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THE ROLE OF TEACHERS AND THE WORKS OF HIGH SCHOOL STUDENTS IN INDONESIAN LEARNING

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Abstract. The work of teachers as educators in schools is a complex activity. Teachers have an important role in realizing the educational process in schools. Teachers as professional educators are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. In carrying out these professional duties, teachers must always develop their professional potential. The development of the teacher's potential can improve the quality of learning. The purpose of this study was to describe the contribution of teacher self-development to the productivity of students' work in teaching Indonesian writing for students of SMAN 1 Cipanas. Qualitative descriptive research method with data collection techniques used are observation, interviews, and field notes. The results of this study indicate that the teacher's role as a teacher, educator, facilitator who directs students in the classroom. In addition, the teacher also has a role as a motivator to direct students to be productive and creative individuals. This is manifested in students' writing products. This is evidenced by the results of the students' work in the form of novels, short stories, poems that were published or managed to become champions in the competition.

Keywords: teacher role, productivity, student work

INTRUDUCTION

SMA Negeri 1 Cipanas is a school based in the district of Lebak Provisni Banten. In the field of writing, this school has a myriad of achievements in the fields of language and literature. The author observes this achievement since 201. In 2011, he won first place in the district for the news script reading competition, drama performance, the Indonesian cultural and literary arts, and also drama, FL2SN, the third winner for the Drama Manuscript Creation Competition. , third winner in the province for drama / fragment festival competition.

In 2012 this school also won the high school level poetry creation competition in the framework of the language month of the district. This school won first place. In 2013 this school won two district level championships and three first place winners at the provincial level. The championship for the regency level was the first winner in the FLS2N women's poetry script and poster design competition. The championships for the provincial level are in writing competitions for poetry, short stories, and drama scripts. Especially for the drama script writing championship, it was not only the first prize that was won but also the second and third prize winners.

In 2015, there was only one championship related to language in the school profile. The championship the school got was the first winner in the Bhayangkara Anniversary poetry reading competition at the Lebak Regency level. The development of the value of the Indonesian Language National Examination at SMAN 1 Cipanas did not disappoint. National examination scores for Indonesian language and literature always get the best average score in schools when compared to other subjects. In the 2011/2012 FY, the highest score was 8.20 with an average of 5.66. In the 2012/2013 academic year, the highest national examination score was 8.20 with an average of 5.75. In the 2014/2015 FY, the highest national examination score was 91.8 with an average score of 72.64. Finally, in the 2015/2016

academic year, the highest national examination score for Indonesian was 86.0 with an average of 64.67. The description correctly shows that the UN scores in this school did not disappoint. This school is a superior school in its zone. This SMA 1 school zone is located between the Cipanas District, Sajira District, Muncang District, Sobang District and Lebakgedong District.

Apart from what various achievements have been made regarding Indonesian language and literature, this student of SMAN 1 Cipanas has also succeeded in publishing literary works in the form of novels, short stories and poetry collections. Literary works that have been produced by students of SMAN 1 Cipanas are novels with the title Jejak Cinta, 1000 km, and Asa Bridge by Henrik Kurniawan and a number of other works.

SMA 1 Cipanas, has a more focus on learning Indonesian, as has been stated above. Learning Indonesian at SMA 1 Cipanas is carried out well, actively, and creatively, which has been proven by the list of achievements and works mentioned above. This success happened because it was supported by a good learning program. The learning program in question can be seen specifically from the objectives, methods, learning resources, media, and assessments carried out in learning.

The curriculum used by the school is the 2013 Curriculum. However, in its application, the 2013 Curriculum used in this school is carried out gradually. Through the curriculum used and the programs that have been made, it is known that the learning carried out at the Cipanas 1 High School emphasizes student-centered learning and is also done contextually. Learning activities are carried out by activating students through various learning activities. Learning activities designed to activate students and contextually, for example in learning to make activity proposals. This learning is carried out by asking students to make proposals which are activities based on activities that are usually carried out by the OSIS or which are indeed new activities that are possible to be carried out at school. Other activities include student council activities that support learning Indonesian, such as school wall magazine, language month activities, and school art performance activities.

The students' work is an excellent result of creativity. Language skills, especially writing, require creativity in their implementation. Creativity can be generated because of the training process (Pujianto, Nuryatin, & Artikel, 2015). This is still very rarely done by students in other schools nearby (Eriyani, 2016). Creativity can be viewed as both a process and an outcome. That is, creativity is not only seen as a process, but also looks at the products produced (Sastromiharjo, 1995). The important components in the creativity process have been very supportive of the Indonesian language learning which is carried out at SMA 1 Cipanas. Harry mentioned the important components that affect student creativity, namely teaching materials, learning atmosphere, media and learning resources, and teachers as learning subjects (Andheska, 2017). This creativity development can be done in the family, school and community environment (Zulkarnain, 2013).

All of the above achievements obtained by the school cannot be separated from the role of teachers, especially Indonesian language teachers. The teacher's role as a teacher, educator, facilitator who directs students in class. In addition, the teacher also has a role as a motivator to direct students to become productive and creative individuals. Therefore, the problem that becomes the focus of discussion in this writing is "What is the role of teachers and students in learning writing at SMAN 1 Cipanas?"

In the genre approach, language knowledge is closely related to social goals. Writing is mostly seen as a text reproduction by students based on the genre offered by the teacher. It is also believed that learning occurs through imitation and exploration of different types of models. Thus, learners must be exposed to many examples from the same genre in order to develop their ability to write a particular genre.

Through exposure to similar text, students can detect specific configurations of that genre, and they can also activate their memories of previous reading or writing experiences whenever they encounter assignments to create new works in a known genre (Elashri, 2013). For that, students must often read many examples of genres that will be made or just reproduce the text given by the teacher.

Different writing genres are needed for different socio-rhetorical purposes and require different strategies to achieve the goals of each writing. The criticism made of the many 'writing processes' in the classroom is that students are mostly engaged in expressive writing, based on personal experience, and fail to develop strategies suitable for other writing genres, especially those required for success in high school (Elashri, 2013).

Text-based Indonesian language learning based on the principle of language should be viewed as text, not merely a collection of words or linguistic rules. The use of language is a process of selecting linguistic forms to express meaning, language is functional, that is, the use of language can never be separated from the context because the form of language used reflects the ideas, attitudes, values, and ideology of its users. Language is a means of forming human thinking abilities, and the way of thinking is realized through text structures.

Martin explained that to master the written genre, students need direct instruction (Martin & Rose, 2012). Therefore, genre forms must be explicitly taught through the analytic study of models, learning the elements of the genre and their sequences. Learning begins with collaborative production and then individually (Elashri, 2013). Every student must understand each genre to be written. Learning begins with examples from the teacher to producing his own text.

Emilia explained that the writing process was not automatically mastered by every student (Emilia, 2011). Therefore, it must be taught by the teacher explicitly as a process, not as a one-time activity. Writing is an iterative process. Examples of texts to be written by students must be given by the teacher during the writing process, the importance of discussion between teachers and students, between students and students and publication of student writings (Hanafi, 2012). Therefore, when students have studied a text, there must be a process of writing the text according to the genre, a discussion is required.

This genre-based learning concept is the basis that in SFL GBA students must know the stages in writing various types of texts because understanding these stages will help them achieve their communication goals using language (Hanafi, 2012). By creating a genre, students are able to achieve communication goals using written language. However, to achieve it all requires a process or stages.

The stages of genre-based learning are described by Watkins and Knapp (Knapp & Watkins, 2005).

Megan and Knapp said that the learning method in the Text-Based Approach was carried out in four stages that took place in cycles, namely, context development, modeling, joint text development, independent text development (Knapp & Watkins, 2005; Martin & Rose, 2012).

The teacher can start from any stage, although in general the stages are taken in sequence. In addition, if the teaching and learning activities experience difficulties at certain stages, for example making text together, the teacher may direct students to return to previous stages, for example modeling. One of the functions according to Bandura in Schunk's modeling is facilitating responses with a process of social impulses creating invitations for observers to follow actions ("following what many people do").

Riddet and Boeriswati discussed about this genre approach both starting from Vygotsky's discussion of the Zone of Proximal Development (ZPD) (Riddet, 2015; Boeriswati, 2016). Vygotsky argues that learning is what happens in the 'zone' just above what students can do independently. This is what he calls the 'zone of proximal development' (ZPD) and he

defines it as: ... the distance between the actual (learner) level of development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaborating with more proficient colleagues (Axford, 2009).

Learning goes well when students are involved in tasks that occur in the Zone of Proximal Development (ZPD). ZPD is a place where activities are carried out individually and with the help of others. Learning a language can be done through guidance and interaction in the context of sharing experiences with others. In the process of achieving knowledge, ability and understanding, students cannot do it alone. In other words, in the learning process, there is a collaboration between teachers and students.

The genre approach is an approach to writing that integrates step-by-step teaching of reading and writing in detail. Originally named Scaffolding Literacy, this pedagogy was first developed by Gray in 1987 his colleagues as a means of solving problems of low student achievement, which fell far behind their peers. The main purpose of this approach is to help students help each other in producing language (Axford, 2009).

The Vygotsky concept which produces a learning cycle called the Teaching Learning Cycle (TLC) (Riddet, 2015; Boeriswati, 2016). TLC is a systematic approach to the teaching process of students to write text which is heavily influenced by the work of Halliday, Painter, and Vygotsky whose work collectively captures the essence of successful learning as a situation when a student receives "guidance through interaction in the context of shared experiences" (Martin & Rose, 2012).

TLC consists of four stages and each stage is a learning activity that is different from the other stages and can be repeated if needed and can be applied to aspects of different genres. In the picture of the cycle it is stated that learning in practice is passed twice, the first cycle is focused on spoken language and the second is focused on written language.

The stages of the genre-based learning approach discussed by Riddet and Boeriswati are also in line with those developed by Emilia. Although in this case Riddet divides it into three stages, while Boeriswati, Emilia, and Mahsun divide it into four stages. The stages of building knowledge by Riddet are combined in the deconstruction stage.

The first stage in TLC is Building Knowledge of the Field (BKOF). This stage is important for developing students' understanding of the background of a particular genre, especially for students learning languages. This stage is the initial steps that the teacher and students take to direct thoughts into the subject matter that will be discussed in each lesson. At this stage the activities include discussing the topics to be discussed. To build students' initial knowledge, the cultural context is involved at this stage. In this section, the teacher also tries to develop students' basic understanding of the genre to be studied, such as vocabulary and grammar used in the text.

The learning steps use a Genre-Based Approach carried out by the teacher, namely, the Building Knowledge of the Field (BKOF) stage. The teacher prepares the text needed in learning activities with certain topics, for example, describing people. Furthermore, the teacher introduces the type of text that will be produced by students by carrying out brainstorming activities in order to develop students' basic understanding of the genre to be studied. Activities at this stage are interactive between teachers and students in the form of discussing the topics to be discussed.

For example, first talk about what things can be described from a person. The teacher can provide a picture of the person in front of the class as an example of an object description. Cultural elements that may be present in the text are also discussed in relation to cultural similarities and differences. The teacher also provides the opportunity for students to share their experiences related to this, both those experienced with colleagues (shared experiences) or experienced individually. Next, the teacher asks students to participate in developing the

vocabulary needed to describe people such as nouns and the grammar that is commonly used to describe people.

The second stage is Modeling of the Text (MOT). At this stage, the teacher presents the text to be studied and discusses the cultural elements contained in the text and guides students to identify the three main features of the genre. The teacher can start by giving an example of a text and inviting students to read the text together to discuss cultural elements that may be contained in the text. Then proceed with discussing the objectives, schematic structure and linguistic characteristics of the genres contained in the text. By considering students' abilities and remembering quite a lot of linguistic features in the text, discussion activities regarding the characteristics of text language can be divided into several meetings.

In addition to understanding the main ideas of the text, the activities in Modeling of the Text (MOT) are also focused on understanding the function of the text in society, the structure of the text and linguistic features such as vocabulary and grammar used in the text. So it can be seen that the activities at this stage use spoken language to focus on written language.

This stage contains a discussion of the text provided as a learning model. The discussion is directed at all aspects of the language that make up the text as a whole. At this stage the students' critical thinking skills are developed through discussing and answering questions whose answers are not stated in the text, such as who is the author, to whom the message in the text is addressed, where the text can be found, in what context is the text used, whether any the text or every statement in the text is relevant to the student's life, whether every statement in the text will be accepted by all readers, whether what is said in the text is relevant to the student's experience or is relevant to the text that students have read previously related to the same topic.

Stage of Modeling of the Text (MOT). The teacher also invites students to read the text together to discuss cultural elements that may be contained in the text such as in the BKOF stage. The teacher guides students to identify the main features of the descriptive text, namely communicative objectives, schematic structure, and language characteristics.

The BKOF and MOT stages are called the descriptions stage by Riddet. At this stage of deconstruction the teacher presents an ideal text model which is then used as material for discussion about language, structure, language features in the text. Deconstruction consists of two stages, namely building the field and modeling genre.

The third stage is Joint Construction of the Text (JCOT). This stage allows students to actively participate in writing or producing new texts (with the same genre) based on their understanding of the text features obtained from the previous two stages with the guidance of teachers and peers. In this case students can imitate the text and modify these examples to be applied in the context of the new text. Students go through the brainstorming, drafting, revising, editing, proofreading, and publishing stages.

Previously learned texts can be used as a reference for students to produce new texts and students can work together with peers. However, because at the MOT stage the discussion of the linguistic characteristics of the text was divided into several meetings, the text produced by the students only focused on the use of certain grammar at the meeting.

Joint construction aims to invite students to go through the writing process, namely to revise as needed, reorganize ideas, correct grammar, and improve words to become clearer and more correct for students.

The fourth stage is Independent Construction of the Text (ICOT). At this stage, students are expected to fully understand the three characteristics of the genre. Therefore, they will write a text independently and the teacher will provide comments and criticisms of the text's results. In the end, the students' results can be published in the classroom to motivate students in further writing activities.

Independent construction aims for students to independently "research, write, and revise the entire text according to the function of the text. At this stage, teacher support is minimal (Derewianka, 2015). The purpose of this stage is to provide opportunities for students to create texts, and provide opportunities for teachers to determine whether students meet the requirements to write in that genre.

In TLC, the teacher uses a scaffolding strategy to provide students with sufficient support to recognize the basis of genre models. This is intended for students to better understand the language and workings of each genre. The next step, students compose the text together with the teacher, and finally make the text independently.

There are several advantages and disadvantages of a genre-based approach (Elashri, 2013). The advantages obtained from this genre approach are first, students are presented with examples. This example shows specifically what they should do linguistically. Second, studying a particular genre also provides them with an understanding of the different styles of communication through reflecting on the social context and purpose of a text.

Third definite the formal and functional characteristics of a language in writing instructions. In this case, it makes students know the meaning of a text in relation to the rhetorical effect of language. If the rhetorical structure of content is analyzed by students in a genre approach some general patterns can be identified within each genre.

Fourth, the genre approach encourages students to participate in the world around them. Students can better understand the meaning and logic of a text. Fifth, the genre approach allows students to be exposed to a plurality of genres, which implies that students still have the opportunity to develop their creativity in a genre approach. Thus, if the genre approach is to remain true to the very nature of the genre, then teaching in the genre approach must include a final step in which students are encouraged to break with existing genre styles and let them develop.

Hayland sees the advantages of writing instructions based on genre which can be summarized as follows (Elashri, 2013):
a. Explicit. Make it clear what to learn to facilitate the acquisition of writing skills
b. Systematic. Provides a coherent framework for focusing on language and context
c. Need based. Ensure that course objectives and content are derived from student needs
d. Support. Give the teacher the main role in enhancing student learning and creativity
e. Empowering. Provides access to patterns and possible variations in appreciated text
f. Critical. Provide resources for students to understand and challenge cherished discourse
g. Increased awareness. Raise teachers' awareness of texts and confidently advise students about their writing (Elashri, 2013)

METHODOLOGY

The research site was conducted at SMAN 1 Cipanas in Lebak, Banten. When this research was conducted in the 2015/2016 academic year. This study uses a qualitative approach with ethnographic methods based on the consideration that this study intends to examine and examine in more depth all aspects of culture, symptoms, and events that occur in natural environmental settings as there are learning objectives, learning approaches, learning materials. , the role of teachers and students in learning, evaluation of learning, and the language environment. Emzir argues that in terms of methodology, in general, the term ethnography refers to social research, one of which has characteristics, namely behavior that is studied in an everyday context, not under experimental created by researchers. For this reason, Emzir also explained that the ethnographic method has its roots in the fields of anthropology and sociology (Emzir, 2008).

This research examines in depth the efforts to improve students 'ability in mastering students' writing competencies which are also shown by the final school exam scores.

DISCUSSION

Teachers and students have roles that synergize with each other when they are in the classroom. A teacher must carry out his role as the spearhead of learning that helps determine the success of achieving goals. Therefore, teachers must have relevant competencies and be able to direct learning according to goals. The same thing also happened to students who acted as active and responsive actors according to the teacher's direction so that the set goals could be achieved.

Students will be encouraged to be active if the teacher can direct learning according to goals. In addition, the teacher also acts as a facilitator and motivator who is able to encourage students to achieve learning goals. The teacher also plays a role in providing positive directions such as responsibility, discipline and being able to behave and speak well.

The teacher's role as a teacher, educator, facilitator who directs students in class. In addition, the teacher also has a role as a motivator to direct students to become intelligent individuals both emotionally and intellectually.

As previously explained, the teacher must carry out his role as the spearhead of learning, the teacher also determines the success of achieving goals. The teacher also plays an important role in providing stimulus and motivation so that students play an active role.

Learning does not rely solely on technology because learning is essentially more on the process of interaction between teachers, students, and learning resources. The existence of the teacher functions to provide support and assist students in the learning process (Syarif, 2012).

Wina Sanjaya said that the motivation learning process is one of the most important dynamic aspects (Sanjaya, 2010). It often happens that students who are underachieving are not caused by their lack of ability, but because there is no motivation to learn so that they do not try to direct their abilities. There are several things that must be considered by the teacher to arouse student motivation as suggested by Sanjaya, namely:

a. Clarify the goals to be achieved. Clear goals can foster student interest in learning. The clearer the goals to be achieved, the stronger the student's motivation to learn. Therefore, the teacher needs to explain the goals to be achieved before the learning process begins.

b. Generating student interest. Students will be motivated to learn, when they have an interest in learning. Several ways that can be done to foster student interest include: 1) Connect the subject matter to be taught with the needs of students. 2) Adjust the subject matter with the level of experience and ability of students. 3) Use a variety of learning models and strategies vary.

c. Creating a pleasant atmosphere in learning

d. Give reasonable credit for each student's success

e. Give an assessment

f. Give comments on student work results.

g. Create competition and cooperation.

The teacher's role according to Muh. Zein not only provides information, but also directs and provides learning facilities (directing and facilitating the learning) so that the learning process is more adequate (Zein, 2016). In learning, the teacher must understand the essence of the subject matter he teaches as a lesson that can develop students 'thinking abilities, and understand various learning models that can stimulate students' ability to learn with careful learning planning by the teacher. This opinion is in line with Jerome Bruner who said that there is a need for a learning theory that will explain the principles for designing effective learning in the classroom. According to Bruner's view, learning theory is descriptive,

while learning theory is prescriptive (Bruner, 1996). Thus, every educator needs to understand that learning is not just 'lecturing' teaching materials in front of the class or 'interpreting' knowledge to students without clear planning.

From the previous explanation, when compared with the research findings at SMAN 1 Cipanas, efforts to motivate students have been made by the teacher so that the learning process is successful. Teachers are creative and innovative in carrying out motivational learning tasks. One of the motivations raised by the teacher is by showing the work of other students or the success of other students in producing a learning product (written or oral work as a result of learning Indonesian) (CWG02: 36). This is in accordance with one of the principles proposed by Sanjaya previously, namely creating competition and cooperation (CWG02: 20).

The teacher also acts as a friend and guide. As a friend, this student of SMAN 1 Cipanas can complain, tell stories, and share happiness with his teacher. As a guide, the teacher directs students to carry out learning in accordance with the learning objectives.

Another teacher function found at SMAN 1 Cipanas is that the teacher also acts as a facilitator, assessor and evaluator, and the transfer of knowledge. The teacher as a facilitator is characterized by the teacher helping students in discussion activities, etc. (CWG02: 18). The teacher helps students to make groupings, helps direct group work and discussion well.

This teacher at SMAN 1 functions as an assessor and evaluator. From the results of the research findings that the assessment of the writing process is ongoing. Assessment is carried out before, during, and after the writing learning process takes place. Learning before the process takes place, for example, student characteristics, student abilities, methods, and learning materials used. Assessment during the learning process is used to identify and correct learning problems and difficulties, both in the delivery of the material and the methods used. Assessment after the learning process is intended to determine the achievement of writing learning objectives. Assessment or evaluation is carried out before, during, and after a learning process is intended to see the progress of students in achieving predetermined goals.

The teacher's role that is no less important is as a transfer of knowledge. The knowledge of a teacher at SMAN 1 Cipanas who has a lot of experience in activities ranging from local to national scale greatly helps students in developing the latest insights and knowledge. The teacher is one of the most important components in the learning process. Teachers are not only conveyors of material (transfer of knowledge), but more than that teachers can also be called the center of learning (Farida, 2017).

According to Arbona Xhemajli, the application of interactive teaching in the classroom determines the change in the role of the teacher (Xhemajli, 2016). These changes require teachers to have knowledge, to become educators, advisors, friends, organizers, coordinators, colleagues, assessors, in other words, to be all-round people. More specifically, teachers have a broader and more flexible role in interactive teaching. He must be active at school, outside of school, during after school activities and in implementing cultural activities at school. A good teacher does not impose his attitude, but his role also forces him to cooperate with students. Collaborating with students does not imply that teachers should only listen to student work. A good and democratic job in the classroom implies that the teacher accepts students' opinions or wishes. With interactive teaching, students are positioned in the role of subject and peer teachers as equal. Teachers who respect student opinions and also play a role in regulating the learning process according to student characteristics will make it easier for students to understand knowledge and at the same time can raise their curiosity about the material to be taught (Xhemajli, 2016).

The role of the teacher based on the explanation of the theory and research above, when compared with the results of field observations (SMAN 1 Cipanas), namely that there is suitability and strongly supports the research findings. The theory and findings in previous

studies support the good learning process that occurred at SMAN 1 Cipanas. The teacher was successful in carrying out the learning because he did all aspects of learning very competently.

CLOSING

   Learning to write Indonesian which is carried out for students in grades 10, 11 and 12 at SMA Negeri 1 Cipanas is based on a curriculum set by the government. The curriculum used in SMA 1 Lebak is generally the same as that used by other SMAs. The 2013 curriculum applies to students in grades 10 and 11. As for grade 12 using the 2013 curriculum, the learning implementation is carried out in accordance with the minimum requirements in the curriculum. The expansion and enrichment of the national curriculum is carried out in the development of the learning plan which consists of developing learning objectives, learning approaches visible in learning activities, teaching materials or learning materials, the roles of teachers and students, evaluations used during learning, and the learning environment.

   The role of teachers in this institution is as a teacher, educator, facilitator who directs students in class. In addition, the teacher also has a role as a motivator to direct students to become intelligent individuals both emotionally and intellectually. The teacher's role as an open and trusted facilitator can accept students who are unique as individuals. Another teacher's role is as an evaluator. The teacher functions to evaluate the results of the student learning process and at the same time evaluate the plans made by the teacher. By evaluating the learning process and student learning outcomes, the teacher can better determine planning for the next activity process.

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