term of body language, gesture, pronunciation and anything else. The third was the role as facilitator, teacher provided student with knowledge and facilities that can encourage them to be creative in practice. The teacher is a people who facilitate the student’s infusion of knowledge by creating an open atmosphere where students can freely express their ideas and questions (Ramsden, 1992 as cited in Coyne, 2007). The fourth, as an assessor, in assessing the students, teacher corrected the student mistakes and meets their needs and gave them a feedback to improve their performance in the next time. It is important for teachers to give detailed and constructive feedback on assessments, as this is one way that students will learn for future assignments (Race, 2001). Fifth, the role of a planner, in this role teacher plan and organize the learning process to run well. The last, the role of resource developer, it can be seen while teacher showing the video to go along with their lessons.

She made sure the student was taught in the way that suits them best. Besides, the writer also found that the teacher play a role as a motivator towards the student success. Ratna et al. (2016) said that teacher should motivate the student and encourage them to improve their performance and to be confidence in practice. Teachers should attempt to enhance student motivation so that students positively and actively involved in their learning until they reach their target in teaching learning (Ramage, 1990 as cited in Kaboody, 2013).

Besides this school also provided an extracurricular club for the students in this school, one of them is English club. This activity was very useful for the students to improve their knowledge and skill in English language. Participating in extracurricular activities give a students a lot of advantages, included getting a better grades, receiving better standardized test scores and educational achievement (Wilson, 2009).

5. CONCLUSION AND SUGGESTIONS

Teacher hold many roles on students’ success. The information provider, the model, the facilitator, the assessor, the planner, resource material creator and motivator were the most often roles that play by the teacher while guiding the students. This school also provided an Extracurricular club, such as English club. This club offers to the students who has an interesting on English language. Besides, it helped teacher to select and prepare the best students for competition in the future.

After this study has been done, the writer made some suggestions based on the findings of this study. Teacher is one of the people who take a part on students’ success in the competition. Thus, it is important for the English teacher to build a mutual relationship with the other teachers and the students’ parents in order to motivate the students to conduct more self-learning activities at home or outside the school. Besides, teacher should find many references about the strategies to improve their learning activities in order to increase the students’ success in competition for a higher level.

REFERENCES


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