

## CHAPTER IV

### RESULT AND DISCUSSION OF THE RESEARCH

chapter specially deals with the result findings and discussion of the data obtained from the implementation of scaffolding strategies in Teaching Reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang. Then it deals with some theories before. This chapter also deals with some interview based on qualitative research of this study, such as interview, observation, and documentation.

These data answer of two research problems : How is the implementation of scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> and how is the role of teacher in implementing Scaffolding strategies in reading skill in 6<sup>th</sup> grade at SDI Mambaul Ulum Sampang.

#### A. The Result of Research

The researcher explain about the research result of the implementation of scaffolding strategies in Teaching Reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang that are expected to be able to gain new understanding about the implementation and also the role of teacher in implementing scaffolding strategies in teaching reading skill..

In this part, the researcher describes the research discovery which is gotten in research field either of observation result, interview result, and documentation. The result and discussion include the implementation of scaffolding strategies in teaching reading skill, and the role of the teacher in implementing scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang.

To answer the first research focus the researcher conducted the observation in teaching and learning process at 6<sup>th</sup> grade of SDI Mambaul Ulum Sampang. The researcher conducted twice observation. The first observation on 29<sup>th</sup> April 2024 and the second observation was on 03<sup>th</sup> May 2024.

### **1. The implementation of scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang.**

To obtain the data related to the implementation of Scaffolding strategies in teaching reading skill, the researcher conducted an observation in the English learning process in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang.

In this section the researcher discussed about the result of classroom observation of the implementation of scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang.

#### **a. The first observation**

Firstly, the researcher was allowed to join the process of teaching and learning in the class on Monday 29<sup>th</sup> April 2024. It was started 09.30 until 10.30. in 6<sup>th</sup> class consist of eleven students, based attendance of the students.

There were three steps in the implementation of scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang. They are pre teaching, whilst- teaching and post Teaching.

1) Pre- teaching

The teacher will explained some activities which the teacher did in the teaching and learning process.

- a) The teacher prepared the lesson and the teacher begins with salam and do pray together. The teacher and students great each other by saying:

Teacher: “ good morning my students” and the students answer it Students: “ good morning miss”

- b) The teacher asks students condition while do attendance list.
- c) The teacher gives warming up to the students that suitable with the topic that teacher will teach, Such as the teacher asked the students to listen the teacher explain story about “**a cute cat named Katty**” based on topic today in teaching reading by implementation of scaffolding strategy.

## 2) Whilst- teaching

In the whilst teaching there are step used in implementing scaffolding strategy, that are:

- a) Pre reading

Visual aids, where the teacher introduce the topic that will explain by give the visual of the material today. The teacher shows a picture of a cat to engage students with the topic. Visual aids are very specific, so students will easily understand the lesson explained by the teacher.

“ do you know guys what is the picture” students answered “ yes miss that is a cat”



**Picture 1.1**

### **Teaching with strategy visual aids**

Tap into prior knowledge, this strategy the teacher asks the students to share their experience and content ideas that related with our lives. So it can make student interest because the students can convey many opinions about content ideas from the material.



**Picture 1.2**

### **Pre tech vocabulary strategy**

Pre-teach vocabulary is when the teacher explains some vocabulary words before reading the entire text to be used in the lesson. For example, "What is the meaning of 'cute'? Does anyone know?" the teacher asked. Some students responded correctly, saying, "Lucu, Miss," while others answered, "Cantik, Miss." The teacher said " yes, the meaning of cute is lucu".

Explanation is the teacher showing and explaining the text that is the topic of discussion. The teacher tells about the text "**a cute cat named Katty**". here the teacher in addition to explaining the story in the text can also teach students how to read well and correctly.



**Picture 1.3**  
**strategy explanation**

b) During reading Activities

After the teacher explains in front of the students, they are given time to read independently so that they can understand the meaning they read and grasp the details of the text. Once the teacher gives time for students to read individually, they will instruct the students to divide into several groups. "Alright class, after you have become familiar with the text you read and read individually, now you can form into 3 groups consisting of 2 groups of girls, each consisting of 3 people, and 1 group of boys consisting of 5 people." After that, they form groups according to the instructions given by the teacher. Then, the teacher explains what they should discuss. "okay, in this discussion, please translate the text into Indonesian language.. then tell the story in front of the class in each group with your own word." In this case, the teacher aims for the students to have a better understanding of the text they are learning. In the discussion, the teacher interacts with the students, facilitates what they discuss, and answers any questions they ask.



**Picture 1.4**  
**Discussion**

c) Post reading

Once the time given by the teacher is over and the students are ready with the results of their discussion, the teacher asks each group to nominate one person to step forward and present the results of their discussion. “ well, time is over. Please come forward to read the result of discussion” teacher said.

3) Post- teaching

It was the last steps in teaching learning process in the class room. Is showed by:

- a) The teacher concluded the material.
- b) The teacher gives opportunity to the students to ask about something that they don't understand the topic.
- c) The teacher closed the class by praying together, then the teacher says “ Assalamualaikum Wr. Wb”
- d) And the students answered “ waalaikumussalam Wr. Wb”

## b. The second observation

The second observation of English class was conducted by the teacher on Friday 03<sup>th</sup> May 2024. It started on 08.00 up to 08:40. It was same with the first observation about reading class that using scaffolding strategies. Second observation the teacher also using three steps in teaching learning process. They were pre-teaching, whilst- teaching and post- teaching.

### 1) Pre- teaching.

- a) The teacher come to the class and prepared the lesson.
- b) The teacher gives greeting and pray together before starting the lesson by saying “ before we start our lesson today let’s pray together. Let’s begin” and students start by prayers by usually read.
- c) The teacher check students attendance and ask about they condition.
- d) The teacher gives warming up of song “ if you happy and you know its clap your hands”

In this second meeting the teacher saw the students' understanding in the first meeting, where the teacher gave a new text, namely “**the dog and the shadow**”. By using some of the scaffolding strategies applied in the first meeting.

### 2) Whilst- teaching

- a) The teacher review the material who have explained in the previous meeting



- b) The teacher re-divides students into groups like the previous meeting to review the previous lesson. The English teacher gives other texts to be read individually.



**Picture 2.1**  
**Second observation**

- c) The English teacher asks questions related to the text.
- d) The English teacher gives assessment to complete the task (identify key information) by using the scaffolding strategy they have learnt before.
- e) The English teacher appoints one of the students to come to the front of the class to present the results of the assessment.
- 3) Post- teaching.
- a) The teacher gives feedback to students.
- b) The teacher gives opportunity to the students to asked about something related with the topic that have been explained by the teacher.
- c) The teacher asked the students to submit their assignment.
- d) The teacher remembered the students don't forget to study at home.

e) The teacher closed the class by praying together and salam.

After observation the researcher conducted interview with the English teacher of SDI Mambaul Ulum Sampang Mrs. Siti Aisah about what are the Scaffolding strategies implementing in teaching reading skill of 6<sup>th</sup> grade at SDI Mambaul Ulum Sampang. Mrs. Siti Aisyah Said:

“As you know, in the class, I used several strategies consisting of three steps: first, preparing pre-reading materials, second, activities during reading, and lastly, post-reading activities. The strategies I implemented include four steps: visual aids, tapping into prior knowledge, pre-teaching vocabulary, explanation.<sup>1</sup>”

Based on the interview result, the implementation of scaffolding strategies in teaching reading skill, There are 4 strategies implemented in the 6th grade at SDI Mambaul Ulum Sampang. The learning process is divided into 3 stages: first, pre-reading; second, activities during reading; and the last step is post-reading.

To know how the teacher implement scaffolding strategies in teaching reading class. Mrs Siti Aisyah Said:

“Of the some strategies, firstly, I use visual aids by showing pictures to students to pique their interest. Additionally, I ask questions related to the pictures, which falls under tapping into prior knowledge, as students can express their opinions and think critically. The third strategy is pre-teaching vocabulary by introducing new words and recalling previously learned vocabulary. The next strategy is explanation, where I present and discuss the text being studied in class, this strategy is very helpful because many of them listen attentively, enabling them

---

<sup>1</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 29<sup>th</sup> April 2024 at 11.20 a.m.

to understand quickly. The final is discussion, where students are divided into groups and engage in discussions.<sup>2</sup>”

As for opinion from English teacher about the scaffolding strategy implementing in teaching reading skill in grade 6<sup>th</sup>, she said:

“In my opinion, scaffolding strategy is highly effective in developing students' reading skills and promoting independent learning. Moreover, the classroom learning process is very active and engaging, which prevents students from feeling bored during lessons<sup>3</sup>.”

Therefore, in teaching learning process, the teacher can know the implementing scaffolding strategies effective for teacher and student, in addition the students completely interested and follow the teacher's instruction in doing the teaching learning process. Supported the interview with Mrs. Siti Aisyah, she said:

“ I think I get good respond from the students by implementing scaffolding strategy, because the students are very enjoyable in join English lesson, and I think it is very effective to make student active and interesting in teaching reading skill, Even able to improve students' reading abilities, especially those who previously had minimal reading skills, as well as boosting their motivation.<sup>4</sup>”

Based on the interview results, implementing scaffolding strategy in reading class is highly effective because students are very enthusiastic and active in the learning process. Additionally, students can solve their problems on their own after receiving step-

---

<sup>2</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 29<sup>th</sup> April 2024 at 11.20 a.m.

<sup>3</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 29<sup>th</sup> April 2024 at 11.20 a.m.

<sup>4</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 03<sup>th</sup> May 2024 at 09.00 a.m.

by-step lessons that have been covered as well as assistance from the English teacher.

Things that teachers feel when teaching in class by implement scaffolding strategies in the 6th grade at SDI Mambaul Ulum Sampang.

“While teaching reading in class using scaffolding strategies, I feel happy and enjoy it because everything goes smoothly. With the enthusiasm of the students in the class.<sup>5</sup>”

## **2. The role of the teacher in implementing scaffolding strategies in reading class of 6<sup>th</sup> grade SDI Mambaul Ulum Sampang.**

Based on the observation results, the teacher still plays a very important role in increasing student competency. In the classroom, the teacher plays many roles. Among as a parents, as a facilitator, as a motivator and as a friends.

### **a. Teacher as A Parents**

In its role as a parent, the teacher will take on the role of the second parent in the class. Like a parent who always reminds and explain to their child of what is good and bad for his child, here the teacher will take that role. At home they will see their parents but at school they will see their teachers.. In the result of observations in English class, the researcher found the fact that an English teacher tried to easy learning, meaningful and effectively. And she try to make the class condition active, enjoy and excited so it can't make students bored, sleep and less focus in the classroom.

---

<sup>5</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 03<sup>th</sup> May 2024 at 09.00 a.m.

According to the result in the field, it can be seen that it is suitable with the theory about the role of teacher as parents, that is, the teacher can be a role as second parents in the classroom that are devoted to their students.<sup>6</sup>

After the observation, I have done interview with the English teacher, Mrs. Siti Aisyah about the role of teacher as parents, she said:

“As you already know, the attitude of the students in class earlier was mixed. Some of them exhibited disrespectful behavior towards the teacher. Many people say that elementary school students can be quite naughty, but I'm proud of them because they also have bright minds. As a teacher who also plays the role of a second parent, I will guide them as best as I can, hoping that they will grow up to be good, responsible, and useful citizens.”<sup>7</sup>

Teachers do perform their role as second parents to students by teaching good things and bad things that should not be done.

#### **b. Teacher as A Facilitator**

While observing, a researcher noticed students struggling with both reading and understanding the meanings of words explained by the teacher. In such instances, the teacher patiently clarifies the concepts, sometimes breaking them down step by step and even repeating the readings to help the students read and comprehend the text effectively. For example, there was one student who found it difficult to read the text, the teacher patiently guided them to be able to read correctly. That way students become more enthusiastic in learning.

---

<sup>6</sup> Zainal Asril, *Micro Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Press, 2010), page 9-13.

<sup>7</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 03<sup>th</sup> May 2024 at 09.00 a.m.

It is very suitable with the theory about the teacher's role as a facilitator in Zainal Asril's book, that is, teacher also can play a role as a facilitator who is always ready to create comfortable conditions and serve students according to their interest, abilities and talents.<sup>8</sup>

After the observation, I have done interview with the English teacher, Mrs. Siti Aisyah about the role of teacher as parents, she said:

“Actually, similar to before, I will strive to do my best for my students by engaging in good interaction and endeavoring to create a positive classroom atmosphere so that students can achieve the learning objectives.<sup>9</sup>”

The English teacher becomes a facilitator for students who have difficulties, doing her best for the comfort of the students in the classroom.

### **c. Teacher as A motivator**

Besides playing the role of a teacher, the role of a motivator is highly needed by students. Based on observation, teachers will provide some motivation at the end of the class and also encouragement to increase students' interest. For example, when a student doubts their ability to read a text about "a cute cat named Katty," the teacher provides encouragement to the student by saying, "Come on, you can do it, I'm here to help." After that, the student confidently reads the text.

---

<sup>8</sup> Zainal Asril, *Micro Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Press, 2010), page 9-13.

<sup>9</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 03<sup>th</sup> May 2024 at 09.00 a.m.

This is suitable with the theory about the role of teachers as motivator in the Siti Maimunawati's and Muhammad Alif's book. The role of teachers as motivators should be able to encourage and build students' enthusiasm so that they are motivated and eager to learn.<sup>10</sup>

after observation, I have done interview with the English teacher Mrs. Siti Aisyah about the role of teacher as a motivator, she said:

“Certainly, students' enthusiasm partly comes from motivation. In my class, I always provide motivation to students, whether in words or actions. For example, giving encouragement and my own enthusiasm to motivate students' learning spirit..<sup>11</sup>”

Indeed, teachers play a role as motivators for student by providing encouragement for those who have little motivation to learn.

#### **d. Teacher as A Friend**

In fulfilling the role as a friend, as observed, the teacher adopts a relaxed demeanor to create a non-formal classroom atmosphere. However, this informal setting doesn't justify students being disrespectful towards the teacher. Thus, learning can proceed smoothly, fostering a very happy atmosphere and keeping the students relaxed. For instance, when the teacher discusses their topic on cats, some students are very excited to share stories about their cats and other related topics. Similarly, when the teacher asks about the meaning of a word and they don't know it, they don't hesitate to ask the teacher for its definition.

---

<sup>10</sup> Siti Maimunawati and Muhammad Alif, *Peran Guru, Orang Tua Metode Dan Media Pembelajaran:Strategi KBM pada masa pandemic covid 19*. 3M Media Karya Serang, 2020 p.21

<sup>11</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 03<sup>th</sup> May 2024 at 09.00 a.m.

Based on the result, it is suitable with the theory about the role of teacher as a friend in Zainal Asril's book, that is, teacher can be a friend in the classroom as being a place to complain and express the feelings of the students.<sup>12</sup>

After the observation, I have done interview with the English teacher, Mrs. Siti Aisyah about the role of teacher as a friend, she said:

“Yes, of course being a friend to students can make the classroom atmosphere more active. They can ask me questions without hesitation. And I will strive to be a good friend to my students.<sup>13</sup>”

Acting as a friend is needed in the classroom as a good listener in every problem that exists.

## **B. Discussion of The Research**

In this discussion section, after the researcher knew the research findings, the researcher can answer the research focus. There are two research focuses in this research, they are: how is the implementation of scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang. The second is how does the role of teacher in implementing of scaffolding strategies in teaching reading skill of grade 6<sup>th</sup> of SDI Mambaul Ulum Sampang.

### **1. The implementation of scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang**

Based on the research finding through the observation, interview and documentation in teaching in the class. Based on the observation there are two meetings in teaching learning process.

---

<sup>12</sup> Zainal Asril, *Micro Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Press, 2010), page 9-13.

<sup>13</sup> Direct Interview with Mrs. Siti Aisyah, *As The English Teacher of SDI Mambaul Ulum SAMPANG* on Monday, 03<sup>th</sup> May 2024 at 09.00 a.m.



In the observation the researcher conducted at SDI Mambaul Ulum Sampang during the first meeting, the teacher discussed a text titled "**A cute cat named Katty.**" There are three stages in implementing scaffolding strategies for teaching reading skill namely pre- reading, During Reading activities and Post reading. It is suitable with the theory, according to Luh Rita Narina that the purpose of teaching reading is to help students to get information from reading quickly. There are three Phase are stages in reading learning. The pre-reading phase is an initial activity, providing students with preparatory activities to stimulate student comprehension. The phase while reading or during reading activities is to encourage students in the thinking process, this phase helps students to understand the purpose, structure, and context. The post reading stage is a follow-up activity from pre-reading.<sup>14</sup>

Based on the lesson plan, During the lesson the English teacher uses three steps, as follows: The first is pre-reading where the teacher uses several strategies to attract students' enthusiasm including visual aids where the teacher shows pictures so that students quickly get the meaning of the material being explained, the second is tap into prior knowledge where they related to the previous learning so that they can give their opinions so the students can think critically. The third strategy is pre-teaching vocabulary, the teacher explains some new vocabulary that they don't know yet, besides that the teacher also

---

<sup>14</sup> Luh Rita Narina; Scaffolding Technique in Reading Comprehension in The Junior High School. Journal of Enviromental Study. Volume 2 Issue 2 2022

reminds them of the vocabulary that has been taught so that students will easily understand the text they read. The fourth is explanation where the teacher shows the text and discusses the content of the text that becomes the topic of learning. According Gibbons that scaffolding is a form of assistance given by teachers to students when students find it too difficult do assignments so that students are able to complete assignments independently<sup>15</sup>. Based on this theory, the teacher plays an important role in the running of classroom learning by providing assistance to students through several strategies described.

in the during reading activities the teacher gives instructions to students to read the text individually and makes small groups into 3 groups 2 groups for girls and 1 group of boy, 2 groups of girls each consisting of 3 people and 1 group of boy consisting of 5 people, students discuss the text about "**a cute cat named Katty**". after completion the teacher gives instructions by appointing each group to present the results of the discussion by reading it in front of the class. This activity shows the application of scaffolding strategy in teaching reading skill of 6<sup>th</sup> grade.

The second observation conducted in the morning on 03 May 2024 at 08.00 up to 08.45. at this second meeting showed more students' ability to read. At the beginning of the lesson the teacher opens with greetings and prayers together followed by giving warming up, namely by sing a song "if you are happy and you know its clap your hands", so

---

<sup>15</sup> Pauline Gibbons. Scaffolding Language, Scaffolding Learners: Teaching Second Language Learners in the Mainstream Classroom second edition. Portsmouth: Heinemann. (2015). P.16

that students are excited to undergo learning. Whilst teaching After that the teacher repeats the learning at the previous meeting in order to train students' memory by gathering into groups like the previous meeting. at the second meeting the teacher gives a text entitled " **the dog and the shadow**" here students read individually. After that the teacher gave a little explanation to the students and translated some words related to the assessment. Then they were given time to work on the task and after finishing they came forward one by one to read the results of the task.

Based on the observation and interview result, in reading classes that apply scaffolding strategies, it shows that students quickly understand and understand the text they are learning by applying several scaffolding strategies that are explained step by step. Applying scaffolding strategies is very effective in reading classes where students are greatly helped as teachers become facilitators for students, making students enthusiastic, active and happy in doing the tasks given independently. This is suitable with the theory, according to Bruner that scaffolding In the context of classroom interaction, the term scaffolding has been taken up to describe the temporary assistance that teachers provide for their students to assist them to complete a task or develop new understandings, so that they will later be able to complete similar tasks alone<sup>16</sup>

---

<sup>16</sup> Wood, D., Bruner, J. S., & Ross, G. The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17,, (1976). P. 19

## **2. The role of the teacher in implementing scaffolding strategies in teaching reading skill in grade 6<sup>th</sup> at SDI Mambaul Ulum Sampang.**

Based on the observation and interview result, the teacher still plays a very important role in increasing student competency. In the classroom, the teacher plays many roles. Among as a parents, as a facilitator, as a motivator and as a friends. That is suitable with the theory from zainal asril's book about the role of the teacher, that is, a teacher's job is to nurture, teach, and raise children to become useful to society. Teacher must also be creative, professional, and fun by positioning themselves as parents, friends, facilitators, and a helper if needed.<sup>17</sup>

### **a. The teacher as a parents**

Based on the theory, teachers as parents mean someone who have a sense of affection for their students.<sup>18</sup> In its role as a parent, the teacher will take on the role of the second parent in the class. Like a parent who always reminds and explain to their child of what is good and bad for his child, here the teacher will take that role. At home they will see their parents but at school they will see their teachers. In the result of observations in English class, the researcher found the fact that an English teacher tried to easy learning, meaningful and effectively. And she try to make the class

---

<sup>17</sup> Zainal Asril, *Micro-Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Pers, 2010), page 9-13.

<sup>18</sup> Ibid.

condition active, enjoy and excited so it can't make students bored, sleep and less focus in the classroom

b. The teacher as a facilitator

Based on observation and interview result, a researcher noticed students struggling with both reading and understanding the meanings of words explained by the teacher. In such instances, the teacher patiently clarifies the concepts, sometimes breaking them down step by step and even repeating the readings to help the students read and comprehend the text effectively. For example, there was one student who found it difficult to read the text, the teacher patiently guided them to be able to read correctly. That way students become more enthusiastic in learning. It is very suitable with the theory about the teacher's role as a facilitator in Zainal Asril's book, that is, teacher also can play a role as a facilitator who is always ready to create comfortable conditions and serve students according to their interest, abilities and talents.<sup>19</sup>

The role of the teacher as a facilitator is very important because students will feel more helped in the learning process, as a facilitator where the teacher must be patient and diligent in teaching in order to achieve learning objectives. Especially in English classes which are not even their first language which is definitely not easy to quickly understand. In reading classes that apply scaffolding strategies can help teachers to quickly understand

---

<sup>19</sup> Zainal Asril, *Micro-Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Pers, 2010), page 9-13.

the text being studied because the teacher explains step by step. The teacher also changes the atmosphere of the class to be more active and fun.

c. Teacher as A motivator

This is suitable with the theory about the role of teachers as motivator in the Siti Maimunawati's and Muhammad Alif's book. The role of teachers as motivators should be able to encourage and build students' enthusiasm so that they are motivated and eager to learn.<sup>20</sup>

Besides playing the role of a teacher, the role of a motivator is highly needed by students. Based on observation, teachers will provide some motivation at the end of the class and also encouragement to increase students' interest. For example, when a student doubts their ability to read a text about "a cute cat named Katty," the teacher provides encouragement to the student by saying, "Come on, you can do it, I'm here to help." After that, the student confidently reads the text.

d. Teacher as A friends

In fulfilling the role as a friend, as observed, the teacher adopts a relaxed demeanor to create a non-formal classroom atmosphere. However, this informal setting doesn't justify students being disrespectful towards the teacher. Thus, learning can proceed smoothly, fostering a very happy atmosphere and keeping the

---

<sup>20</sup> Siti Maimunawati and Muhammad Alif, Peran Guru, Orang Tua Metode Dan Media Pembelajaran:Strategi KBM pada masa pandemic covid 19. 3M Media Karya Serang, 2020 p.21

students relaxed. For instance, when the teacher discusses their topic on cats, some students are very excited to share stories about their cats and other related topics. Similarly, when the teacher asks about the meaning of a word and they don't know it, they don't hesitate to ask the teacher for its definition. It is suitable with the theory about the role of teacher as a friend in Zainal Asril's book, that is, teacher can be a friend in the classroom as being a place to complain and express the feelings of the students.<sup>21</sup>

---

<sup>21</sup> Zainal Asril, *Micro-Teaching: Disertai dengan Pedoman Pengalaman Lapangan*, (Jakarta: Rajawali Pers, 2010), page 9-13.