The Roles Relevance Development of English Lecturer toward Harmer's Teaching Theory in Industry Revolution 5.0

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Abstract

This research is the mixed method and aims to determine the relevance of the role of lecturers based on Hammer's theory of classroom teaching during the 5.0 industrial revolution era. The populations of this research were English lecturers who taught at the Tarbiyah faculty in the English study program and the Syariah faculty at Fatmawati Sukarno Bengkulu State Islamic University. Totaling 26 people, the sample used in this study using total sampling technique. Quantitative data is in the form of a Questionnaire which was compiled based on the theory of Harmer, J (1983). The instrument has been tested to obtain validity, reliability,Likert scale, Croncbach Alpha, and "t" test. Qualitative data in the form of analysis based on Hubberman and Miles namely, reduction, display and conclusion verification. The sample interview used purposive sampling, so the numbers of lecturers interviewed were 13 people. The results of the research showed that almost all roles were used by lecturers to teach in class, but the roles that were mostly used by lecturers are Lecturers as an Instructor reaching 90.67%, Lecturers as controller reaching 87.25%, Lecturers as a participant reaching 84.5%, and Lecturers as resources reached 82.5%... The role of lecturers in learning English based on Harmer theory during the industrial revolution 5.0 was still relevant to be applied. This was proven from the score obtained from the interview results, it was obtained that it reached 0.76, meaning that based on the value of the provisions of the Guttmann scale 0.51- 0.75, the association is quite strong (high enough). Based on the data obtained, it showed in fact and rationally that Hammer's theory of teaching is still relevant enough to be applied in the era of the industrial revolution 5.0.

Keywords: Lecturer's roles; industry revolution 5.0; relevanced teaching.

INTRODUCTION

Improving the quality of education is an important pillar that must be built solidly both in terms of the management system and the operational system of education.Digital invasion and technological civilization have had the effect of fusing the civilization of human thought in developing their potential.The field of education certainly has great demands to coexist with current digitalization developments which are also able to provide a more exclusive and dynamic color of civilization. Modernization is created dynamically so that it demands everyone in the era of society 5.0 to be able to be more innovative, creative, productive and able to adapt todigital development by mastering digital technology well so as to be able to compete well.All of these abilities are the basis of basic thinking that is very much needed in the 21st century which focuses on life skills which are better known as 4 C namely Creativity, Critical Thinking, Communication, Collaboration.The digital transformation of the world of education is a big challenge for human resources who must have the skills to master it. The biggest problems have been described in detail, especially the transformation of education in the 4.0 era towards the 5.0 era of society, of course this is not an option where ready and not ready must be faced even though slowly education in Indonesia is still adapting to the 4.0 era. Dealing factually with the development of digitalization of education, from a lecturer-centric mindset, they should quickly adapt to become a collaboration center system, meaning that lecturers do not have to be a source of information, but students can think creatively and critically so that lecturers and students can work together to become problem solvers in teaching process. The development of the era of society 5.0 basically perfected the era of 4.0 which is a big problem as well as a big opportunity for education in Indonesia. Lecturers who drive education in the era of society 5.0 must have adequate competence. He must be proficient in providing subject matter and able to move students to think critically and creatively. Curriculum changes that change must be able to go hand in hand with the passage of digital technology systems which make the curriculum also adapted to modern civilization but cannot be separated from exploring cultural elements. The large number of digital technologies that are assimilated into the learning culture of the 5.0 society era certainly requires good curriculum preparation and adequate facilities, especially in the use of technological tools in the 5.0 era of society.

Lecturers are expected to be able to carry out all of this optimally, therefore lecturers must have main competencies and supporting competencies such as educational competence, competence for technological commercialization, competence in globalization, competence in future strategies and counselor competence.Lecturers also need to have a technology-friendly attitude, be collaborative, creative and take risks, have a good sense of humor, and teach as a whole.Lecturers can study together at the same time by using groups on social media such as messengers, Google Cholar programs, Instagram, Zoom applications or other learning media.Thus, lecturers can also ensure their students take part in learning, even though they are in different places(Susanto F, Hossain, R, et all, 2022). All technological civilizations in this area are a big boost for lecturers to be able to understand rationally about their role in the teaching and learning process.In the context of English Foreign Language (EFL) in classes before digital technology for learning English, students only had a few opportunities to learn to speak, listen and integrate the four skills, and even then they only came from lecturers who taught so that their needs were relatively small and narrow.However, with the development of digital technology, students are able to develop their curiosity about English much more broadly and can even have direct dialogue with native speakers.With

this development, it is clear that the role of the English lecturer has undergone a huge change from the conventional to the digital world. According (Genesee, Ered- John A Upshur, 2007)the roles of students and lecturers describe the relationship between individuals with one another.A very common role for the lecturer is to teach linguistic content, direct and control student learning and model the correct language.Students usually take a relatively passive or reactive role in response to the lecturerr's active role.In the student center in the classroom, students take a much more active role.If each role does not apply together, then we will find scores of students who are not successful in learning English.

Related to the problem of infrastructure unpreparedness, limited learning infrastructure based on digital technology, to literacy issues in the education sector that need to be accelerated.The acceleration of disruption due to digitalization and automation will change the pattern of education and future work patterns.This has become the focus of developing the issue of policy paper recommendations from the B20 Future of Work and Education Task Force(Rahayu,S,2022). Based on a very essential phenomenon that occurred, namely drastic changes in the teaching process in the era of society 5.0 so that very significant changes also occurred in the role of lecturers teaching in class.Pros and cons are bound to occur in the process of changing the conventional education system which has changed drastically to become an all-digital education such as e-learning and hybrid learning which are of course closely related to society 5.0.If examined simply, the existence of e-learning and hybrid learning is considered a flexible, effective, and efficient learning method because students and teachers can easily find learning information anytime and anywhere without being limited by distance and time.In addition, the E-Learning learning model combined with conventional (offline) learning means that the learning method provided will also not be monotonous and students can become more active in learning, in finding and digging for information so they are not always fixated on the lecturer.However, if examined further there is a negative side to existing technological developments both in the employment sector, distribution of wealth, or also in the unequal distribution of information.The teaching process is inseparable from the emotional interaction system, meaning that the online learning process will certainly ignore the emotional interaction between lecturers and students. If this interaction is not good, it is not impossible that the values that have been set will only function as a formality so that the quality of the presenters and students will decrease..All e-learning learning systems are required so that students have high and independent motivation, but not all students who have high motivation and are independent learn through the e-learning system.The various phenomena that exist mean that the learning process that is happening at this time still requires the role of the lecturer as an educator.Likewise, students must be able to apply technology well, if they hope to live and work successfully in an increasingly complex society that is supported by information technology.(Miller SF, Bessey P, Lentz CW, Jeng JC, Schurr M, Browning S, 2007). All of these events provided motivation and inspiration to research on "Developing the Relevance of the Role of English Lecturers to Hammer's teaching theory in the industrial revolution 5.0"

LITERATURE REVIEW

The ability to adapt to global changes, especially in the field of education, provides its own enthusiasm and motivation to master digital and technological knowledge so that it can provide innovation and new ideas about education.Changes in education naturally

occurred in the 20th and 21st centuries, the focus on the teaching system and dynamic changes in the teaching system are learning processes obtained from various sources to face the era of society 5.0.So a lecturer is guided to be able to analyze and use information (big data) in the digital world.Then technological literacy, understanding how machines work, technology applications (coding, artificial intelligence, machine learning, engineering principles, biotech).All of this will continue to process along with technological developments, but it cannot be denied that Artificial Intelligence and any sophisticated equipment cannot replace the role of lecturers in teaching in class.For this reason, the role of the lecturer in teaching English still has a very essential role depending on the teaching and learning method used by the lecturer.The role of the lecturer is an important factor in influencing student learning.Therefore lecturers must have great knowledge, skills, and a good role in the teaching and learning process.(Eggen, P., & Kauchak, D., 2012)stated that many educational studies underlined the importance of lecturers/teachers in helping students learn.English lecturers help students to improve learning achievement and the learning process can use various types of roles.(Harmer, Jeremy, 2007)stating the behavior of lecturers/teachers for various types of activities will be different. The role of lecturers will of course depend heavily on the functions they perform in different activities(Richards, J. C., & Rodgers, T. S, 2014)states that 'Role' refers to the part students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants.In an effort to determine language problems, the teacher has several roles.A good teacher must have the capacity to carry out his role depending on different circumstances effectively.According to the opinion (Harmer, Jeremy, 2007)The role of the lecturer in the teaching process includes:

1. Lecturer as Controller

    Lecturer as supervisor, he not only controls what students do, but also controls what language they use.When the lecturer introduces himself does not control student activities, it can make the class chaotic.The lecturer as a controller is very important in student class activities.According to(Legutke, Michale and Thomas, Howard, 1995)the position of the lecturer lies in the amount of control given to learning.

2. Lecturer as Assessor

    A major part of the lecturer's job is to assess student work, to see how well students are performing.The lecturer will correct student errors and mistakes.Lecturers provide corrections to their students directly or use several approaches so they don't get down.Lecturers must be able to show where the mistakes are to help students realize their mistakes.

3. Lecturer as an Organizer

    The success of various activities in the teaching and learning process depends on good organization and lecturers.Lecturers usually have difficulty managing students, when lecturers give instructions to their students, lecturers must be careful.Because the lecturer provides instructions and material together, he or she will find that students only see the material and not learn from the instructions, so the lecturer must pay attention to the phenomena that are being carried out by students(Nunan, David., 2004).

4. Lecturer as Prompter

    Lecturers should not be afraid to participate in an activity with their students in class.Lecturer participation is not just to improve the atmosphere in their friends or someone who speaks English better than them.The negative

impact is that lecturers will tend to dominate in class, it will make students silent in class and they will only be silent.waiting for the teacher's instructions.

5. Lecturer as participant

Lecturer should not be afraid to participate in an activity with their students in the classroom. Lecturers' participate not only to improve the atmosphere in the classroom but also it will give the students a chance to practice English withe teheir friends or someone who speaks English better than they do. The negative appfect is the lecturer will tend to dominate in the classroom. It will make the students silence in the class and they only wait the teachers' instruction.

6. Lecturers as resource

Lecturers will always be ready to help students if they need information.Lecturers have two important roles;First, when students play games in class with their groups, the lecturer may not help students because students can find the answers.And the second, when students experience difficulties in writing individually.The lecturer should make it clear that he or she is available as a resource, if students need some information.Whereas(Legutke, M., Thomas, H., & Candlin, C.N, 2014)states that lecturers in charge of the teaching and learning process must provide opportunities to realize what it means to work in a process-oriented learning setting.When Legutke and Thomas proposed the role of the lecturer that should be present in class, they identified the role of the lecturer.

7. Lecturer as Coordinator

The general role of the lecturer in the class is as the coordinator of the teaching and learning process, responsible for the overall learning process and retains the right to intervene with assistance, advice or setting new targets.The teacher must know to know what he wants to teach;namely the lecturer has been able to choose the content.If the lecturer doesn't pay attention to it, it will cause an uproar from the students.This can happen because students feel unsuited to participate in the teaching and learning process.According to(Gerlach, Vernon S. & Ely, Donald P, 1980)a lecturer must play the role of learning coordinator successfully, he must cultivate basic knowledge and must know what he wants to teach.

8. Lecturer as Instructor

The important role of the lecturer as an instructor is to show students how to learn based on experience.Referring to Permenristekdikti Number 2 of 2016 concerning Registration of Educators at Higher Education, classifies educators in higher education into three figures, namely: (1) lecturers, (2) instructors, and (3) tutors.Instructors are educators who emphasize coaching on mastering aspects of skills in tertiary institutions(RISTEKDIKTI, 2020).If students learn from experience, it will make it easier for lecturers to provide instructions in turning the class into a fun class.This can increase student motivation to get student achievement.Lecturers as mentors who encourage students to be proactive follow their intuition and express opinions.Because usually students in the class at that time were passive in expressing their opinions.They are shy and afraid and pessimistic to give their opinion.

9. Lecturer as manager

The role of the lecturer in this case is to carry out lecturer duties with student groups, provide information to students and manage student activities in class.To support an effective teaching and learning process, lecturers and students must

refer to and stick to the same book.In an effective teaching and learning process, the lecturer should be seen as a class manager(Mahyalhabibi's Blog, 2009)

10. Lecturer as Entertainer

If the class is noisy, it will be more positive for the lecturer and how to make the class fun.Lecturers try to make class fun for students by introducing games such as puzzles in class so that students are motivated to follow the lesson in the teaching and learning process.If the teacher applies this role in a classroom situation, the teacher's problem is that students pay less attention to their subjects, they enjoy games more than lessons, so the teacher pays attention when they want.enter the game during the teaching and learning process.

11. Lecturers as Discipliner

Lecturers must give rules to students when they follow the teaching and learning process in class.Problems of the demonstrating kind can occur when a controlling adult is not present.If you don't maintain discipline in the class, it will make the lecturer control student misbehavior and the class will also become an uncomfortable class that will erupt.L

ecturer-student interaction and the task of lecturers is to transfer knowledge to students formally or informally.Each lecturer has characteristics based on their background in social life and educational background before becoming a lecturer. (Rossner, R and Bolitho, R, 1990)stated that the main task of an English lecturer is to transfer knowledge about English and language development through their students effectively.From this opinion it can be said that the language between students and lecturers can only be learned by the conditions of students from real situations.The development of the digital world in the field of education is an integrated knowledge conductor between the conventional teaching system in synergy with the digitalisai teaching system so that there have been many shifts in the role of lecturers who have so far directed the lecturer center to change dynamically adapted to the demands of the era of digitalization development so that lecturers do not only function as teachers, but also as managers, administrators, human resources who have knowledge.Lecturers are closely related to assignment activities.Lecturers have three roles in the framework of giving assignments, namely as a planner, as a facilitator and as an evaluator. There are five professional roles for lecturers who are often called service providers, administrators or managers, researchers, educators and students(Lin, J., & Leckie, A. L. C, 2017).

METHOD

The method used in this research was a mix method to describe the roles of English lecturers used in teaching English at the Tarbiyah faculty in the English language study program and the Sayariah faculty at Fatmawati Sukarno State Islamic University, Bengkulu. Mixed methods thinking is an orientation to social inquiry that actively invites us to participate in dialogue about different ways of seeing and hearing, different ways of understanding the social world, and different points of view about what is important and to be valued and valued(Greene, W., 2008)whereas(Kaufman, Stuart J., 2001) and(Tilly, Charles, 2003)on the qualitative side, and(Collier, Paul and Anke Hoeffler, 2001), (Hegre, Håvard, Tanja Ellingsen, Scott Gates, and Nils Petter Gleditsch, 2001) dan (Fearon, James D. and David D. Laitin, 2003)pada sisi kuantitatif.Seperti (Kalyvas, Stathis N, 2006), (Weinstein, Jeremy., 2007)), The four doctoral dissertations presented in this symposium

capture the dynamic aspects of intrastate conflict, and do so by combining quantitative and qualitative methods. The study population consisted of 26 lecturers who taught English at the Tarbiyah Faculty, English Language Study Program and the Sharia Faculty and used a totality sampling technique, meaning that all populations were used as samples. Quantitative data obtained by means. First, the questionnaire was tested on several tarbiyah faculty lecturers in the MadrasyahIbtidaiyah Education study program and second, the questionnaire was given to them after which its validity and reliability were calculated which would be used for research. Questionnaires were distributed to 26 lecturers who teach English at the Faculty of Tarbiyah English study program and the Faculty of Sharia. The questionnaire aims to determine the role of English lecturers who are used in classes at the tarbiyah faculty of the English study program and the Sayriah Faculty. The questionnaire was built based on 11 Relevance of the lecturer's role when teaching English in the current industrial revolution 5.0 era based on theory(Harmer, Jeremy, 2007)and consists of thirty items. The role of the lecturer is divided into :

1. The Lecturers as a controller consist of item number 1,2,3 and 4
2. The Lecturers as an assesor consist of item number 5,6, and 7
3. The Lecturers as organizer consist of item number 8,9 and 10
4. The Lecturers as a prompter consist of itme number 11,and 12
5. The Lecturers as a partipant consists of item number 13 and 14
6. The Lecturers as a resource consist of item number 15 and 16
7. The Lecturers as a coordinator consist of item number 17,18 amd 19
8. The Lecturers as a mager consist of item number 20 and 21
9. The Lecturers as an istructor consist of item number 22,23,and 24
10. The Lecturers as an entertainer consists of item number 25, 26, and 27
11. The Lecturers as a discipliner consists of item number 28, 29, and 30.

The instrument was a rating scale questionnaire 1-5. The reliability of instrument was counted by using the cronbach alpha formula (Arikunto, S, 2019) states that the cronbach Alpha formula to find out the reliability of instrument with scale likert (1-5). The formula is a follow :

$$\acute{a}\left[\frac{k}{[k-1]}\right]\left[1-\frac{\sum S_1^2}{\sum S_1^2}\right]$$

Note :
K= The sum of variances of scores of individual items
$\sum S_1^2$ = Number variances total score
S_1^2 = Variances of total scores of all items.

The questionnares will reliable if the value of alpha formula was greater than 0,80 (Arikunto, S, 2019). Data Analysis Technique, **r**espon to each item from the questionnaires will be evaluate in percentage form by using the following formula :

$$P=\frac{F}{N}\times 100\%$$

Note :
P   = Percentage of the teachers score
F   = The frequency of teachers score
N   = The number of teachers

Appropriate qualitative design of what is being studied really determines the success of a research. The function of qualitative design is to explore and understand the meaning of individuals or groups that are ascribed to social and humanitarian problems."(Creswell, J, W, 2009)Qualitative data is obtained through observation, interviews and documentation which is better known as triangulation.Data collection techniques using questionnaires, interviews and documentation via Google Forms.To obtain valid data, triangulation is used in research(Susanto, F Hamzah, S, 2022)..Accrding to(Moleong, Lexy J, 2017) "triangulation is a data validity checking technique that utilizes something else.Beyond that data is for checking purposes or as a comparison against that data.To obtain data in the form of information, in-depth interviews were conducted about the role of English lecturers when teaching in class.Interviews(Sugiyono, 2019)An interview is a meeting conducted by two people to exchange information or ideas by means of questions and answers, so that it can be reduced to a conclusion or meaning in a particular topic.Qualitative Model Analysis in this study is illustrated in the figure below:

Figure 1. Analisis Model Kualitatif
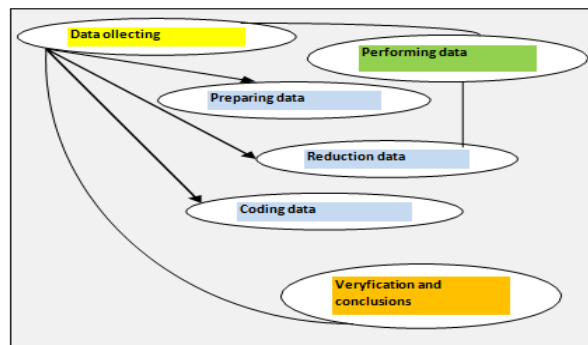
Source : (Susanto, F, Ramos, P and Alami, N, 2022)

The stages of data analysis proposed by Miles and Huberman(Miles, M.B, Huberman, A.M, & Saldana, J., 2014)who proposed three stages of data analysis, viz.:
1) Data reduction occurs continuously throughout the analysis.It happens through editing, segmentation and summarizing data.In the middle stage, it occurs through coding and memoing, and associating activities such as finding themes, clusters, and patterns.In the next stage it occurs through conceptualization and explaining, because developing abstract concepts is also a way of reducing data.
2) Data View organizes, compresses and aggregates information by displaying data via – graphs, charts and diagrams.
3) Drawing and verifying conclusions, reducing and presenting data aims to help draw conclusions.While drawing conclusions logically follows reduction and displays data. Conclusions.

Figure 2 : Miles and Hubberman
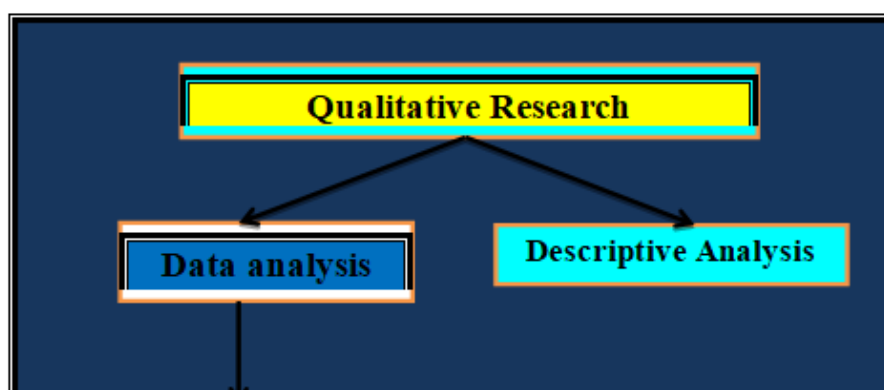
FINDING AND DISCUSSION

Based on the lecturer's response data obtained through a questionnaire.Shown in table 2, and the percentage results are as follows:

Table 2. Data frequency and Percentage of the questionnaires

Frequency	Total score	Percentage
1 (never)	8	1.03%
2 (seldom)	41	5.26%
3 (sometimes)	139	17.82%
4 (often)	294	37.69%
5 (always)	298	38.20%
Totality	780	100%

Data is displayed above item number 1 to 30. The total percentage of each data (1-5) English lecturer's answer to the highest frequency questionnaire is 38.21%, the lecturer's answer to choice 5 (always), the lecturer's answer to choice 4 (often)of 37.69%, and there are lecturer responses to choice 3 (sometimes) of 17.82%, lecturer responses to choice 2 (rarely) of 5.26%, and the lowest percentage of lecturers is 1.03%.'response

to option 1 (never).Based on the explanation above, we have seen that most of the English lecturers at the Tarbiyah Faculty of the English study program and theSyariah faculty play a role when they teach English to students in class.Based on the percentage data shown using the following diagram:

**Figure 3 : The Diagram of frequency and Percentage of the questionnaires**
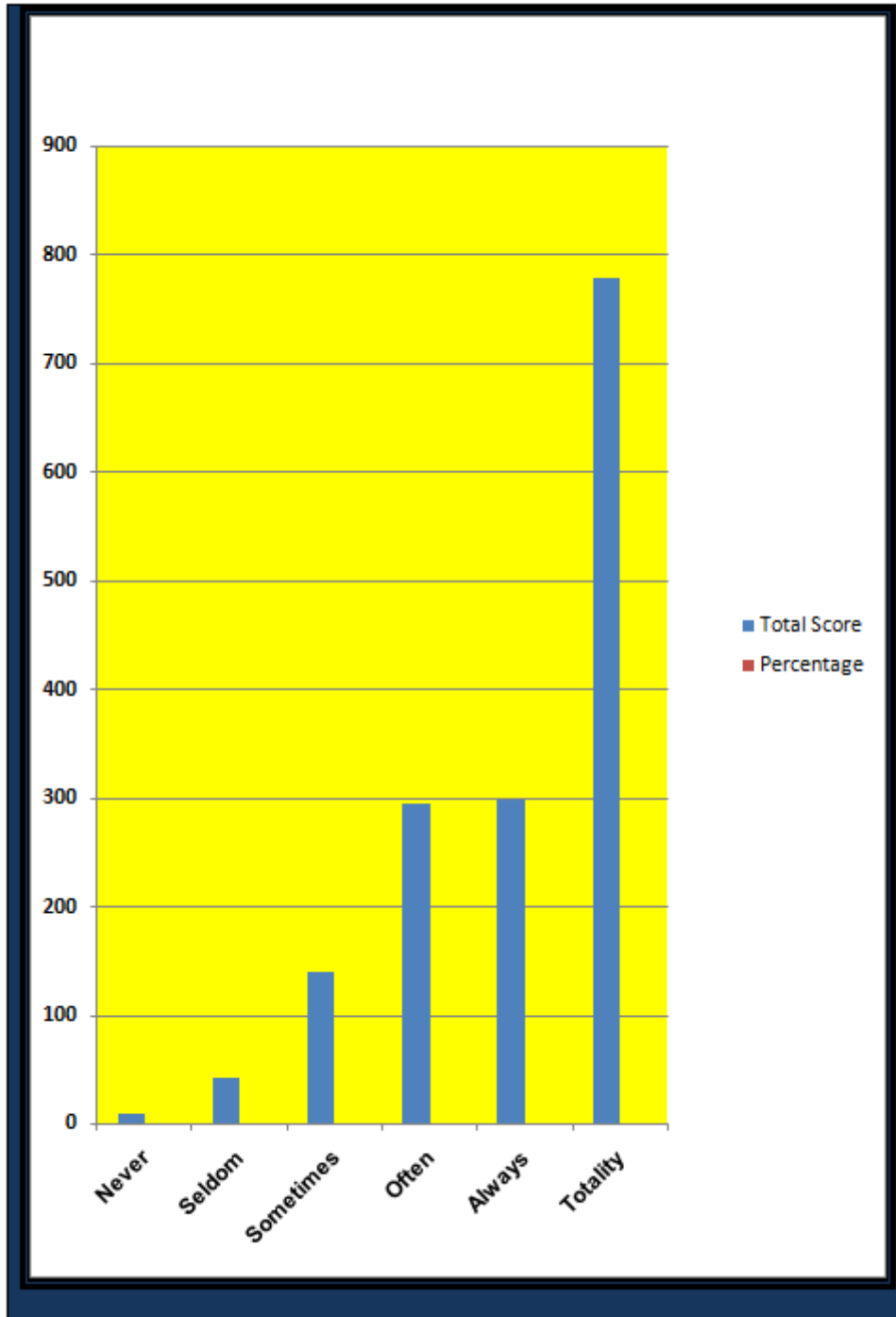
A. Th

The mean score was obtained from the teachers' follows: Lecturer as controller means score 87.25% (items number 1-4). Lecturer as assessor means score 71% (items numbers 5-7). Lecturer as organizer means score 73% (items number 8-10) Lecturer as prompter means score 73% (items number 11-12).

Lecturer as participant means score 84.5% (items number 13-14) Lecturer as resource means score 82.5% (items number 15-16) Lecturer as a coordinator means score 71.67% (items number 17-19), Lecturer as a manager means score 54% (items number 20-21). Lecturer as an instructor mean score 90,67% (items number 22-24). Lecturer as an entertainer means score 67% (items number 25-27). Lecturer as a discipliner means score 69.33% (items number 28-30).

Figure 4. The Roles of English lecturers
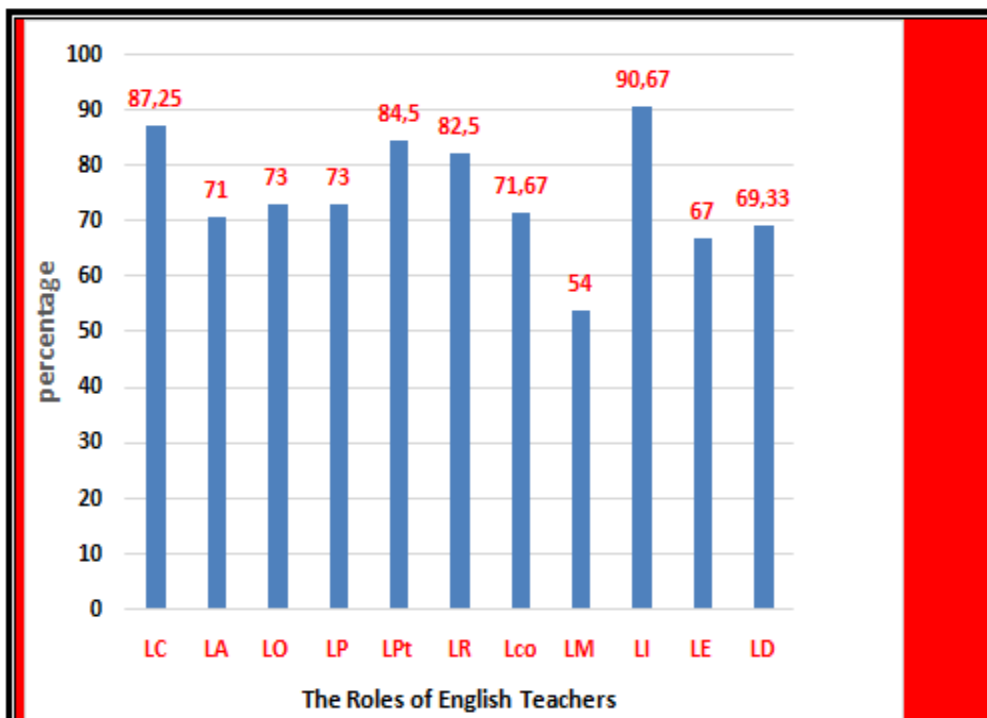
Tabel 3. The Roles of English lecturers

LC	: Lecturer as Controller	87.25% (items number 1-4).
LA	: Lecturerass assessor	71%(items numbers 5-7).
LO	: Lecturer as Organizer	73% (items number 8-10)
LP	Lectureras Prompter	73% (items number 11-12).

LPt	Lecturer as Participant	84.5% (items number 13-14)
LR	Lecturer as a Resource	82.5% (items number 15-16)
LCo	Lecturer as Coordinator	71.67% (items number 17-19)
LM	Lecturer as a Manager	54% (items number 20-21)
LI	Lecturer as Instructor	90,67% (items number 22-24).
LE	Lecturer as an Entertainer	67% (items number 25-27)

From the graph above it is known that the percentage of the frequency of the English lecturer's role in class is more than fifty percent (> 50%) of all respondents. Based on the data obtained through the questionnaire can be analyzed as follows:

1. **Lecturer as a Controller**

   As controllers have something in common, that the language output is the main means of developing student understanding by means of "lecturer / teacher talk" in more detail but too much talking is not recommended because students do not get the opportunity to communicate on their own(Keller, T, 2011). This process certainly leads to learning with a student center not a teacher center so that students express a lot of opinions and ideas, namely in the form of knowledge according to the topic of learning while the lecturer/teacher only acts as a controller during the learning process.

   The lecturer as controller is helpful for improving the learning English in the classroom. It is assumed that more control will be the better for English teaching in classroom. It can be described in the items number 1,2,3, and 4. Item number I indicates that 25 or (96%) lecturers made the lesson plan before came to class and appointed the topic that will be taught. Item number 2 indicates that 25 or (96%) lecturers guide and use greeting when they call the students one by one. Item number 3 indicates that 23 or (88%) lecturers appoint the assignment in the classroom. Item number 4 indicates that 18 or (69%) lecturers guide the students to speak English each others.

Tabel 4. Score of Lecturer as a controller

Lecturer as a Controller		
Item Number	Number of lecturers	Percentage
1	25	96%
2	25	96%
3	23	88%
4	18	69%

Figure 5. Lecturer as a Controller
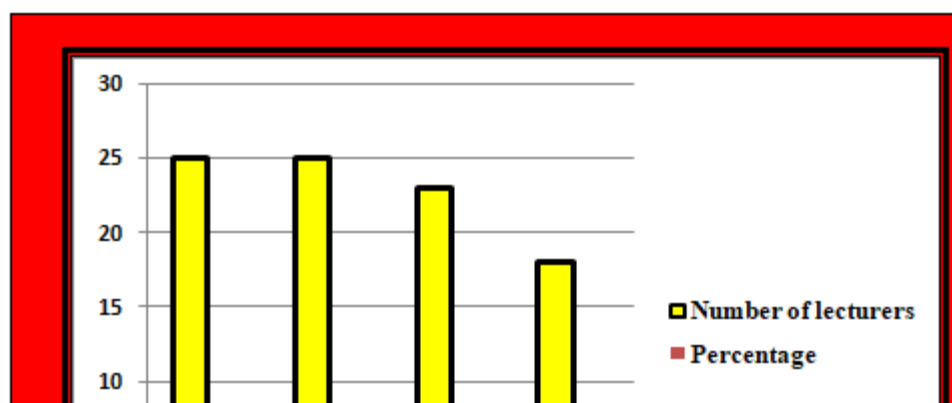
2. Lecturer as an Assessor

The changing context in Ireland drew the BREHM team to the importance of the role of lecturers/teachers as assessors and the development of their assessment literacy(Audrey Doyle *et al.*, 2021)the development of the role of lecturers/teachers starts from the development of the era of society 5.0 which leads to digitalization which continues to develop and influences the teaching process, especially the role of a lecturer or teacher during the learning process.. (Looney, A., Cumming, J., van Der Kleij, F., & Harris, K, 2018)proposes a reconceptualization of teacher assessment literacy entitled "Teacher Assessment Identity" (TAI).TAI consists of "beliefs about judgments, dispositions to enact judgments, and perceptions of their role as assessors".

Teacher as assessor can be described in the items number 5,6, and 7. The response for item number 5 that 16 or (62%) teachers correct the mistake of English that used by the students when their teachers asked to the last subjects The item number 6 indicates that 20 or (77%) teachers return the students assignment as feedback, and item number 7 indicates that 19 or (73%) teachers give some homework's to the students in the end of the lesson.

Tabel 5. Score of Lecturer as an Assessor

| Lecturer as an Assessor		
Item Number	Number of lecturers	Percentage
5	25	62%
6	25	77%
7	23	73%

Figure 6. Lecturer as an Assessor
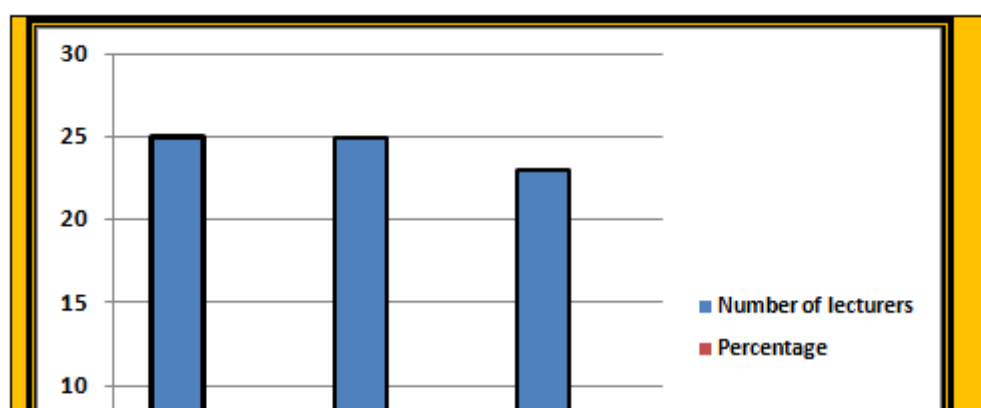
3. Teacher as an Organizer or teacher-oragnization

One of the most important aspects of teaching is setting.Lecturers/teachers must be able to manage time, materials, and students.There are many ways teachers can be organized and organization is important in the classroom because it helps students stay focused on the task at hand and not get distracted by other activities or conversations.It also helps students to keep track of what they need to do and what they have done so they know how much time is left before the next activity(Williams Katherine, 2022)..It can be described in the items number 8, 9, and 10. Item number 8 indicates that 25 or (96%) Lecturers gave an instruction clearly in English Item number 9 indicates that 15 or (58%) Lecturers kept the test result and assignment as documentation. Item number 10, indicates that 17 or (65%) Lecturers prepared for a material subject that based on the level.

Tabel 6. Score of Lecturer as an Orgnizer

| Lecturer as an Orgnizer		
Item Number	Number of lecturers	Percentage
8	25	96%
9	15	58%
10	17	65%

Figure 7. Lecturer as an Organizer
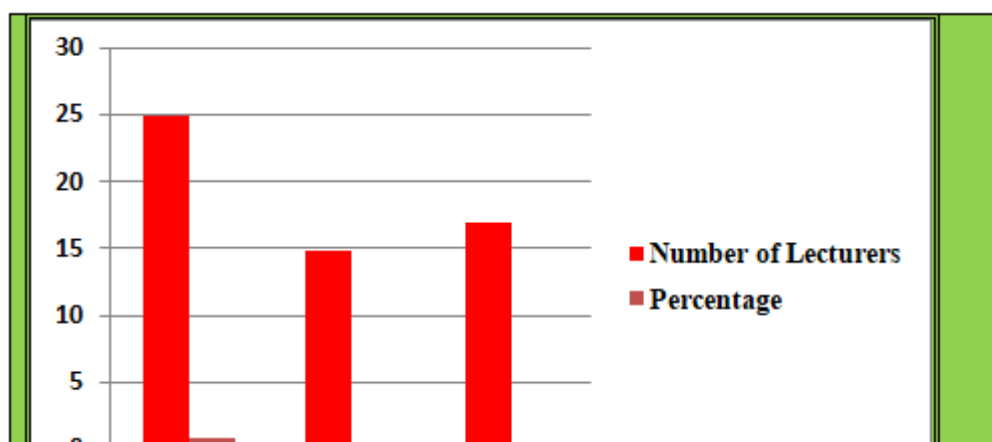
4. **Teacher as a Prompter**

The teacher encourages students to participate and makes suggestions about how students might proceed in an activity.Teachers should help students only when necessary.When the student is truly 'at a loss for words', the prompter can encourage the student by silently nudging the student.Lecturers/Teachers encourage students to participate and make suggestions on how students can continue in an activity.Lecturers should help students only when needed(Brown, H. Douglas, 2007). Providing motivation to students is highly recommended in order to understand the importance of knowledge of English so that students can master English both in sentence structure and mastery of vocabulary so that they can speak English correctly and fluently.The lecturer as prompter means that the lecturer provides motivation to students to remain enthusiastic in class activities.For example, in the last subject, students are usually busy and not enthusiastic about learning English, so the lecturer must motivate students that learning is important.The item number 11 indicates that 21 or (81%) teachers motivate the students to answer some questions. Item number 12 indicate that 17 or (65%) teachers give an independence of students to express their opinions.

Tabel 7. Score of Lecturer as a Prompter

Lecturer as a prompter		
Item Number	Number of lecturers	Percentage
11	21	81%
12	17	65%

**Figure 7. Lecturer as a prompter**

1171
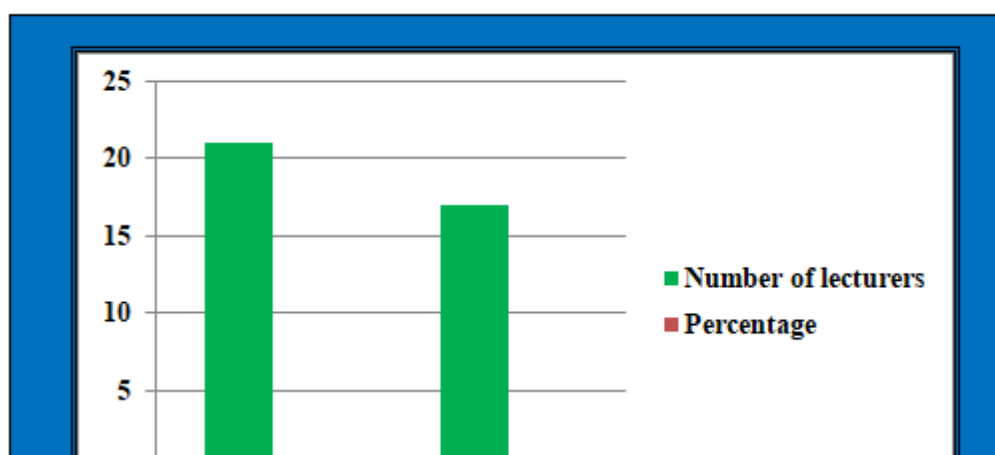
5. Lecturer as a Participant

This role basically only aims to improve and liven up the atmosphere in the classroom when the lecturer participates in an activity.However, the dose of taking risks dominates the activity when doing it, so the lecturer still directs it to the student center.As participants, a teacher enhances their classroom environment when they participate in activities with their students.Such lecturers must be careful not to get too involved so that students can learn how to carry out activities successfully on their own(Indeed Editorial Team, 2021). The lecturer as a participant were interesting role, it would give opportunity to the them for following actively in the classroom. It can be described in the item number 13 and 14. Item number 13 indicates that 21 or (81%) lecturers and participate learning activities and item number 14 indicates that 23 or (88%) lecturers were part took the learning activities in the classroom.

Tabel 8. Score of Lecturer as a Participant

| Lecturer as a participant		
Item Number	Number of lecturers	Percentage
13	21	81%
14	23	88%

Figure 9. Lecturer as a Participant
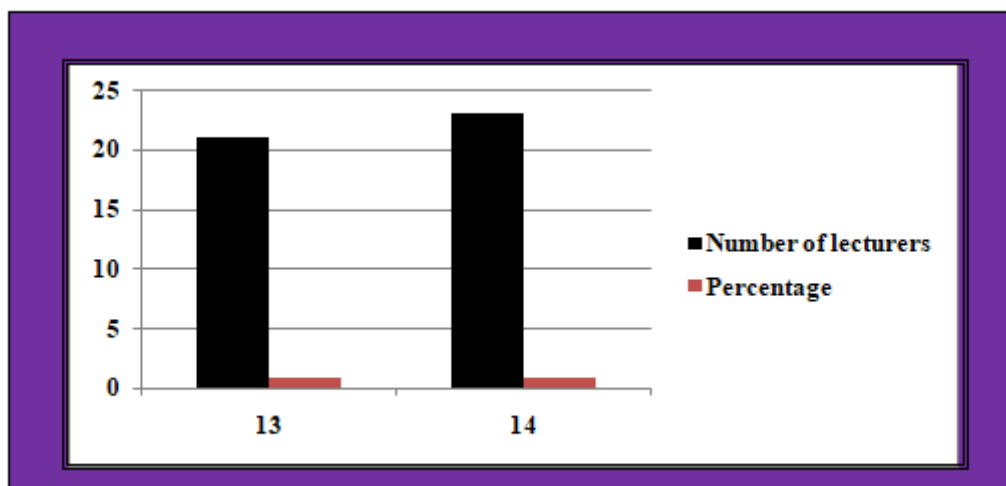
6. Lecturer as a Resource

The fact is that lecturers play an important role in conveying various kinds of knowledge to their students.Lecturers are a resource, so they can function like a library.This means that teachers make themselves available if their students need help, but let students complete most of their work individually.In this kind of teaching role, lecturers can ask their students to take part in extracurriculars, seminars, and other classes.This role is like a library.Lecturers are just an evaluator, they are always there and students can ask for help from lecturers at any time but most of the work is done by students.In this role, the teacher asks students to take classes, seminars, etc. and when they get stuck, the teacher helps them with their subject knowledge.As the name suggests, they act as a resource for students.Lecturers/Teachers are a sort of mobile resource center ready to offer assistance if needed, or provide learners with whatever language they lack while engaging in communicative activities.Lecturers/teachers must make themselves available so that students can consult with them when (and only if) it is really necessary(Nola A, 2022). The response for item number 15 indicates that 20 or (77%) lecturers were as information resources for students. Item number 16 indicate that 23 or (88%] lecturers would give an information if the students find the some subjects are difficult to comprehend.

Tabel 9. Score of Lecturer as a Resource

Lecturer as a Resource		
Item Number	Number of lecturers	Percentage
15	20	77%
16	23	88%

Figure 10. Lecturer as a Resource
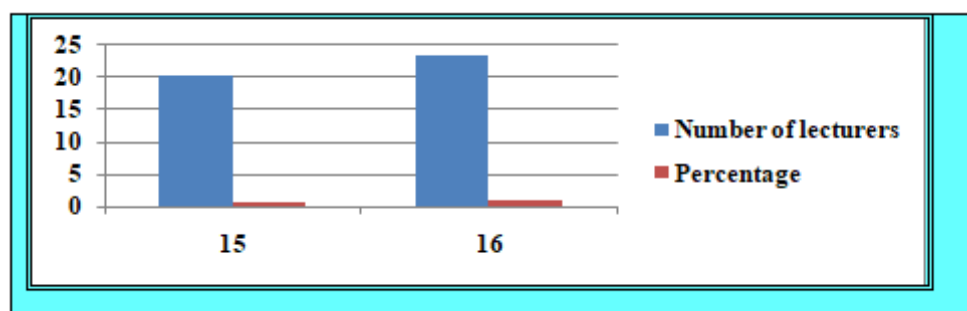
7. Lecturer as a Coordinator

In essence, the lecturer functions as a Teaching & Learning Coordinator leading the teaching and learning of information literacy and supporting staff and students in the transformation of knowledge in the context of the total curriculum.They lead the professional development of staff through the coordination of Professional Learning Groups.Lecturerr as a coordinator can be described in the item number 17, 18, and 19. The response for item number 17 indicates that 24 or (92%) Lecturers coordinate their students to follow the teaching learning process activity. Item number 18 indicates that 22 or (85%) lecturers made groups in order that the students were more easy to understand and comprehend the lesson subject. Item number 19 idicates that 20 (77%) lecturers made some groups in oder that the students were easier to understand and comprehend the lesson.

Tabel 10. Score of Lecturer as a Coordinator

| Lecturer as a Coordinator		
Item Number	Number of lecturers	Percentage
17	24	92%
18	22	85%
19	20	77%

Figure 11. Lecturer as a Coordinator

8. Lecturer as a Manager

Lecturers who play a major role in planning, managing procedures and resources, managing the environment to maximize efficiency, monitoring student progress, anticipating potential problems.Everything that is done by the lecturer in the learning system is rational and based on facts in the field that dose can be said to be a manager.As a manager, Lecturer/teacher has several roles that can be seen compared to the general activities of a manager and which can be transferred in certain management tasks, such as: forecasting – planning, organizing, controlling, evaluating, consulting and making decisions(COSMINA-SIMONA TOADER 1 *et al.*, 2018). This role can be described in the items number 20 and 21. Item number 20 indicates that 8 or (31%) teachers give the test as learning preparation on the first meeting. Item number 21 indicates that 20 or (77%) teachers regulate the students in teaching learning activity.

Tabel 11. Score of Lecturer as a Manager

Lecturer as a Manager		
Item Number	Number of lecturers	Percentage
20	8	31%
21	20	77%

Figure 12. Lecturer as a Manager
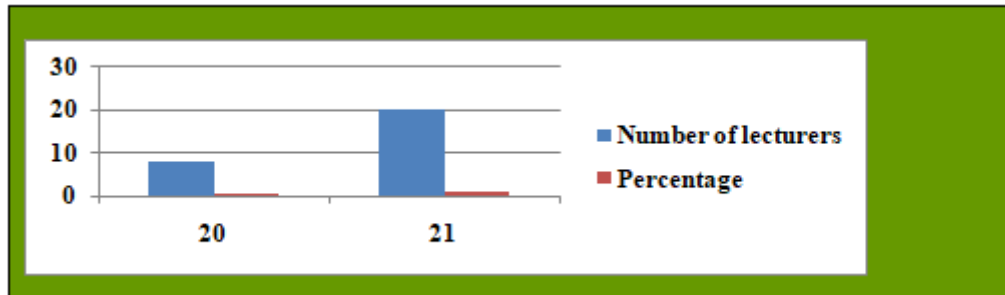
## 9. Lecturer as an Instructor

The teaching process that is burdened by lecturers is a real fact that a lecturer has the task of imparting knowledge to students.The understanding of the meaningfulness of the lecturer is an illustration of the activities carried out by the lecturer, namely teaching.The main task of a lecturer is to provide knowledge, and that comes from teaching.Teaching usually requires following a specific curriculum and ensuring that students understand what is being taught.This role is very interesting for English lecturers how to apply this role in the teaching learning process. It can be described in the items number 22, 23, and 24. Item number 22 indicate that 24 or (92%) Lecturers guide the students how to learn English easily, for example the learning structure. Item number 23 indicates that 24 or (92%) lecturers give the real examples and items number 24 indicates that 23 or (88%) teachers motivate the students in order to be active in teaching learning process.

Tabel 12. Score of Lecturer as a Instructor

Lecturer as anInstructor		
Item Number	Number of lecturers	Percentage
22	24	92%
23	24	92%
24	23	88%

Figure 13. Lecturer as a Instructor


1175
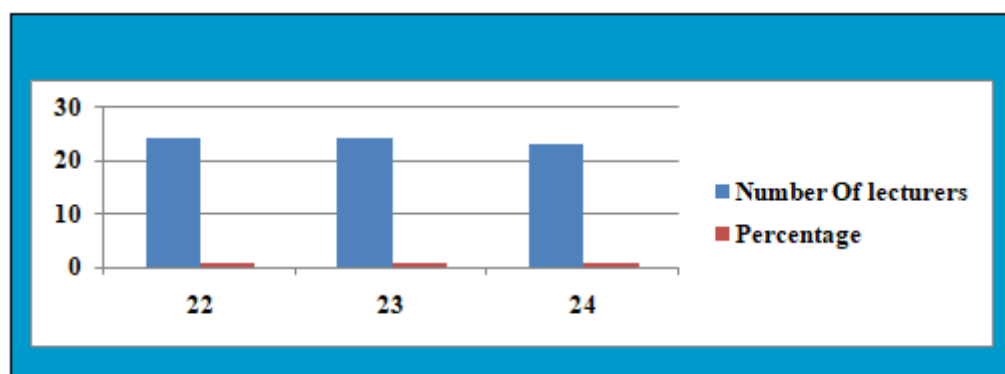
10. Lecturer as an Entertainer

The lecturer must act as an entertainer, in which a lecturer must be able to entertain with the knowledge and abilities he has.whether it's the ability in acting, in speaking, and in behavior as well as promoting (advertising) about the lesson.

In this role, Lecturers really had to comprehend the role activities.It can be described in the items number 25, 26, and 27. Item number 25 indicate that 22 or (85%) lecturers created the comfortable condition in the classroom. Item number 26 indicate that 14 or (38%) lecturers prepared the interesting activity on the English learning and give the different materials for every meeting for example the puzzle game. Item number 27 indicates that 16 or (62%) Lecturers used the joking to rise up the situation of classroom.

Tabel 13. Score of Lecturer as a Entertainer

| Lecturer as an Entertainer		
Item Number	Number of lecturers	Percentage
25	22	85%
26	14	38%
27	16	62%

Figure 14. Lecturer as a Entertainer
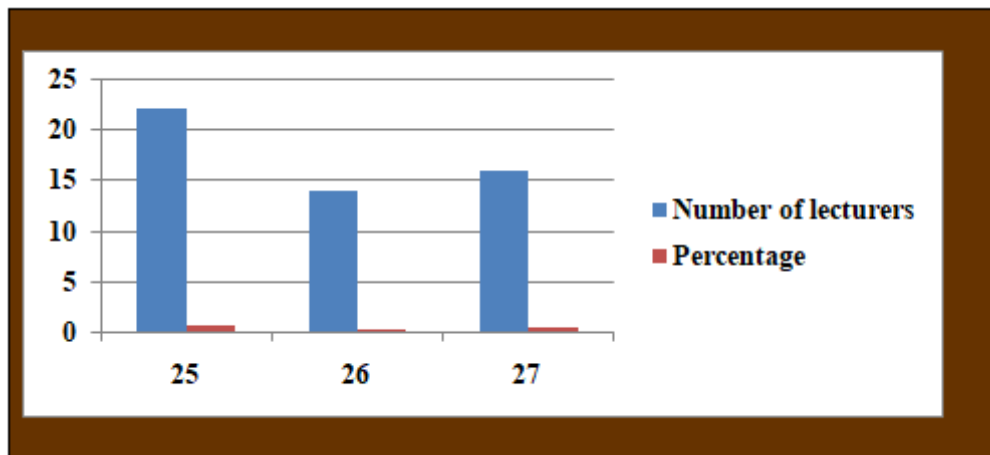
11. Lecturer as a Discipliner

Appropriate Lecturer/Teacher Discipline also helps students to learn better because classroom discipline protects students from distractions and thus emotional and cognitive threats(Lewis, R., Romi, S., Katz, Y. J., & Qui, X, 2008) Lecturers have to be discipliner, It would help the teachers how to improve their teaching ability. This role can be described in the item number 28, 29, and 30. Item number 28 indicates that 17 or (65%) lecturers gave warning in teaching learning process. Item number 29 indicates that 21 or (81%), lecturers made and apply the roles in learning English for example, the students are obligated to bring dictionary. Items number 30, indicates that 16 or (62%), lecturers gave the bonus score to the students that can answer the questions.

Tabel 13. Score of Lecturer as a Discipliner

Lecturer as a Dicipliner		
Item Number	Number of lecturers	Percentage
28	17	65%
29	21	81%
30	16	62%

Figure 15. Lecturer as a Discipliner
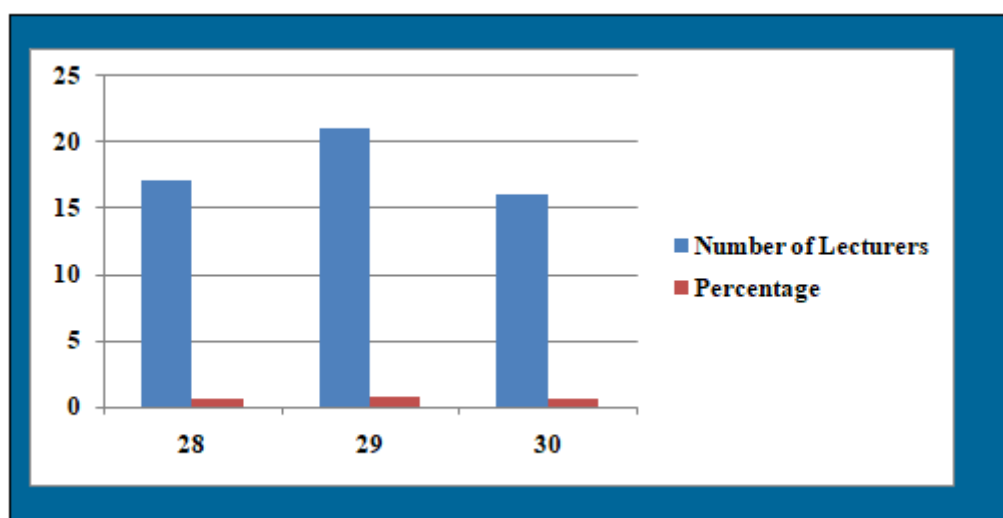
The Using of data analysis techniques(Miles, M. B., Huberman, A. M., & Saldana, J, 2018)with three stages, namely data reduction, data display, and drawing conclusions – verification.The second stage of data presentation uses the Guttmann scale because there are two variations of answers from data processing.The answer 'YES' was given a score of 1 and the answer 'NO' was given a score of 0.

Tabel 1. Ketentuan Skala Guttman

NO	Score – Gutmman's Scale	Keterangan
1	0,00-0,25	Weak (low) association
2	0,26-0,50	Fairly weak association (low enough)
3	0,51-0,75	Association is strong enough (high enough)
4	0,76-1	Strong association (high)

In the third stage of data analysis by drawing conclusions using the scientific method so that the truth can be tested. Data validity uses source triangulation, all report data that has been compiled is then confirmed by the respondents. The sample technique used was purposive sampling and interviews in this study using semi-structured interviews which aim to find problems openly where the parties invited to the interview are asked for their opinions and ideas. From the results of interviews with 13 lecturers who teach English at the Tarbiyah

Faculty of the English Study Program and those who teach English at the Sharia Faculty, data is obtained which states that it is proven that based on the data collected and the interview results show that there is a Relevance of the Role of English Lecturers to Harmer's Teaching Theory In the Industrial Revolution 5.0 which is currently underway, it means that the role of lecturers/teachers who teach is still very much needed and cannot be replaced by artificial intelligence or everything is done by digital technology applications and programs. The results of interviews with lecturers teaching English learning can also be concluded that the role of lecturers in learning English based on Harmer's theory at the time of the industrial revolution 5.0 was still relevant to be applied. 0.51-0.75, the association is quite strong (high enough).

CONCLUSION

The results of the study showed that the English lecturers used the their roles at the Faculty of Tarbiyah and Tadris, the English study program and the Islamic faculty at Fatmawati Sukarno State Islamic University, Bengkulu.Namely the lecturer as controller, as assessor, organizer, prompter, participant, research, coordinator, manager, instructor, trainer and disciplinarian.All roles are based on a respondent's questionnaire filled in by the lecturer.Based on the percentage of questionnaire data it is evident that most of the lecturer roles used by English lecturers at the Faculty of Tarbiyah and Tadris The English study program and the Islamic faculty at Fatmawati Sukarno State Islamic University Bengkulu City are involved, the lecturer as instructor is the dominant role, according to the percentage of allthe questionnaire shows that 90.67% of lecturers apply this role to improve their quality and student's score in English.Lecturers as controllers are also proven because 87.25% of lecturers apply this role in class, lecturers as participants 84.5% of lecturers apply this role in class, lecturers as participants 84.5% and the percentage of data shows that 82.5% of lecturers apply this roleas a source in the class and the results of the interviews reached 0.76 meaning that based on the value of the provisions of the Gutman scale 0.51-0.75, the association is quite strong.

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