

ABSTRACT

Tania Bonita Rumapea (01101190024)

TEACHER'S ROLE TO FACILITATE INTERDEPENDENT LEARNING IN ENGLISH PRIMARY CLASSROOM

(ix + 23 pages: 1 figure)

Teachers have many important roles that can be implemented in the classroom, one of the roles is facilitator. However, teachers tend to do not conduct their role as facilitator optimally. In achieving the goal of Christian education to disciple students in Christ, teachers should perform the role of facilitator as an act of love. It is important to know the main point which is to understand the Trinity of God as the theological foundation in Christian education. In the relationship of Trinity, the interdependence is visible. Therefore, Christian teachers need to create interdependent learning. Particularly, in the English Primary classroom, the students still depend on the teacher. The purposes of this paper are to discuss the importance of a teacher as a facilitator in applying interdependent learning, the components and principles, as well as the possible ways that are used. The method that is used for this paper is literature review. This study reveals that interdependent learning is important to be implemented to help the students to be interdependent learners who can see the interdependence in learning and comprehend the Trinity of God. Teachers need to play other roles and see God as a Master teacher in teaching. Recommendation for Christian teachers is to determine suitable roles, learning materials, teaching strategies to facilitate students' learning.

References: 31 (1998-2022).

ABSTRACT

Tania Bonita Rumapea (01101190024)

TEACHER'S ROLE TO FACILITATE VOCABULARY LEARNING IN PRIMARY ENGLISH CLASSROOM

(x + 24 pages: 1 table; 8 appendices)

In this study, primary students of grade 4, 5, and 6 in School X experienced difficulty in learning English which is caused of low vocabulary knowledge. There are many strategies that can be used to learn English vocabulary. The English teacher's role is important in determining appropriate strategies for primary students in learning vocabulary. Therefore, the purposes of this paper are to find possible strategies to facilitate primary students' vocabulary learning and to know the role of English teacher as facilitator in applying the strategies to enrich students' vocabulary knowledge. A Christian English teacher needs to embed love in facilitating learning process to help the students to see God's love and enable the students to overcome the obstacle in learning English. Descriptive qualitative method is used to reach the purposes of this paper. This study reveals that the possible strategies that can be applied are providing outdoor activity, reading materials and dictionaries. Then, the teacher acted as facilitator during applying the strategies by guiding the students during the outdoor activity, helping in using dictionaries, and making reading materials for students' vocabulary learning. It is recommended for English teacher to be creative using various strategies in facilitating students' vocabulary learning and for the next researchers to investigate to what extent reading materials and listening song can enrich primary students' vocabulary knowledge.

References: 51 (1986-2020).