

DECISION MAKER IN EFL CLASS: A CASE STUDY OF TEACHERS' HIDDEN ROLE

Absharini Kardena

English Education Department of UIN Sjech M Djamil Djambek Bukittinggi
Email : absharinikardena@yahoo.co.id

ABSTRACT

In the EFL classroom, teachers have some roles that directly influence students' achievement. One of the main roles is being a decision-maker during teaching and learning processes, which including planning, implementing and evaluation. During the implementation of Independence curriculum, as the newest curriculum, the teachers are positioned as one of the important factors in succeeding the curriculum by actively doing their role as a decision maker. Thus, the decisions taken by English teachers might influence the teaching and learning processes. This article aims to discuss how English teachers play their role as decision-makers in conducting English subjects at school, specifically on deciding learning goals, teaching materials, teaching activity and learning evaluation. This research, which is derived and further developed based on previous research conducted in 2013, was conducted at one of the Public Islamic Senior High Schools in Solok City, West Sumatera, Indonesia. Furthermore, this research involved 5 English teachers. The research was conducted under a qualitative approach by using a phenomenology design. The result of the research shows that most English teachers did not actively decide their teaching and learning process, especially on learning evaluation. It was caused by a lack of understanding about the importance of decisions made by the teachers; the decisions they made may influence the whole process of teaching English. Besides, it is also influenced by an external factor, such as the government's rule. Meanwhile, the research also found that the role of a decisions maker can either influence or even is influenced by the other roles of English teacher. The result of the research show a current need for the teachers to get trainings that may help them to enhance their performance as a decision maker in the classroom.

Keyword : Decision maker, Independence curriculum, Teacher's role

INTRODUCTION

Implementation of Independence curriculum at schools in Indonesia offers some challenges for both teachers and students. The quite different gaps between the previous curricula to these curricula lead the teachers and students to adapt to those new differences. In general, the 2013 curriculum and the Independence curriculum direct students-centered learning approach (Pajarwati et al., 2021). Students-centered learning can be defined as a term that describes how the students are demanded to be independent in their learning process. Their independence can be seen in deciding their types of learning, choosing materials, and being more active in teaching and learning (Deslauriers et al., 2019). Meanwhile, the teachers

are demanded to facilitate, manage, control, and evaluate students' learning process (Kaur, 2019; Rindu & Ariyanti, 2017). Thus, those simple statements surely do not have a simple reflection of teachers' roles in the classroom.

It cannot be denied that in every kind of curriculum, teachers, for this case English teacher, must have specific responsibility and tasks. Whatever the curriculum is, it must be not possible for the teachers to not having any specific tasks. Although the students are the center of teaching and learning process, there must be English teachers who should also available and accessible all the time for guiding, directing and facilitating them in learning process (Keiler, 2018). By considering this fact, it can be argued that English teachers surely have specific roles and responsibility in case of implementing the 2013 curriculum. Specifically, English teachers who have numerous responsibilities to direct the English as a foreign language face obvious challenges and problems. As mentioned by Donina & Khachaturova (2020), English teacher is the key factor that may lead students' direction of learning. English teachers are as the core of teaching and learning processes even though the students who study actively (Sartika et al., 2019).

One of the main concerns which should be done by the English teachers is as a decision maker (Asghari & Tajeddin, 2021). A decision maker in English classroom means a role that demands the teachers to decide what things that will work in their classroom well (Zhu, 2014). In order to decide how the class will work, the teachers are demanded to consider students' background (Sulistiyo, 2016). It involves at least students' social background, students' financial background and for the most students' educational competence background. The teachers have a right to measure and analyze students' background so that they can decide which one is the most appropriate approach, method technique, kinds of materials, media and even the evaluation used for their students. As stated by Kardena (2017), teachers are the ones who should pay attention and know their students better than other people through gathering information related to all aspects of students' life which may influence their learning process. The teachers should have knowledge and have data of students' need analysis. It is not enough to only measure students' ability in the classroom while ignoring other kinds of factors that influence their learning achievement. It is not fear to the students to be judged while the teachers do not have massive comprehensive about students' background.

Furthermore, the teachers should not only stop analyzing students' need and their background. They should move forward to use that information to decide what students' need in their learning process. The teachers should be able to use the information, which have

previously gathered through need analysis, in order to be used as a foundation in decision making process during teaching and learning processes. According to Kojima and Kojima (2005), the English teachers at least have 4 main tasks that related to their role as a decision maker in their classroom. The decisions that are usually made by the teacher are about goal-setting, choice of materials, activity selection and organization, and evaluation.

Related to decision of teaching and learning goal, the students will be easier to improve their ability when there is a clear learning goal that they should achieve (Xiongyong et al., 2012). The goal should be based on students' need and interest in order to fulfill the real need of the students (Abu Bakar et al., 2014; Nguyen & Terry, 2017). When the students do not have a clear vision of what they should and want to achieve at the end of the course, it may affect their performance, eagerness and their effort in learning process. Thus, it can be stated clearly that the teacher has an important role to make sure that they decide the goals of learning based on students' need, students' interest and for sure based on the guidelines stated in the curriculum.

Besides, decision of materials and activity in the classroom should also in line with the goal of teaching and learning process (Lepp et al., 2021). Any materials and activity in the classroom should fulfill the students' need so that it can give a significant improvement for students' ability (Xiongyong et al., 2012; Rahayuningsih, 2016). In deciding those points, the teacher should involve the students by considering the areas that the students likely to give a great contribution to the decision making (Sukarno, 2012). Because of that, the result of need analysis should be used in deciding the course structure (Eshtehardi, 2017). In some cases, this point is debatable among the teachers. Deciding materials does not mean as simply as following the textbooks offered by the government, but also assuming that the students have their own portion in deciding at least the theme or topic of their text, for example. In another case, the teacher may lead the students to choose the theme for genre they discussed. The main argument related to this point is the teacher must not always stick to the assumption that the materials and activities that they may choose and decide for the students is strictly limited just because of following the curriculum.

By considering the theory above, it can be argued that the English teachers have a big role in deciding what will conduct in the classroom, at least in these four components; goals of learning, materials, activity and evaluation. In fact, the preliminary data gotten from English teachers at one of Islamic senior high schools at Solok City, showed that the English teachers have not fully applied their role as a decision maker in the classroom. The pre-interviewed conducted to 3 English teachers strengthened the phenomenon that the English

teachers rarely decided the materials by considering students' background. What really happened at field was the English teachers just followed the materials contained in textbook and did not offer any chance to the learners to choose what they want to learn. It was not known yet whether this phenomenon happened because of the teachers' factor or learners' factor or even the curriculum itself.

Thus, it is categorized urgent to conduct a research related to how the teachers implement their role as decision maker in EFL classroom at senior high school. Then, this article which was derived and further developed in 2013 explored how the teachers apply their role as a decision maker. This article explained the way the teachers run their role as decision makers of learning goal, learning materials, teaching activities and learning evaluation. Besides, this article also explained any causes of problem behind the phenomenon existed in relation to this teacher's role. It is expected that this article may help English teachers, stakeholders and government to use the result of the research as a consideration for implementing and even revising the curriculum applied so far.

METHOD

This research used a qualitative approach. In addition, the method used in this research was phenomenology. A phenomenology study is "a research that searches for essentials, invariant structure (or essence) or the central underlying meaning of the experience and emphasize the intentionality of consciousness where experiences contain both the outward appearance and inward consciousness based on memory, image and meaning (Creswell & Creswell, 2018)". In other word, a phenomenology research is aimed to analyse why a phenomenon happen in a field of study. In this case, this research was aimed to explore how the English teachers conduct their role as a decision maker in English classroom.

The research was taken place at one of Islamic senior high schools at Solok city region. This school was selected as the location of the research by considering the phenomenon happened at this school in which there was an indication of problematic phenomenon of teachers in running their role as a decision maker in their classroom. The informants of the research were all English teachers at this school, which were 5 English teachers. The data were gathered through observation and then validated through interview. The observation and interview which were conducted were lied on 4 main indicators of the research; they were teachers' role as a decision maker in goal-setting, choice of materials, activity selection and organization, and evaluation. Here is the indicators used for observation and interview:

Table 1: Indicators of Teacher's Role as A Decision Maker

No	Indicators	Sub-Indicators
1	Decide goal-setting	The teacher explains the goal of the teaching and learning process.
2	Decide the materials	The teacher decides the materials based on the topic that is going to be discussed
3	Decide the activity selection and its organization	The teacher has selected the activity that is going to be applied. The teacher understands how to apply that activity.
4	Decide the way to evaluate	The teacher has set the way to evaluate students' task.

In order to guarantee the consistency and validating the data collected at the field, the observations were conducted for several times and it was stopped when the data were saturated. In this research, it was 5 times for each teacher. Besides, the interview was also conducted to collect the data while validating the data by asking the English teachers related to the reason for every action taken in their classroom. The interviews were also done several times for every teacher in order to guarantee the consistency of teachers' reasoning for every action they took in their classroom dealing with their role as a decision maker.

Furthermore, the data analyzed by using the analysis qualitative data (Patton, 1990). The procedures applied in analyzing the data were as followed:

1. The researcher transcript the data collected from the interview.
2. The researcher differentiated between participants' opinion and fact on the data gotten from the interview. In other words, the researcher had to be able to clarify any personal bias from the data collected.
3. The researcher tabulated the data from the observation.
4. The researcher gathered the purely data from observation which related to the research. Any other data that was not about the research should be put out. Moreover, the researcher got the real facts of the data.

5. The researcher grouped the data from observation and interview based on the main questions of the research, which were categorized into 4 main data including decision of goal, decision of learning materials, decision of teaching activities and decision of evaluation.
6. The researcher interpreted the meaning of the phrases or statements from the interview and participants' activity during the observation.
7. The researcher described the deeper meaning of participants' statements from interview and activity from the observation based on the four kinds of teacher's role as a decision maker, including decision of goal, decision of learning materials, decision of teaching activities and decision of evaluation.

FINDINGS

Findings

The research was conducted related to teacher's role as a decision maker in their EFL classroom. This research investigated 4 kinds of teacher's task as a decision maker which involved their task in deciding goal-setting, choice of materials, activity selection and organization, and evaluation. The data which were gathered through observation and interview was then tabulated in the following explanation. The data from the observation was described in table 1.

Table 2: Teachers' Performance as a Decision Maker

Sub-indicator	Participants' Code																								
	T1					T2					T3					T4					T5				
	Meeting					Meeting					Meeting					Meeting					Meeting				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
B	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
C	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
D	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Note: A=deciding goal, B=deciding materials, C=deciding activity, D=deciding evaluation

The data on table 1 related to teachers' performance as a decision maker. It was important for the teachers to decide several points before they started teaching and learning process. The first thing which must be decided well is the goals of the teaching. It was important to be decided in order to arrange the materials, activity, and evaluation system. In

fact, the data on table 1 describe that all the English teachers have decided the goal of teaching and learning process. It means that all the teachers have done their tasks to decide the goals of teaching. Through the observation in the classroom, it was observed that the teachers have written their goals of teaching in their lesson plan document and they also explained that goals to the learners at the beginning of the course.

In observing whether the teacher has decided the goal of teaching learning process, it could be known by observing whether the teacher knew what should be done in the classroom. In this case, the English teachers have been good enough in deciding their teaching-goal. All teachers knew what the students should be able to achieve at the end of the lesson. The goal that has been set usually depended, specifically, on the lesson plans and generally on the curriculum used. The data are supported by the interview done with the teachers as stated in the following transcript.

Data interview 1:

R: *Menurut ibuk, seberapa penting tujuan pembelajaran dan bagaimana ibuk menentukannya, buk?*

T: *Tujuan pembelajaran itu kan sudah diatur ya Rini. Jadi sudah ada dalam kurikulum. Guru tinggal mengembangkannya saja. Dan sudah pasti tujuan pembelajaran itu penting karena itu nanti yang akan jadi indicator kita kan. Itu yang menjadi dasar untuk mengukur seberapa jauh siswa sudah mampu. Kita lihat dari tujuan pembelajaran tersebut.*

Translation of data interview 1:

R: *In your opinion, how important is the goal of teaching and learning? And how you decide it?*

T: *The goal has been set, Rin. It has been stated in curriculum. The teacher only develops it. The goal is important because it will be the indicators to measure students' achievement. We can measure it from the teaching and learning goals.*

Based on the data interview above, it could be concluded that the teacher realized that deciding teaching and learning goals was very crucial. Since it was the basic for measuring students' achievement, the teacher has decided the goal by using curriculum as a general guideline. This decision automatically influenced their decision about the materials, the classroom activity, and the evaluation system. They have argued that the goal of teaching and learning process was the basic point for the development of other aspects in teaching and learning process. In other words, the decision of goal influenced the decision of materials, classroom activity, and the evaluation system.

Besides, the teachers were also demanded to decide teaching materials in order to ensure that the materials were suitable to teaching goal, students' need, and students' interest. Based on table 1, it could be described that all the English teachers have decided the

materials. The observation proved that all the teachers have decided the materials before they came to the class. Because of that, they did not confuse to decide what they taught when they have come to the class. It could be seen that the teachers have selected the materials and prepared it before teaching learning process occurred. The materials were usually decided based on the level of difficulty or based on the arrangement of the materials in the curriculum. Besides, 2 of 5 teachers also considered the materials based on students' need and interest. In other word, the information that has been collected from the students about their need and their interest influenced the teacher in deciding the materials that were used in teaching and learning process. Moreover, the teachers also gave a statement during the interview that they decided the materials by considering the time that they have in one semester. They arranged the materials for each meeting so that all the materials for one semester had to be finished on the available time (before final semester test).

Moreover, there was an interesting phenomenon found in the field in relation to the materials. It was found that one teacher did not really understand the materials that she was going to teach. It was found when the teacher was asked by the students because they did not understand about the materials. The fact was the teacher did not answer it satisfactorily. The teacher did not also give a clear explanation of students' questions. In other words, the teacher also did not fully understand the material. Because of that, it could be concluded that when the teacher decided the materials, it did not mean that the teacher have prepared and understood it well.

In a more detail explanation, as a decision maker, the teachers were demanded to also decide the activity for teaching and learning process. This decision was important to ensure that the goal of teaching could be achieved by the activity that had been decided. The activity was aimed as a strategy or technique so that the materials were acquired by the students. In other words, the teachers should be able to design the classroom activity started from the goal of teaching learning process up to the evaluation system. It was important to be decided because it influenced students' achievement. In fact, there was an interesting point in which there were two English teachers for each class. Both of the English teachers had their own part in teaching different skills in English. One English teacher taught listening and speaking while another one taught reading and writing. It was done in order to optimize teacher's work since they had their own focus in teaching. The way to decide which English teacher who taught listening, speaking, reading and writing was decided based on the compromise done among the teachers.

However, based on the observation, one of the phenomena that appeared was 4 of 5 teachers did not vary the activity although they taught different genre. In order to clarify this phenomenon, the interview was done. The data from the interview was stated below.

Data interview 2:

R: *Menurut ibuk perlu dibedakan tidak buk pilihan activity di kelas ketika teks nya juga berbeda? Maksudnya tekhnik yang dipakai untuk mengajar. Misal, dalam mengajar reading, teks narrative dan teks hortatory, itu dibedakan tekhnik nya atau tidak buk?*

T: *berarti sama-sama reading ya? Ya sama saja. Tapi kadang kita bedakan, misalnya hari ini kelompok, besok individu. Seperti itu.*

Translation of data interview 2:

R: *Do you think that you have to differentiate classroom activity when you teach different text? For example when you teach narrative and hortatory exposition text, do you have different technique?*

T: *Still reading, right? Yes, it's the same. However, we sometimes differentiate it, for instance we use group discussion for today, and individual task for tomorrow.*

Besides, the data from the observation, as stated in table 1, also proved that 3 of 5 teachers were lack of creativity in choosing the technique in teaching. In listening section, the teacher only played a cassette recorder and asked the students to listen and to fill the blank on the text based on what they listened to. Sometimes the teachers only read the text by themselves and the students listened to them while filling the blank on the text. It became worse since the teacher seldom built students' background knowledge before the whilst-activity started.

Another monotone activity was also occurred in teaching speaking. The teacher modelled to read a text one or two times and asked the students to do in pairs or groups. Sometimes the students were asked to create their own dialogue. The most common phenomenon was the teachers who did not build students' background knowledge. It could be caused by lack of warm-up activity done by the teachers.

This phenomenon showed that those teachers did not vary the activity in teaching and learning process. Based on the interview with the teacher, they argued that they were worried to use the new technique because they were afraid that the students were not going to be interested on the new technique. Their argument proved that they did not collect any information about students' interest so they felt afraid to try some new techniques. Based on this phenomenon, it was clearly proved that the way the teachers decided the materials and classroom activity was really influenced by the information that they had to collect about students' need and interest.

The last point that should be done by the teacher as a decision-maker was deciding the evaluation system. It included deciding the scoring rubric, the scoring system, the decision for peer or self- correction, and so on. This decision was important in order to evaluate what have been done during the process of teaching and learning. The final aim of deciding the evaluation system was to evaluate whether the goal of teaching and learning process have been achieved or not.

In contrary to the previous decisions made, the data in table 1 proved that none of the teachers have decided or set their evaluation system. Based on the observation, all the teachers never set the way to evaluate students work. In some cases, the teacher asked the students to work in groups, pair, or even individual, but when the students finished the task, the teacher only gave a checklist without a clear score for what they have done. Another case was when the teacher gave score to students writing without having any scoring rubric. Absolutely it can affect the validity and reliability of the task since the degree of bias was so high.

Based on the interview with the teacher, the teacher stated that she did not always use scoring rubric because she considered students' motivation that got low score when the scoring rubric was used. The data of the interview was stated below.

Data interview 3:

R: *Dalam mengevaluasi nilai anak, kapan ibuk menggunakan scoring rubric?selalu digunakan atau bagaimana buk? Misalnya dalam writing. Panduan resmi memberi score.*

T: *Kadang dipakai scoring rubric kadang ndak.*

R: *Kenapa ndak dipakai, buk?*

T: *Ya kalau ndak dipakai itu karena kadang kalau selalu dipakai menurut panduan, menurut kita anak tu kurang dari yang seharusnya tapi untuk membangkitkan semangat anak, dikasih nilai lebih. Makanya kadang dipakai kadang ndak. Terlebih untuk writing.*

Translation of data interview 3:

R: *For evaluating students' work, do you always use scoring rubric?*

T: *Sometimes.*

R: *Why don't you always use it?*

T: *Because we have also to consider students' motivation. Sometimes the students should have low score, but we give higher score to motivate them, especially in writing.*

Based on the interview above, it could be interpreted that the teacher did not use scoring rubric when she scored students' task. Because of that, the students' score contained such bias since there was no clear guideline on how to score the students' work. In other cases, the

other teacher also stated that he did not have any scoring rubric. The data from the interview was stated below:

Data interview 4:

R: *Aaa kalau dari evaluasi. Evaluasi nilai anak. Itu menurut bapak harus dilakukan tiap kali pertemuan atau disama ratakan antar skill atau bapak punya cara lain?*

T: *Evaluasi itu kan nanti kan kita berpatok pada indicator kita dulu nanti kan. Kemudian tujuan kita kan. Kemudian dalam evaluasi ini kan kita ambil setiap masuk, itu fatal akibatnya. Itu yang dikatakan guru kurang jam, materi banyak katanya kan. Kita kan bisa ambil rata-rata nya saja nanti. Umpamanya waktu apa kan ada itu, waktu kita menyimpulkan, kan anak yang dilibatkan itu. Waktu itu kan bisa kita baca itu oh ini ini ini yang bisa menyimpulkan. Kan kita kadang melakukan yang classical, kadang ada yang random kan. Kalau klasikal kan udah terbayang ini ini ini. Habis itu nantik kita kode aja, kita masukkan aja nilai apanya, penambahan nilainya. Kemudian kalau evaluasi, kalau saya kan sering melakukannya itu kan setiap selesai 1 KD baru selesai 1 evaluasi.*

Translation of data interview 4:

R: *In evaluating students' work, do you do it in every meeting, for every skill or you have another way?*

T: *The evaluation should be based on the indicators and the goals. When we evaluate students' work for every meeting, it will be dangerous. That's why teachers say that they did not have enough time, a lot of materials and so on. In fact, we can take the average, for example when we conclude the lesson, we can see who can conclude it well. And then, we can give additional score for them. I usually do an evaluation when I have finished teaching one basic competence.*

The data from the interview 4 clearly describe that the teacher did not have a clear scoring rubric. He decided students' score based on how the students conclude the materials at the end of the lesson. Besides, there was also no clear consideration of giving appropriate score for the students' performance. In other word, the teacher did not avoid any bias in giving score to the students.

The data above show that none of the teachers decided an organized and clear evaluation system. This situation affected the other role of the teacher, especially their role as a reflective practitioner. The teacher should always reflect and evaluate what they have done in the classroom. One of the reflections of their successful was students' score. When the teachers did not decide an organized and clear evaluation system, there was a high degree of bias on students' achievement. It automatically did not give a truth and correct reflection on teachers' performance. The teachers did not know whether they have well enough in teaching because the students' score did not really reflect their achievement.

Based on the explanation above, it could be concluded that the teachers have succeeded to run their roles as a decision-maker in some parts. It included deciding the goal of teaching

learning process, deciding the materials and deciding the classroom activity. Although the teachers were lack of variety in deciding the activity, at least they have decided what they were going to do in the classroom. Moreover, none of the teachers decided any evaluation system in teaching and learning process. In this case, lack of scoring rubric and scoring system caused any bias in scoring students' tasks. Indeed, all the teachers have been successful as a decision maker in some points; they were deciding the goal, deciding the materials, and deciding the activity.

Discussion

Based on the data gotten from the field which has been previously explained above, it could be concluded that the teachers have tried to do their role as a decision maker, involved 3 areas; they were deciding the goals of teaching, deciding the materials and deciding the classroom activity. In fact, the teachers did not vary their activities because they were not aware of the importance of varying classroom activities. It could be argued that this problem is caused by teacher's motivation to find out any other classroom activities (Bardach & Klassen, 2021). Furthermore, teachers' motivation would give a significant impact to their teaching competence and performance (Kubanyiova, 2006; Sandriyani et al., 2021). As a result, the teachers cannot perform optimally when their motivation is low. In addition, it could happen because of lack of reflective teaching culture (T. Tran, 2010; N. T. Tran, 2022). When the teacher did not get any reflection and evaluation of their performance in the classroom, they would not realize the weaknesses of their performance. In other words, they cannot develop their professionalism, such as knowledge and practice of variation of teaching activities, if they did not do any reflection and evaluation of their teaching technique.

Another point on being a decision maker was to decide the evaluation system used. The fact proved that most of the teachers did not have any clear evaluation system for evaluating students' performance. They did not decide any evaluation system, such as scoring rubric, for evaluating students' work. It affected the reliability of students' score. When the teacher did not have any evaluation system, there would be a bias score that are given on students' performance (Ajol et al., 2020; Umar, 2018). As explained by Kojima & Kojima (2005), the teachers should be able to decide any evaluation system. It is important since it would be used to reflect what the students' have achieved so far by avoiding any bias. Theoretically, one of the teachers' roles is to decide any assessment for evaluating students' progress (Meece, 2011; Ja, 2017). They have to decide the assessments that can be used to measure students' competence and achievement in using the language (Tawalbeh, 2019). However, the teachers

in MAN kota Solok argue that they did not decide the evaluation system because they needed to consider students' motivation so they usually give additional score for the students in order to increase their motivation.

Looking at the phenomenon above, the problems faced by the teachers in doing their role as a decision maker were caused by lack of understanding about the importance of decision made by the teachers; how the decisions they made may influence the whole of the process of teaching English. The teachers should be aware that every action taken in the classroom should be decided well, especially in relation to the teaching and learning components. The teachers should notice that every decision they made may influence students' learning progress and their achievement. Every roles of the teacher are interrelated in case of gathering information of students' background, deciding components of teaching and learning process, how to implement the plan of teaching and how to evaluate all the components at the end of the course (Kardena, 2013). Besides, the curriculum used also affects how the teachers perform in the classroom. The curriculum used should not only concern on the goals of learning that should be achieved, but also on how readable the society in using the curriculum itself. In other words, all parties that contribute to the success of learning process should work and collaborate well (Nur et al., 2021). Thus, teachers should also be supported by the government so that they get full understanding of their task, role and how to implement it in EFL class. Those causes indirectly influence how the teachers perform their roles in the classroom.

CONCLUSION AND SUGGESTION

As a decision maker in EFL class, English teachers for sure having some responsibilities to decide components of teaching and learning processes. The decision includes deciding goals of teaching, materials, classroom activity, and evaluation. All the decisions made in the classroom automatically may affect the students' achievement in learning. Based on the research result, it can be concluded that the English teachers have done their role as a decision maker in the context of learning goals, learning materials, teaching activities but have not yet performed their role as a decision maker of learning evaluation. Although the result shows that the teachers have run their roles in 3 areas of decisions, but the way their performed their role were still not optimal, especially on deciding the materials and teaching activities. The teachers are, then, suggested to more explore and improve their competence as well as their performance in playing their role as a decision maker in all

aspects of teaching process, which include deciding the goals, learning materials, teaching activities and learning evaluation.

REFERENCES

- Abu Bakar, Z., Mei Yun, L., Siew Keow, N., & Hui Li, T. (2014). Goal-Setting Learning Principles. *Journal of Education and Learning*, 8(1), 41–50.
- Ajol, T. A., Gran, S. S., Kanyan, A., & Lajim, S. F. (2020). An Enhanced Systematic Student Performance Evaluation Based on Fuzzy Logic Approach for Selection of Best Student Award. *Asian Journal of University Education*, 16(4), 10–20. <https://doi.org/10.24191/ajue.v16i4.11932>
- Asghari, M., & Tajeddin, Z. (2021). *Journal of English language Teaching and Learning Novice EFL Teachers' Decision -making and Pedagogical Reasoning in Implementing Instruction*. 13(28), 61–77. <https://doi.org/10.22034/ELT.2021.48343.2461>
- Bardach, L., & Klassen, R. M. (2021). Teacher motivation and student outcomes: Searching for the signal. *Educational Psychologist*, 56(4), 283–297. <https://doi.org/10.1080/00461520.2021.1991799>
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences of the United States of America*, 116(39), 19251–19257. https://doi.org/10.1073/PNAS.1821936116/SUPPL_FILE/PNAS.1821936116.SAPP.PDF
- Eshtehardi, R. (2017). Needs Analysis and Course Design; A Framework for Designing Exam Courses. *International Journal of Applied Linguistics and English Literature*, 6(6), 274. <https://doi.org/10.7575/AIAC.IJALEL.V.6N.6P.274>
- Ja, R. (2017). English Teachers' Roles in Promoting Learners' Learning Autonomy in EFL Class of Public Senior High Schools of ENDE Regency in Academic Year 2016 / 2017. *Journal of Education and Human Development*, 6(1), 105–112. <https://doi.org/10.15640/jehd.v6n2a11>
- Kardena, A. (2013). *Problematic sides in implementing learner-centered instruction paradigm in English classroom: a phenomenological study at MAN Kota Solok*. Universitas Negeri Padang.
- Kaur, S. (2019). Role of a Teacher in Student Learning Process. *International Journal of Business and Management Invention (IJBMI)*, 8(12), 41–45.
- Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, 5(1), 1–20. <https://doi.org/10.1186/S40594-018-0131-6/FIGURES/2>

- Kojima, Hideo; Kojima, Y. (2005). *Teacher Roles in Learner-Centered Communicative EFL Instruction*. 72, 59–71. <http://hdl.handle.net/10129/544>
- Kubanyiova, M. (2006). Developing a Motivational Teaching Practice in EFL Teachers in Slovakia : Challenges of Promoting Teacher Change in EFL Contexts. *Tesl-Ej*, 10(2), 1–17.
- Lepp, L., Aaviku, T., Leijen, Ä., Pedaste, M., & Saks, K. (2021). Teaching during COVID-19: The decisions made in teaching. *Education Sciences*, 11(2), 1–21. <https://doi.org/10.3390/educsci11020047>
- Meece, J. L. (2011). *to Middle Principles*. 42(2), 109–116.
- Nguyen, H., & Terry, D. R. (2017). English Learning Strategies among EFL Learners: A Narrative Approach. *IAFOR Journal of Language Learning*, 3(1), 4–19. <https://doi.org/10.22492/ijll.3.1.01>
- Nur, H. S., Martani, W., & Supartono, W. (2021). Accomodating stakeholders' voices in the curriculum development in An Indonesia Higher Institution. *Jurnal Educative; Journal of Educational Studies*, 6(1).
- Pajarwati, D., Mardiah, H., Harahap, R. P., & Siagian, R. O. (2021). Curriculum Reform In Indonesia: English Education Toward The Global Competitiveness. *ETDC Indonesia Journal of Research and Educational Review*, 1(July), 28–36.
- Patton, Q. (1990). *Qualitative Evaluation and Research Methods*. Sage Publication ltd.
- Rahayuningsih, D. (2016). Student teachers' challenges in developing teaching materials during teaching practicum in vocational. *Journal of English and Education*, 4(2), 24–34. <https://ejournal.upi.edu/index.php/L-E/article/view/4629>
- Rindu, I., & Ariyanti, A. (2017). Teacher's Role in Managing the Class during Teaching and Learning Process. *Script Journal: Journal of Linguistic and English Teaching*, 2(1), 83. <https://doi.org/10.24903/sj.v2i1.77>
- Sandriyani, M., Fitria, H., & Wahidy, A. (2021). The Influence of Teacher Competence and Motivation on The Teacher's Performance of SMP Negeri 11 Palembang. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, 565(INCoEPP), 1301–1304. <https://doi.org/10.2991/assehr.k.210716.260>
- Sartika, R., Hadijaya, Y., Negeri, I., & Utara, S. (2019). *Teacher ' S Leadership in Implementing Learning To Increase Students Learning Effectiveness During Covid-19 Pandemic*. 2.
- Sukarno, -. (2012). Teaching English to Young Learners and Factors to Consider in DesigningThe Materials. *Jurnal Ekonomi Dan Pendidikan*, 5(1), 57–73. <https://doi.org/10.21831/jep.v5i1.603>
- Sulistiyo, U. (2016). English Language Teaching and EFL Teacher Competence In Indonesia. *Fourth International Seminar on English Language and Teaching*, 1994, 396–406.
- Tawalbeh, T. I. (2019). EFL Instructors' Performance Evaluation at University Level: Prescriptive and Collaborative Approaches. *Theory and Practice in Language Studies*, 9(11), 1379. <https://doi.org/10.17507/tpls.0911.02>

- Tran, N. T. (2022). *Perceptions Of Higher Education Learners And Educators Regarding The Learner-Centered Strategy Implementation: A Qualitative Single Case Study*. <https://dune.une.edu/theses/416/%0Ahttps://dune.une.edu/cgi/viewcontent.cgi?article=1415&context=theses>
- Tran, T. (2010). Teaching Culture in the EFL/ESL Classroom. *Online Submission*, 1–45. <http://eric.ed.gov/?id=ED511819>
- Umar, A. M. A.-T. (2018). The Impact of Assessment for Learning on Students' Achievement in English for Specific Purposes A Case Study of Pre-Medical Students at Khartoum University: Sudan. *English Language Teaching*, 11(2), 15. <https://doi.org/10.5539/elt.v11n2p15>
- X. (2003). Qualitative Evaluation Checklist. *Evaluation Checklists Project, September*, 1–13.
- Xiongyong, C., Samuel, M., & Hua, C. (2012). Evaluation on EFL Teacher Roles from the Perspective of Mediation: Case Studies of China's Secondary School Classroom Practices. *International Review of Social Sciences and Humanities*, 3(1), 117–134.
- Zhu, S. (2014). A study of the teacher's interactive decision making in English classes of primary schools. *Journal of Language Teaching and Research*, 5(4), 963–970. <https://doi.org/10.4304/jltr.5.4.963-970>