

**TEACHER'S ROLES IN CREATING AN-ACTIVE
LEARNING ENVIRONMENT IN *THE QUEEN'S*
CLASSROOM SERIES**

THESIS



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JOMBANG**

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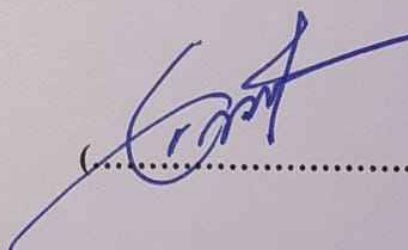
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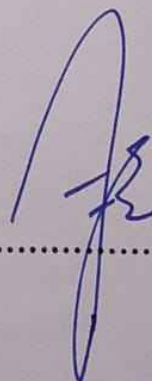
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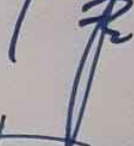

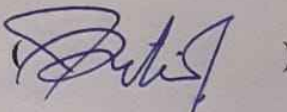
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The writer stated that this thesis which entitled "*Teacher's Roles In Creating An-Active Learning Environment in The Queen's Classroom series*" is originally written by the researcher. To avoid the plagiarism, the things related to other people's work has been written in quotation and included within bibliography.

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Jombang, 9th August 2022

Feni Agustin

MOTTO

“WHATEVER YOU ARE, BE A GOOD ONE”

DEDICATION

This thesis is proudly dedicated to:

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2. My beloved parent, Bapak and Ibu, thanks for your endless love, support and pray.
3. My brother, thanks so much for your love.
4. My great advisors Mr. Adi Yusuf, S.S., M.Pd, and Mrs. Nailul Fauziyah, S.Hum., M.Pd, thank you so much for the advice, guided and knowledge till I can finish my thesis successfully.
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I realized that this thesis entitled "*Teacher's Roles in Creating an-Active Learning Environment in The Queen 's Classroom series*" "would not be finish without generous help, advice, support and pray of others. However, I would like to express my sincerest gratitude to :

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Finally, the writer realized that this thesis can't be consider as perfect. Therefore, it is such pleasure for me to get critiques, comment and suggestions. Hopefully, this thesis would be useful for the reader

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Feni Agustin

ABSTRACT

The role of a teacher is very important because it is very influential in the development of students' learning. The teacher's role indeed has great influence on students' learning outcomes, although some teachers do not realize that they have an important role in developing student learning. In addition, teacher's roles are very important because they can help teachers know students' understanding, help improve learning, and can motivate students in teaching and learning activities. The purpose of the study was to identify the types of teacher's roles, to describe how the types are applied by the teacher, and to describe an active learning environment as the effect of the applied roles in The Queen's Classroom series. This study used a qualitative descriptive method. The data were collected through observation sheets in the form of classifications. After data analysis, it can be shown that there were 3 types of teacher's roles found: teacher as controller, teacher as organizer, and teacher as assessor. In learning process teacher can guide the students to express student's think. Teacher can help student to active discussion and make interaction with other students.

Keywords : *Teacher Roles, Active Learning, The Queen's Classroom series.*



CHAPTER I INTRODUCTION

1.1 Background of the Study

A good teacher is a teacher who can help students in learning. Teachers contribute to teaching and learning activities in various ways and roles (Biggs, 1999 cited in Harden, 2000, p.4). According to his role, namely teaching a good teacher must be able to explain the subject matter well so that it is easily understood by students. In a sense, he was able to find effective ways of teaching. In addition, a good teacher is a teacher who can do things or activities that are not planned in the learning process which is usually called flexible or adjusts to conditions in the classroom. Teachers must be able to think firmly and appropriately adapt to the situation, to make students receive lessons happily (Harmer, 2002, p.23). So, a good teacher can know when it's time to explain the material, give assignments, or create discussion groups. Therefore, it can be concluded that the teacher is a determining factor for the success of a quality learning process to achieve a learning goal. Good teacher is to know and understand the role and function in the learning process.

A good teacher needs to know the various teacher's roles that must be applied in learning. The role of the teacher is very important because it can determine the success of learning activities. The teacher as a manager or class manager can create a learning atmosphere that provides opportunities for learning and the development of student attitudes and behavior, where students are well managed and guided, and motivated to learn. So the teacher must manage and regulate the course of the learning process, so that students have the motivation and enthusiasm to receive lessons. (Mc Ber: 2000 cited in Gujjar and Naoreen, 2009, p. 66). So the teacher's roles must be understood. According to Harmer (2002), the



various roles of teachers are expressed by which consist of 8 teacher roles, including Teacher as Controller, Teacher as Organizer, Teacher as Assessor, Teacher as Prompter, Teacher as Participant, Teacher as Resource, Teacher as Tutor and Teacher as Observer (p.56).

In addition, teachers are also required to be able to apply for the teacher's role well in learning to achieve learning objectives. Learning objectives, according to Malik (2005), is a description of the behavior achieved by students following the expectations of the teacher. So the role of the teacher is very supportive of the successful delivery of material to students. Besides, in learning the classroom environment becomes active as a form of learning objectives. An active classroom learning environment has many benefits, one of them is to change a passive learning environment into an active one. A teacher also plays a role in assisting students in developing students' skills and knowledge. Therefore, the teacher must be able to make students interested in following the lesson. If student are interested in receiving the material lesson, it makes the class environment active.

An active learning environment is all about activities that must be done by all students in the classroom apart from just watching, listening, and taking notes. Active learning is active learning which means that children participate in the experience, actively (not passively) applying existing knowledge and understanding to what is being taught studied. Physical activity is what motivates children, both physically and cognitively, to construct their worldviews, personalize their experiences, and apply them in ways that make sense to them (Monk and Silman, 2011 p.16). Furthermore, active learning is learning that occurs with interactions between students and teachers as well as between students and their classmates, such as group discussion or pairs (Hartikaine, et al., 2019, p. 12).



Creating an active classroom environment is not ⁶ easy. Teachers must know ⁶ are the characteristics of **active learning**.

The **condition of an active learning environment** can be reflected as the class get involved in discussion. Involve all students in the class to form a discussion group. This is so that students can share ideas or thoughts with their group of friends for example the teacher divides the students into groups of three to four people. Then the teacher gives a job that can be divided into one group. It aims to create student activity in the group. Besides, it can also be seen when in form of pairs learning. In this case, students are asked to choose their partners. But teachers can also help to be more efficient. It aims to create student activity in pairs. For example, the teacher gives a topic on which students are asked to make a conversation. In this case, a minimum of two people can do this. So students can work on assignments from the teacher in pairs. Tooth and Merrill (2006) mention that there are 7 kinds of characteristics of an active class environment: Question All Write, Productive Discussion, Sharing Pairs, Attentive lecture, Outcome sentence, Whip Around, and Past Option. (p.29)

Furthermore, the learning environment is often shown in a learning process, this can be seen from the behavior of students in a learning process that tends to only act as listeners when the teacher explains them instead tend to be silent without anyone asking questions, even when the teacher asks a question they are just silent this causes the learning objectives not to be achieved, one of them is the material cannot be well received by students. Thus, this condition needs to be handled properly, in this case, the role of the teacher is very important ⁶ and cannot be ruled out. Teachers need to be involved **in creating an active learning environment**. Due to the involvement of the



teacher's role in creating an active learning environment, this study would like to investigate how the roles of teachers in creating an active classroom environment in the drama series "The Queen's Classroom."

There are several reason why The Queen's Classroom the researcher chose to analyze study this series in realtion with relation the teacher's role in creating active learning environment. First, main character in the series (Teacher Ma) provides motivation during teaching for example, the teacher use fun learning to create active learning. Second, (Teacher Ma) provides inspiration to create an active classroom environment. Therefore "The Queen's Classroom" deserves to be analyzed to provide example to teaching professionals when carrying out the role of a teacher. This study identifies what teacher role Teacher Ma applies in creating an active classroom atmosphere. This drama series can inspire teachers in the teaching process to create an active classroom environment.

Based on the description above, the researcher was interested in conducting this research entitled "Teacher's roles to creating an active learning environment in The Queen's Classroom Drama Series"

1.2 Research Question

From the above background, the research proposes the following problem formulation

1. What are the teacher's roles in creating an active learning environment in *The Queen's Classroom series*?
2. How does the teacher play the roles?
3. How is the description of an active-learning environment as a result of the applied roles?

1.3 Objective of the Study

From the Problem Formulation, the researcher can state the research objectives as follows:



1. To identify the teacher's roles in creating an active learning environment in *The Queen's Classroom* series.
2. To describe how the teacher plays the roles.
3. To describe an active-learning environment as a result of the applied roles.

1.4 Significances of the Study

The results of this study are expected to have theoretical and practical significance.

1. Theoretically
The result of this study is expected to contribute to the ELT method and provide benefits and references for further research.
2. Practically
This research will be a useful reference for further research in improving knowledge of the teacher's role to creating active learning environment.

1.5 Scope and Delimitation

The scope of this research is observed the role of teacher based on Harmer theory and the characteristic active learning based on Tooth. Which included the teacher (Ma Jin) and the students in *The Queen's Classroom* drama series. Delimitations of this research are to know the type of teacher's role and students in the learning process to create the active learning environment in *The Queen's Classroom* drama series. The source of the data in this study a Korean drama series which took from that are *The Queen's Classroom* in series 1,3,5,9,13,15.

1.6 Operational Definition of Key Terms

1. The Queen's Classroom series
The Queen's Classroom is a Korean film produced in 2013 which tells the story of a female English teacher at an elementary school in 2013 who is able to encourage



her students to live and the effect to active learning environment, inspiring her students not to give up in their lives.

2. Teacher's Roles

The teacher's role is the behavior or action taken by the teacher to create progress and increase understanding in students. The teacher's role in learning is very important. The teacher's role as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. According to Harmer (2002) Types of teacher's role there are 8 kinds.

3. Active Learning Environment

Active learning is all about activities that all students in the class have to do apart from just watching listening and taking notes (Felder, 2009. p 3). Active learning is active learning which means that the child participates in the experience, actively (not passively) applying existing knowledge and understanding to what is being learned.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presented theories and some previous studies that are closely related to study. Those are discussed as follow:

Teacher Roles

The teacher is someone who teaches, provides material and educates students in the classroom. In the learning process the teacher must apply the role of the teacher to achieve the learning objectives. A teacher in giving lessons in class is required to give the best to his students. Therefore, teachers have many roles to creating learning activities successful. According to Harmer (2002) there are 8 kinds of teacher's roles. Roles of teacher such as teacher as controller, teacher as organizer, teacher as assessor, teacher as prompter, teacher as participant, teacher as resource, teacher as tutor, and finally the teacher as observer.

Types of Teacher's Role

Teacher As Controller.

The teacher is the one who served as the controller, and when the teacher acts as a controller, they are responsible in the class and also responsible for all activities that occur in the classroom. Teachers often lead activities from the front of the class and



sometimes even act as controllers for groups of students when there are group discussion activities in class. (Harmer, 2002.p 57).

So, based on the explanation, the teacher as a controller is the person in charge of controlling the course of learning. The teacher acts to create and supervise the learning process. The teacher's role as a controller also oversees the behavior of students in the classroom. In this case the teacher takes control such as managing students when giving class rules to students, giving questions and determining activities that will take place in the learning process. Beside, Teacher as controller is must be master controller in class.(Brown.2001) Beside, teacher For example, the teacher can be in control when giving explanations, organizing questions, and answering work, teaching a little when students need help, and making announcements that students need to follow or do.

Teacher As Organizer

Teacher as organizer in language learning in the classroom is one of the most important roles, in which case the teacher must organize the students as well as the very diverse activities in language learning.

As organizers, teachers often involve giving student information, telling them how they are going to do the



activity, placing them into pairs or groups and finally closing everything when it's time to stop. For example the teacher will often say something like, "Now, we are going to do this because..." and will also explain the reason for the activity that the student is asked to do (Harmer, 2002). So, the teacher as an organizer is someone who is in charge of organizing learning in the classroom. The teacher's role as an organizer is to organize students to carry out various activities. The teacher must be able to regulate the actions that will be carried out in class. In this case what the teacher can do is provide information to students, tell students what activities they will do, place students in a group and so on. Beside, teacher as organizer can managed the class for learning proses, such as plan lessons, modules, course, and segment of classroom time.(Brown, 2000). So teacher can managed condition in class. Teacher can condition the students activities and other. For example when the teacher gives a job to students, for example working on questions, in this case the teacher can arrange students to work individually or in groups and the teacher must remind the time to finish working on the questions. Because the teacher plays a role in regulating everything that happens in the classroom.



Teacher As Assessor

Teacher as assessor that means as a teacher we have to offer feedback to students as they speak and correct their mistakes in using the language and assess them in a variety of ways. Students also need to know how and for what they are assessed. It is known that an evaluator is a person who has the task of assessing students and correcting students' mistakes by giving them feedback in various ways. Students expect from their teachers is feedback and correction because students must know what they are looking for and what success looks like so that they can measure themselves later. (Harmer, 2002, p. 57). So, It can be inferred that teacher as assessor means teacher as an assessor is the teacher in charge of assessing students, both in terms of knowledge and behavior. As an assessor the teacher's role is to provide an assessment of students (Harden & Crosby: 2000). In addition, the teacher must also provide feedback to students. It is intended that students can improve and improve their behavior. In terms of assessing the teacher must also explain the reasons they assess students. So that students understand what the assessment is for. For example, For example teacher always giving value to student. Teacher must have assessed the students



about behavior and academic. The aims to improve student.

Teacher As Prompter.

Teacher as a prompter. What is meant is the teacher as a motivator for students. The role of a teacher as a motivator is to provide motivation to students. (Harmer, 2002, p.60). So, thus said teacher as prompter is teacher plays a role in providing motivation to students, and the teacher's task is to encourage students to be more enthusiastic in learning activities and others. The learning process will be successful if the students have the motivation to learn (Arianti, 2018). According to KBBI, a motivator is a person (stimulator) who causes the motivation of others to do something. It means the teacher as a Motivator means the teacher as a driver of students in order to increase the enthusiasm and development of student learning activities. So, in this role the teacher must have an active and creative nature which aims to attract the enthusiasm and creativity of students to be enthusiastic in learning. In this case the teacher must also have the initiative to ask students. (e.g. Well, ask him why he says that) or teacher can giving suggestion to students. For example in an activity or in a presentation. Students are silent do not remember



what to say or just say they ran out of vocabulary when going to say something. This is where the teacher's role as a prompter can be applied.

Teacher as Participant

The teacher as participant is described as the teacher participating in discussion activities involving students, the teacher taking part in the discussion, the teacher taking part in making group decisions with students, but the teacher must continue to provide feedback and suggestions to students if there are errors (Harmer, 2002, pp. 60-61). So, in this case the teacher will follow the discussion involving students. In this case the teacher acts like a student, he can propose their opinions, discuss, decide their opinion. But, the teacher also must not forget, teacher must continue to give advice and correct if an error occurs. For example, what often happens during discussions, or ongoing student role play, is that the teacher as the organizer of class activities can be a participant or simply provide feedback to students or even correct what is wrong after the discussion is over.

Teacher as Resource

Teacher as resource is a teacher as a source of content/learning resources for students when they need help to solve their problems in learning. When



they teach, they emerge as the center of the learning process that imparts all knowledge (Harmer, 2002, p.61). So as a teacher as a source of learning must be able to convey the material well. Beside, The teacher acts as director, giving direction to students how to give direction to their students. (Brown, 2000) The teacher must master the material that will be taught to students, because the teacher is a learning resource when students need or are in a state of difficulty in understanding. For example students are involved in a group essay or that they are involved in the preparation of a presentation they will make in front of the class. In such situations, having the teacher take part, or trying to control them, or even appearing to tell them may be completely undesirable. However, students may still need teachers as resource persons. Students may ask how to say or write something or what a word or phrase means. They may want information in the middle of an activity about the activity or they may want information about where to look for something, such as a book or website. This is where we can be one of the most important resources they have.

Teacher as Tutor



The teacher as a tutor in this case the teacher can act as a tutor, working with individuals or small groups, the teacher can direct students in directions that students have not thought of to take. In such situations the teacher can combine the roles of prompter and resource, acting as tutor. Being a tutor in a very large group is indeed difficult because this has to do with the teacher's role as controller or organizer (Harmer, 2002, p.62). So, teacher as tutor is teacher plays a role in providing motivation to students, and the teacher's task is to encourage students to be more enthusiastic in learning activities and other. The teacher acts as a speaker or facilitator in learning. The role of a facilitator is the role of the teacher, which is reflected in the constructivist approach to learning, where knowledge is built in the minds of students and will continue to grow (Brooks and Brook 1993). For example, when students are writing, or when they are involved in the presentation preparation that will be presented in the classroom. And other example when students are working on a longer project, such as writing or preparing for discussion or debate, this is where a teacher acts as a tutor, working with a private or a small group, pointing them one at a time.

Teacher as Observer



The teacher's role as an observer is to observe what students do (especially in oral communicative activities) so that teachers can provide useful feedback to students both in groups and individually. When observing students, the teacher should be careful not to be too distracting by depending on every word the students are saying, and not to be too close to them, or to formally write things down all the time (Harmer, 2002, p. 62). So, when the teacher acts as an observer, the teacher must be careful and act as if they are not observing the students. It is intended that students are not disturbed and students can act freely without being pressured by the teacher's observations. For example, when students are working on group assignments. At that time the teacher paid attention to the activities carried out by students which aimed to examine students. After that, the teacher is expected to be able to provide feedback from the results of observations on group activities that have been carried out.

Active Learning Environment and Characteristic

Active learning is active learning which means that children participate in the experience, actively (not passively) applying existing knowledge and understanding to what is being taught studied.



Physical activity is what motivates children, both physically and cognitively, to construct their worldviews, personalize their experiences, and apply them in ways that make sense to them (Monk and Silman, 2011 p.16). Furthermore, active learning is learning that occurs with interactions between students and teachers as well as between students and their classmates, such as group discussion or pairs (Hartikainen, et al., 2019, p. 12). **Active learning is a classroom learning activity that** involves interaction between students and teachers. The teacher's feedback is called feedback. Can be stated as active learning if it has the characteristics of active learning.

According Merrill and Tooth (2006) Characteristics of Active Learning divided are 6 kinds, Such as :

Question All Writer

Asking questions that are expressed in front of the class. Students can express their opinion in front of the class. And then the teacher can also ask to students. Question All writer occurs because of the interaction between teachers and students. In this case, interaction through questions posed by the teacher aims to create an active learning atmosphere. For example, the teacher gives random questions to



students, then students respond to the teacher by answering questions given by the teacher. This question can be about asking something related to the understanding of the material or student evaluation..

Productive Discussion

Productive discussion is a learning activity in the form of groups that involve several students to discuss in groups. In the case of the teacher giving instructions to students to create a group, the group can be created by the teacher. In a group the teacher gives assignments or work. Students respond by doing the teacher's orders. Productive discussion purpose to create student activity in the form of groups.

Sharing Pairs

Sharing Pairs is a learning activity in the form of groups containing only 2 students or in pairs to discuss. In this case the teacher gives instructions to students to conduct discussions, Pairs can be made by the teacher. In a group the teacher gives assignments or work. Students respond by doing the teacher's orders. Sharing Pairs purpose to create student activity in the form of pairs.

Attentive Lecture

Attentive Lecture is interaction between teachers and students in a lesson. Attentive Lecture is



a critical student question. In this case, students are encouraged to think critically. Purpose to asking further to students so that students are more active and critical in thinking.

Outcome Sentence

Outcome Sentence is the interaction between students and teachers when the teacher asks or confirms student understanding. In this case the teacher gives questions to students related to evaluation, students respond by answering the teacher's questions. purpose to confirm questions that have been made by students.

Whip Around

Ask all students in class. Then the pass option is to ask the students one by one. It aims to create an active learning atmosphere in one class at the same time. In this case the teacher gives questions to students in 1 class directly. At the same time. Students respond by answering the teacher's questions. This raises the interaction of students and teachers.

The Queen's Classroom Movie

The Queen's Classroom is a Korean film produced in 2013 which tells the story of a female English teacher at an elementary school in 2013 who is able to encourage her students to live and the effect



to active learning environment, inspiring her students not to give up in their lives. In the film *The Queen's Classroom*, there is a teacher named Ma Ji. Which is usually called by the name of teacher Ma. She is a new teacher who will be teaching local 6th grade 3. Teacher Ma has a strict nature. At the beginning of teacher Ma's entry into grade 6, the students were afraid because teacher Ma was seen to be strict. At the beginning of learning the local 3 grade 6 students have many characters. There are some students who look passive in learning, there are also students who have a solitary personality. She felt ostracized by his friends. There are also students who are very smart and get high marks. But he doesn't like making friends with his classmates. She likes to do things herself. In grade 6 local 3 learning can be said to be passive. After 6 months since Teacher Ma's arrival, there have been many changes in the local 6th grade 3. Such as changes in quiet students who are brave to ask questions and students who like to be alone become like to work in groups. Teacher Ma plays his role in turning a passive class situation into an active one.

Previous Study

Some Previous Studies were relevant to this study. They were as follows :Journal article Suri,, N et



al. (2016) entitle An Analysis Of Teacher's Roles In Managing Classroom (A study At Senior High School 14 Padang). The research was conducted to answer 2 statements of problems. That is what the types of roles are used by the teachers in managing classroom and the second was how the teachers apply the roles in managing English classroom. The purpose of this research were to find out the types of roles were used by the teachers in managing classroom and to find out how the teachers applied the roles in managing English classroom. The sample of this study were high school teachers at SMAN 14 Padang in academic year 2014/2015. The approach used in this research is descriptive qualitative. The approach used in this research is descriptive qualitative. Data collection of this research is done through questionnaire, observation checklist and field note as instruments and used video recording to make it valid. This research data was analyzed to find out what type of teacher's roles use to managing classroom and the how to the teachers applied the roles to managing classroom. The study findings show related to the teacher's roles in managing English classroom. The findings show found five types of roles in the classroom when teaching and learning of English subject. This roles



include that the teacher as controller, the teacher as prompter, the teacher as participant, the teacher as resource and the teacher as tutor. But, analysis from participant experience and field note, the finding was the teacher applied all types of roles in managing classroom and the role that dominantly by teacher was the teacher as controller.

Yulin Hulalango's research thesis (2015) entitled *The English Teacher's Roles In Teaching And Learning Process (A Descriptive Research to the Tenth Grade of SMA N 1 West Bolangitang)*. The research was conducted to answer 1 problem statement. That is how are the English teachers' role in teaching and learning process at SMA N 1 West Bolangitang. The purpose research is to know how the English teachers' role in teaching and learning process at SMA N 1 West Bolangitang. The sample of this study were English teacher that handled class X3 (Mrs. S(pseudonyms)) and class X6 (Mrs. M (pseudonyms)), and the second sample are tenth grade students in class X3 and class X6. The approach used in this research is descriptive qualitative. The technique of collecting the data are observation and interview. This research data was analyzed to find out how teacher's roles applied in teaching and learning



process in SMA N 1 West Bolangitan. The study findings From eight roles (controller, organizer, assessor, prompter, participant, resource, tutor and observer), the English teachers who handled tenth grade students especially of class X3 and class X6 are not imply whole of teacher roles above. The research found that the teacher (Mrs. S (pseudonyms) that handled class X3 focused only six roles that are teacher role as controller, organizing, assessor, resource and observer. While, the teacher (Mrs. M(pseudonyms) that handled class X6 focused only five roles that are teacher role as controller, organizing, assessor and observer.

Saidatul Ulia's research thesis (2019) entitled An Analysis Of Teacher's Roles In The Ron Clark Story Movie . The research was conducted to answer 2 problem statement. That are what are the teacher's roles applied by Mr.Clark in The Ron Clark Story Movie and How does Mr. Clark play this roles in Teaching his student. The purpose research is to identify the type of teacher's roles and how the teacher's roles that appear in The Ron Clark Story Movie. The result showed that there were six teacher's role found in the movie (the lecture, the clinical of practical teacher, the facilitator learning,



mentor, the students assessor, the study guide procedure).

The difference from this research can be seen that other research classify and describe the teacher's roles in to managing learning in classroom. The participant of others research is English teacher in school. Meanwhile, the research that use is descriptive qualitative. In this study, the research analyzes types of teacher's roles to creating an active learning in series.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study used a descriptive qualitative. This study describes the types of teacher roles during the teaching and learning process in the classroom. The theory used as the basis of the analysis is Moleong's theory. Moleong (2014) stressed that "qualitative research is research whose data in the form of written or oral words is a descriptive method" (p.4). Moleong (2014) said that in qualitative research, a researcher can act as a designer, data collector, analyst, interpreter, whistleblower of research findings, and conclusion maker (p.121). So in qualitative research researchers play an important role in analyzing data. This study aims to determine the types of teacher's roles during the teaching and learning process in The Queen's Classroom movie. A researcher described and explained what types of teacher's role applied in The Queen's Classroom movie. This study aims to determine the types of teacher roles during the teaching and learning process in The Queen's Classroom series. A researcher described and explained what types of the types of teacher roles applied in the series the queen of classroom.



3.1 Research Instruments

To analyze the data, researcher used observation in the form of check sheet (see appendix 2). By using the study sheet the researcher identify the types of teacher roles based Harmer (2002) theory and characteristic of active learning environment based Merrill & Toth (2006) theory in the teaching and learning process.

3.2 Data and Source Data

3.1.1 Data

⁴ The data of this research are in the form of the teacher's role in teaching in the classroom, namely the types of teacher's roles found in scene of the series *The Queen of Classroom*. As the teacher's behavior performs his roles that aim to increase the activeness of learning in the classroom. In addition the data will be characteristics of an active learning environment.

³ 3.1.2 Source of Data

The source of the data in this study is a Korean drama series entitled *The Queen's Classroom*. The series consist of 16 episodes. However, the researcher only analyzed episode 1,3,5,9,13 and 15 because in other episode the teacher's roles are not found. This series is directed by Lee- Dong- yoon, produced in 2013.



3.3 Steps of Collecting Data

Data collection techniques is a away for a researcher to obtain information or collect data so that it can be analyzed. Steps that researchers took in collecting the data were as follows:

1. Formulating observation conducting a to guide as the instrument to determine teacher's roles.
2. Decide on the episode that suitable according to the observation guide.
3. Watching the selected episode several times (4-5 time) and understand the context of the situation in the series of The Queen's Classroom
4. Identifying the types of teacher's role in the series The Queen's Classroom.

3.4 Steps of Analyzing Data

Based on the preliminary analysis selected 6 episodes that is episode 1,3,5,9,13 and 15 to analysis the data.

1. Formulating observation guide as the instrument of the research teacher's roles according Harmer (2002) theory.
2. Classification
The teacher types of teacher's roles identified in the series "The Queen of Classroom" was classified according to the type of teacher's roles
3. Discussion of the data
Data analysis was done by describing the data. Types of teacher's roles the describing first and then the next step



was to explain how the teacher's roles applied in classroom.

4. Concluding
After analyzing the data by describing what types of teacher roles are often used, and why these types of teacher roles were used to create an active classroom environment. Concluding the types of teacher's roles to create an active classroom environment.
5. Identifying teacher's role in creating active learning environment

3

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the findings and their explanation. The finding section display a table findings from the object discussed. Then, the findings explained in discussion section.

4

4.1 Finding

6

4.1.1 An identification teacher's roles in creating an active learning environment in "The Queen's Classroom series" (the data can be seen in appendix 2)

The table 4.1 presents eight of the types of teacher's roles on Mrs. Ma (as a teacher)

