APPENDIXES

Appendix 01 Result of teacher role in video 1 XII of social major, named Ms. Puput from SMA Negeri 1 Seririt

No	Teacher	Teacher	The	Reason
1,0	Roles	Activities	Researcher	11045011
			Comments	
			Yes No	_
1.	Controller	Teacher controlled the students' behavior, language, and attitude.	103	Regarding video 1 in minutes 00:28- 00:33 "do you want say or ask something before you go to the main
	a			lesson"
2.	Controller	Teacher had advised the students.		Regarding video 1 in minute 54:38 "yes, it's like action verbs but"
3.	Controller	Teacher took the lead and help students in the learning process.		Regarding video 1 in minute 23:03 " I will call you at the name based for your number"
4.	Assessor	Teacher correct the student's mistake.		Regarding video 1 in minute 58:09 "no, the adjective is not an adverb"
5.	Assessor	Teacher had telling the quality of students' score	✓	Regarding for 1 the, researcher did not find that each telling student's score directly in remote teaching.

6.	Aggagger	Tanahar had	_/		Dogardina
0.	Assessor	Teacher had			Regarding
		asses student's			video 1 in
		assignment.			minute 1:22:22
					"okay thank
					you so much
					Mianti you help
					group 1 to
					answer,"
7.	Organizer	Teacher had	✓		Regarding
		given			video 1 in
		instructions or			minutes 07:12 -
		demonstrations			07:23 " in this
		on how students			class I don't
		will do the			wanna directly
		activity.			explain to you
					the material but
	AND THE REAL PROPERTY.		Salar.		I want you to
					analyse my
	Samuel Allen	NENDIDE.	12		video, text and
		A TOTAL	170		conclude
A	1		10		together"
8.	Organizer	Teacher had to	1		Regarding
0.	Organizer		1		
		convey some		2	video 1 in
		information	J 7		minutes 58:16-
		about class			58:29 "adverb
	- C	activities to the	3		manner is, ".
		students.			B
9.	Organizer	Teacher had	✓		Regarding for
		arranged and put	A Park		video 1 in
		the students			minute 37:55
4.1		intogroupsp or			""I would
No.		pairs.			divide you into
	100				two groups,".
10.	Prompter	Teacher had	✓	No.	Regarding for
		encouraged			video 1 in
	September 1	students to	1000		minute 02:37
		participate or			"okay come on
		needs to make			who can answer
		suggestions			my question"
		about how			11.7 41.051.011
		students may			
		proceed in an			
		*			
		activity when			
		there is a silence			
		or when they are			
		1confused about			
11	<u></u>	to do next			.
11.	Prompter	Teacher had	✓		Regarding for
		offer some			video 1 in
		words, phrases	1		minutes 38:25-

	1	or suggest to		38:59 "if there
		or suggest to stimulate the students involved in learning process		any further discussion with your group friend feel free to chat in WhatsApp".
12.	Prompter	Teacher had prompted the student with information they have forgotten		Regarding for video 1 in minutes 01:53-02:03 "Have you remembered our last meeting what the material was discussed before,".
13.	Participant	Teacher joined student's activity as the participant	N. C.A.H. B.O.S.	Regarding for video 1 in minute 08:31 "lets pay attention and watch it okay"
14.	Resource	Teacher had should be ready to supply information and language where necessary.		Regarding for video 1 in minute 03:50 "okay its still about technology,"
15.	Resource	Teacher had explained additional information when student misunderstand.		Regarding for video 1 in minutes 03:58-04:15 " maybe you have a lot of technology,".
16.	Tutor	Teacher had help students when they have difficulties individually	V	Regarding for video 1 in minute 34:05 "hehe okay, maybe the other who can help, its okay,".
17.	Tutor	Teacher had explained the material for the students who have difficulties	√	Regarding for video 1 in minute 55:10 "about the

				imperative is, ".
18.	Tutor	Teacher had ensured that many individuals are seen in learning activity.	✓	Regarding for video 1 in minutes 06:00-06:09 "I can't see your face there".
19.	Observer	Teacher had given and individual feedback to the students	V	Regarding for video 1 in minutes 30:02-32:49 " very good you have a very strong memory".
20.	Observer	Teacher had investigated student's performance in class	N.G.	Regarding for video 1 in minute 24:13 "do you agree with santiari answer?".

Appendix 02 Result of teacher role in video 2 XII of language major, named Ms. Puput from SMA Negeri 1 Seririt

No	Teacher roles	Teacher Activities	The Res		Reason
			Yes	No	
1.	Controller	Teacher controlled the students' behavior, language, and attitude.			Regarding video 2 in minute 01:09 "I'm waiting your camera and see your face"
2.	Controller	Teacher had advised the students.	√		Regarding video 2 in minute 31:32 "you say about how to use scanner"
3.	Controller	Teacher took the lead and help students in the learning process.	✓		Regarding video 2 in minute 03:05 ", we are still in a bad situation here, I hope you to be careful and keep your body healthy".

4.	Assessor	Teacher correct the	✓		Regarding video
		student's mistake.			2 in minutes
					50:05- 50:15
					"yes, pardon"
5.	Assessor	Teacher had telling		✓	Regarding for
		the quality of			video 2 the,
		students' score			researcher did not
					find that each
					telling student's
					score directly in
					remote teaching.
6.	Assessor	Teacher had asses	√		Regarding video
		student's			2 in minute
		assignment.			1:49:08 " I have
					seen the
			Marian.		discussion, your
	/				work, your
	and the same of th	-UNDIA-		De.	argument, of
		" & LEWININI			course were concern the
		11.	10		concern the discussion"
7.	Organizer	Teacher had given	1		Regarding video
/.	Organizer	instructions or		3	2 in minute 04:15
		demonstrations on	D &		" for this I would
		how students will	W 1	anthi	like ask mianti to
		do the activity.			lead for pray"
8.	Organizer	Teacher had to	1		Regarding video
0.	Organizer	convey some	1		2 in minutes
		information about	D/V	1	38:30-39:05
	7/4	class activities to	Y 75 /		"here the mean
		the students.	4		is".
9.	Organizer	Teacher had	✓	18	Regarding for
		arranged and put the		18	video 2 in
		students into groups	7	A STATE OF THE PARTY OF THE PAR	minutes 55:49-
		or pairs.	The same	P .	56:00 "I will
	Part Contract		and the same of th	-	separated your
			July 1		group"
10.	Prompter	Teacher had	✓		Regarding for
		encouraged			video 2 in minute
		students to			04:57 "how the
		participate or needs			other who don't
		to make suggestions			open the camera
		about how students			lets open it"
		may proceed in an			
		activity when there			
		is a silence or when			
		they are 1confused			
1.1	D (about to do next			D 1: C
11.	Prompter	Teacher had offer	√		Regarding for
		some words,			video 2 in

		phrases or suggest		minutes 02:56-
		to stimulate the		03:02 " <i>I glad for</i>
		students involved in		hear that because
		learning process		,,,
12.	Prompter	Teacher had	✓	Regarding for
	1	prompted the		video 2 in minute
		student with		44:45 "have you
		information they		remembered that
		have forgotten		after download
				it, ".
13.	Participant	Teacher joined	✓	Regarding for
		student's activity as		video 2 in
		the participant		minutes 15:43-
				30:28 " everyone
				there please pay
			Mar.	attention to my
				video,"
14.	Resource	Teacher had should	~	Regarding for
		be ready to supply	786	video 2 in
		information and	411	minutes 06:28-
		language where		06:56 ",
	AN AN	necessary.	192	because its can
	1000	950	N 50	communicating
				w <mark>it</mark> h each other
				a <mark>g</mark> ain,"
15.	Resource	Teacher had	✓	Regarding for
		explained		video 2 in
		additional	Section 1	minutes 05:44-
		information when	*	06:03 "the
		student		technology is the
	1, (misunderstand.		important
	m .			thing,".
16.	Tutor	Teacher had help	Y	Regarding for
		students when they	326	video 2 in
		have difficulties		minutes 51:30-
		individually	and the same of th	51:45 "yes raj,
				your answer of
177	TD 4	TD 1 1 1		question is,".
17.	Tutor	Teacher had	'	Regarding for
		explained the		video 2 in
		material for the		minutes 08:18-
		students who have difficulties		08:32 ""okay I
		unneumes		give you an example first,
				" example first,
18.	Tutor	Teacher had	✓	Regarding for
10.	I ULUI	ensured that many		video 2 in
		individuals are seen		minutes 00:34-
		in learning activity.		01:03 ",
		in rearming activity.		
Ī				because I just

				want to check your face and condition,"
19.	Observer	Teacher had given and individual feedback to the students	✓	Regarding for video 2 in minutes 35:55-36:21 "sasmita you did well and very nice,"
20.	Observer	Teacher had investigated student's performance in class	✓	Regarding for video 2 in minutes 13:50-13:54 "how about the others?".

Appendix 03 Result of teacher roles in video 1 XI of nursing major, named Mr. Yoga from SMK karya usada

No	Teacher roles	Teacher Activity	The Rese Comm	ents	Reason
			Yes	No	
1.	Controller	Teacher had controlled the students' behavior, language, attitude	X)	Regarding the video 1 in minutes 9:29 - 9:37 ", have you hear my voice,".
2.	Controller	Teacher advised the students	SEA		Regarding the video 1 in minute 13:56 ", please mute your mic first and after this, I will open the discussion section
3.	Controller	Teacher had take a lead and helps the students in learning process.	√		Regarding the video 1 in minute 5:08 " after talking about person can you guess what material we will discuss today",
4.	Assessor	Teacher had correct the student's mistake	√		Regarding the video 1 in minutes 15:58 – 16:03 ", is there any answer please try yuda,".

5.	Assessor	Teacher had		√	Regarding to video 1
3.	113503301	telling the		·	the teacher
		quality of			disappeared or not
		students score			found to tell the
		students score			quality of students
					score
6.	Assessor	Teacher had		√	Regarding to video 1,
	115505501	asses student's			the teacher not
		assignment			showing assessed
					student's assignment
					was give before,
					because the
					assignment was
					submitted in the
					google classroom so
			Name .		there the teacher
					asses
7.	Organizer	Teacher had	✓	A	Regarding for video
		given	IIP.	-	1, in minute 23:16 "
		instruction or	41		now your homework
		demonstration	33.0	3	is,"
		on how			
		students are	9 .	190	
		going to do the	(ata)		
		activity.	78	11,2	
8.	Or <mark>g</mark> anizer	Teacher had	1		Regarding for video
		convey some			1, in minute 8:45 "
		information	10A		third person will be
		about class	777		w <mark>rite</mark> itself,".
		activities to	1797575	/	
		the students.			D 11 0 11 1
9.	Organizer	Teacher had		*	Regarding of video 1,
	7.7	arrange and	25.75	10	the teacher decided
		put the	N. Stan	100	to work individually
		students into	1		and not put the
10	Durante	group or pairs.			student into group
10.	Prompter	Teacher had	•		Regarding for video
		encouraged			1 in minute 15:08 "
		students to			here I talking
		participate or			slowly,".
		needs to make			
		suggestions about how			
		students may			
		proceed in an			
		activity when			
		there is a			
		silence or			
		when they are			
		confused			
	1	Comuseu			

		about to do next			
11.	Prompter	Teacher had offer some words, phrases or suggest to stimulate the students involved in learning process	~		Regarding for video 1 in minute 13:26 "that's choice".
12.	Prompter	Teacher had prompt the student with information they have forgotten	√		Regarding for video 1 in minutes 1:08 - 1:24 ", the last material you'll have is,"
13.	Participant	Teacher had joined student's activity as the participant	IKAN SECTION OF THE S	CHRISHA	Regarding of video 1, it can't seeing by the researcher the teacher also as participant because teacher only explained the material in slide of power point and not showing any video or picture that see together
14.	Resource	Teacher had should be ready to supply information and language where necessary.	N A		Regarding of video 1 in minute 5:15 "today we are going to learn biography with right pronunciation is,".
15.	Resource	Teacher had explained additional information when student misunderstand .	√		Regarding for video 1 in minutes 5:55 - 6:19 "who is Jerome Polin, where is he lives,".
16.	Tutor	Teacher had help students when they have	√		Regarding for video 1 in minute 7:39 " can you see the slide?".

		difficulties individually			
17.	Tutor	Teacher had explained the material for the students who have difficulties	√		Regarding for video 1 in minute 4:22 "if we talk about personal life,"
18.	Tutor	Teacher had ensured that many individuals are seen in learning activity.	√		Regarding for video 1 in minute 1:50 ", Who here knows a YouTuber whose name is Deddy Corbuzier?,"
19.	Observer	Teacher had given and individual feedback to the students	MKAN	4	Regarding for video 1 in minute 9:45 "who else?"
20.	Observer	Teacher had investigated student's performance in class	Z 96)	ANKSHA	Regarding for video 1 in minute 7:45 " yes, its good"

APPENDIX 4

Appendix 04 Result of teacher roles in video 2 XI of hospitality major, named Mr. Yoga from SMK Karya Usada

No	Teacher roles	Teacher Activity	The Researcher Comments		Reason
			Yes	No	
1.	Controller	Teacher had controlled the students' behavior, language, attitude	✓		Regarding the video 2 in minutes 2:01- 2:10 "anyone here knows Jerome Polin?,".
2.	Controller	Teacher had advised the students	✓		Regarding the video 2 in minute 17:45 "okay enough please mute your mic",
3.	Controller	Teacher had take a lead and helps the students in learning process.	✓		Regarding the video 2 in minutes 7:57 – 8:19 ", in my opinion,

					authentic biography
					is,".
4.	Assessor	Teacher had correct the student's mistake	√		Regarding the video 2 in minutes 7:06- 7:11 "please follow me to pronounce "achieve"."
5.	Assessor	Teacher had telling the quality of students score		~	Regarding to video 2, the teacher disappeared to tell the quality of students score
6.	Assessor	Teacher had asses student's assignment	KAN G.		Regarding to video 2, the teacher not showing assessed student's assignment was give before, because the assignment was submitted in the google classroom so there the teacher asses
7.	Organizer	Teacher had given instruction or demonstration on how students are going to do the activity.		3.00	Regarding for video 2, in minute 23:41 "now your homework is,"
8.	Organizer	Teacher had convey some information about class activities to the students.			Regarding for video 2, in minute 8:20 ""here update means about finding the newest information on someone"
9.	Organizer	Teacher had arrange and put the students into group or pairs.		~	Regarding of video 2, the teacher decided to work individually and not put the student into group
10.	Prompter	Teacher had encouraged students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next	✓		Regarding for video 1 in minute 12:34 " okey, if you inspired by it you can used".
11.	Prompter	Teacher had offer some words, phrases or	✓		Regarding for video 2 in minute 13:26 8:53

		suggest to stimulate the students involved in learning process			" avoid using the old one,".
12.	Prompter	Teacher had prompt the student with information they have forgotten	✓		Regarding for video 2 in minute 18:20 "what is achievement again? It's already explained".
13.	Participant	Teacher had joined student's activity as the participant		*	Regarding of video 2, it can't seeing by the researcher the teacher also as participant because teacher only explained the material in slide of power point and not showing any video or picture that see together
14.	Resource	Teacher had should be ready to supply information and language where necessary.	EAN G.	TAKSH .	Regarding of video 2 in minute 8:45 "so people newest and update"
15.	Resource	Teacher had explained additional information when student misunderstand.			Regarding for video 2 in minutes 3:05-3:08 " in the case of Japanese people said my name,"
16.	Tutor	Teacher had help students when they have difficulties individually	*		Regarding for video 2 in minute 5:28 " yes, do not find like that".
17.	Tutor	Teacher had explained the material for the students who have difficulties		7	Regarding for video 2 in minute 11:49",we making biography by loving the subject,".
18.	Tutor	Teacher had ensured that many individuals are seen in learning activity.	✓		Regarding for video 2 in minute 21:54 "yes, good Nessie Judge,"
19.	Observer	Teacher had given and individual feedback to the students	→		Regarding for video 2 in minute 18:00 "please try to find on google"
20.		Teacher had investigated student's performance in class			Regarding for video 2 in minute 17:35 "yes its personal if you talk something privately,".

Appendix 05 Result of academic language function in video 1 XII of social major, named Ms. Puput from SMA Negeri 1 Seririt

No	Academic	Teacher Activity	The	Reason
	language		Researche	er
	function		Comment	:S
	category		Yes N	No l
1.	Organization	Teacher managing the	✓	Regarding for
		interaction with the		video 1 in minutes
		students		01:13- 01:20 "I
				need your help to
				lead your friends to
				do class prayer,
				can you?"
2.	Organization	Teacher giving	✓	Regarding for
		instruction to the students		video 1 in minute
		P		11:02 "I want you
		<u> </u>		to read first".
3.	Organization	Teacher supervising the	✓	Regarding for
	///	students		video 1 in minutes
		5((4))3		11:34- 17:57 "
	100			some of you who
		B 1 2 4	3) 5	wa <mark>nt</mark> to read, I
			(4)	giv <mark>e</mark> you maybe 2
		No other hands	1	minutes to answer"
4.	Org <mark>anization</mark>	Teacher arranging the	✓	Regarding for
	1/4	students and learning		video 1 in minutes
		activities		47:42-48:34 " we
				saw from video and
	1.0		-	text become one
				and conclude it
	-	T 1		together,".
5.	Interrogation	Teacher asking question	× /	Regarding for
	37.	to obtain information,		video 1 in minutes
	100	ideas, opinion and reason	al line	18:54- 19:39 "have
		from the students		finished yet?, who
				gonna answer the
				question raise hand
-	Intornocation	Tanahan manlarina d	√	please".
6.	Interrogation	Teacher replying the	'	Regarding for video 1 in minute
		question form students		1:22:43 "okay
		regarding the learning		
		activity		thankyou so much
				you help to group 1 to answer"
7.	Evalenation	The teacher avalairies	√	
/.	Explanation	The teacher explaining		Regarding for video 1 in minute
		the material and give information related to the		
		learning material		meeting we talk

	1	<u> </u>	I	1	,
					about a lot of important of
					smartphone,".
8.	Explanation	Teachers giving	✓		Regarding for
		explanation or a verbal			video 1 in minutes
		commentary			04:17- 05:36 " <i>I</i>
		accompanying pictures,			would like to show
		slides and films			you a picture here
					in PPT with video"
9.	Interaction	Teacher maintaining	√		Regarding for
		social relation such as			video 1 in minute
		greeting, leaving,			00:06 "okay class
		apologizing, thanking,			so today we meet
		congratulating.			again" the teacher
		congraturating.			greet the students,
					,
			No.		01:37 "yes you're
					very welcome" the
					teacher thanked for
	A Partie	- GERNTINIS			students, 20:18
		TAN TO	Wa	1//	"very good the
				. 3	teacher
		5///2	7	N.	congratulated the
					students answer,
					00: <mark>3</mark> 9 "sorry, can
			2	1	yo <mark>u</mark> hear my voice
			A.		there" the teacher
			100		ap <mark>ol</mark> ogized
	10	YIIIGY	e.		students about
					voice cant heard,
	7/				and for leaving in
					the last meeting
	3 (- 7	1:27:00 "okay
				72	thank you so much
		DNDIKSB	1	1.0	for your attention
		"VDIKS"	nam /	No.	in my class,".
				ď.	teacher and
	3000		E STATE OF THE PARTY OF THE PAR	40	students left the
					room.
10.	Interaction	Teacher giving students	✓		Regarding for
10.	Interaction	appreciation, pity,			video 1 in minute
		sympathy interest,			35:07 "oh okay
		• •			
					undi you want to
		disappointment			say something
					again" the teacher
					appreciated for
					students who want
					to answer, and
					38:12 <i>"I afraid</i>
					about the voice
					cant hear if we use

		huadhuanu " tha
		breakroom," the
		teacher
		disappointment,
		10:26 <i>"I don't</i>
		want to give longer
		one duration of
		video," the
		teacher sympathy
		with students

Appendix 06 Result of academic language function in video 2 XII of language major, named Ms. Puput from SMA Negeri 1 Seririt

No	Academic	Teacher Activity	The	Reason
	language		Researcher	
	function		Comments	
	category	- NATA	Yes No	
1.	Organization	Teacher managing the interaction with the students	N GN GO	Regarding for video 2 in minutes 07:00- 07:50 " we talk about technology again,"
2.	Organization	Teacher giving instruction to the students		Regarding for video 2 in minute 00:07- 00:26 " would you like to open the camera everyone there in the class".
3.	Organization	Teacher supervising the students		Regarding for video 2 in minutes 30:57- 31:15 " but I have sharing before in the link",
4.	Organization	Teacher arranging the students and learning activities	✓	Regarding for video 2 in minutes 56:03- 56:29 "I will divide you into group,"
5.	Interrogation	Teacher asking question to obtain information, ideas, opinion and reason from the students	✓	Regarding for video 2 in minutes 46:48- 48:06 "any other opinion about the video?"
6.	Interrogation	Teacher replying the question form students	✓	Regarding for video 2 in minute

		regarding the learning			1:29:11 "okay
7	E1	activity			that's one"
7.	Explanation	The teacher explaining	•		Regarding for
		the material and give			video 2 in minutes
		information related to			08:05- 08:07
		the learning material			"relating about
					previously,".
8.	Explanation	Teacher giving	✓		Regarding for
		explanation or a verbal			video 2 in minutes
		commentary			11:32- 12:46 "
		accompanying pictures,			look at the pictures
		slides and films			can you see my
					slide"
9.	Interaction	Teacher maintaining	✓		Regarding for
		social relation such as			video 2 in minutes
		greeting, leaving,			for greeting 01:26-
		apologizing, thanking,			01:35 "alright so
		congratulating.			for beginning our
	- AND SECTION OF THE PARTY OF T	2 3 3 3 1 1 1 1 1 1 1 7 7	- A %	1000	meeting,"., for
		" S 1 2 1 D 1 D 1	4 35		thanking 37:59
	// //	all a	10		"thank you so
	11:14	-/AIL			much", for
		9	2))	-	congratulated
			J.	02	35:41 "you did
			N.	Ami	well to read the text
			X	11.00	very nice,", for
			100		
)		apologizing 30:30-30:46 <i>"okay so</i> "
			\$ 4		
		WWW.		15	sorry the video
	1				can't run
	1.7			J	smoothly,"., and
				11	the last for leaving
		77-	0.00	70	1:55:25 "good bye
		NDIKSE	Vian	1 1	class, can leave
	N		112-		now"
10.	Interaction	Teacher giving students	√		Regarding for
		appreciation, pity,			video 2 in minutes
		sympathy interest,			03:58-04:04 <i>"dayu</i>
		surprise, anger,			do you feel
		disappointment			badmood because
					your signal is not
					okay" and for
					interest in minute
					05:33 "you look so
					handsome today"
L	1	I	l	L	

Appendix 07 Result of academic language function in video 1 XI of nursing major, named Mr. Yoga from SMK Karya Usada

No	Academic	Teacher Activity	Th	ne	Reason
	language		Resea	rcher	
	function		Comn	nents	
	category		Yes	No	
1.	Organization	Teacher	✓		Regarding for video 1 in
		managing the			minutes 2:26 - 2:48 "did
		interaction with			you know who is tanboy
		the students			kun?".
2.	Organization	Teacher giving	✓		Regarding for video 1 in
		instruction to the			minute 23:51 - 24:19
		students			"after this I share you the
					link,".
3.	Organization	Teacher	✓		Regarding for video 1 in
		supervising the			minute 17:38 "lets
		students			continue"
4.	Organization	Teacher	1		Regarding for video 1 in
		arranging the			minute 24:21 "now we
		students and	The second		gonna take a picture,
		learning activities			open your camera,".
5.	Interrogation	Teacher asking	V	Va	Regarding for video 1 in
	///	question to obtain	Š.	The state of the s	minutes 10:19 -12:45
		information,	7	1	"for th <mark>e</mark> example,".
		ideas, opinion	77.		2 7/
		and reason from	11 40		
	~	the students			
6.	Inte <mark>rr</mark> ogation	Teacher replying	Y	3	Regarding for video 1 in
		the question form	THE P		minute 3:48 "they have
	11	students	1	100	own way to get
	77	regarding the	VVV	γ	popul <mark>ari</mark> ties".,
7	E14	learning activity			Describes for sides 1 in
7.	Explanation	Teacher			Regarding for video 1 in
		explaining the	100		minute 1:58 "dedy
		material and give information	-	3	corbuzier is the
		related to the	SI	231	youtuber,".
	1	learning material			
8.	Explanation	Teacher giving	1		Regarding for video 1 in
0.	Explanation	explanation or a	•		minute 6:49 "for the next
		verbal			I will show you a ppt".
		commentary			1 will show you a ppi .
		accompanying			
		pictures, slides			
		and films			
9.	Interaction	Teacher	✓		Regarding for video 1 in
		maintaining			minute 24:45 "thank you
		social relation			for today you can leave
		such as greeting,			this room".
		leaving,			
		apologizing,			
L	1		l	ı	ı

	thanking, congratulating.		
10. Interacti	tion Teacher giving students appreciation, pity, sympathy interest, surprise, anger, disappointment	√	Regarding for video 1 in minute 24:30 "yes the camera was be done".

Appendix 08 Result of academic language function in video 2 XI of hospitality major, named Mr. Yoga from SMK Karya Usada

	named Mr. Yoga Irom SMK Karya Usada					
No	Academic	Teacher Activity	The	Reason		
	language		Researcher			
	function	and the same of th	Comments			
	category		Yes No			
1.	Organization	Teachers	✓	Regarding for video 2 in		
		managing the	U/>	minutes 4:38 - 4:38 "is he		
	1//	interaction with	11/2	getting awards?".		
		the students	Ç.			
2.	Organization	Teacher giving	√	Regarding for video 2 in		
		instruction to the		minute 21:13 "I give you		
		students	/ (Sa)	time to think about the		
				name," <mark>.</mark>		
3.	Organization	Teacher	✓	Regarding for video 2 in		
		supervising the	mide)	minute 9:34 "please pay		
		students	III at	attention"		
4.	Organization	Teacher	✓	Regarding for video 2 in		
		arranging the		minutes 26:55 -27:28		
	1.0	students and		"don <mark>'t</mark> do sentence rubric		
		learning activities		but, ".		
5.	Interrogation	Teacher asking	✓	Regarding for video 2 in		
		question to obtain	SIL	minutes 25:04 -25:14		
	1	information,		"have you make a		
	100	ideas, opinion	Other State of the last	biodata?".		
		and reason from				
		the students				
6.	Interrogation	Teacher replying	✓	Regarding for video 2 in		
		the question form		minutes 3:34 -3:43		
		students		"what's the content of		
		regarding the		Jerome polin?".		
		learning activity				
7.	Explanation	The teacher	✓	Regarding for video 2 in		
		explaining the		minutes 10:29 -11:20		
		material and give		"when we talk about		
		information		someone biography,"		
		related to the				
		learning material				

8.	Explanation	Teacher giving explanation or a verbal commentary accompanying pictures, slides and films	√	Regarding for video 2 in minute 9:48 " it is clear for ppt?".
9.	Interaction	Teacher maintaining social relation such as greeting, leaving, apologizing, thanking, congratulating.		Regarding for video 2 in minutes 1:09-1:24 "good morning students today I want to,"., the teacher expressed the greeting in start of beginning class, 13:38 "sorry for the I was wrote wrong word in slide,". the teacher expressed apologize for wrong understanding and 23:40 "peoples who have been you choose I accepted". the teacher expressed congratulating and the last for thanking and leaving to in the last minute 27:30- 28:21 "thank you for excited in my class".
10.	Interaction	Teacher giving students appreciation, pity, sympathy interest, surprise, anger, disappointment	SK SK	Regarding for video 2 in minute 20:55 "before I continue is there any things you don't understand?". the teacher expressed for sympathy to ask students understanding

Appendix 09 Summary of teachers' challenges faced in remote teaching by Hamruni (2011)

No	Factors of	Challenges resulted by teachers	
	challenge	Ms. Puput	Mr. Yoga

1	Teacher's ability	Found	Found
2	Student's ability	Found	Found
3	Learning objectives	Not found	Found
4	Learning material	Found	Found
5	Learning Activity	Found	Found
6	Method of teaching	Not found	Found
7	Media of learning	Not found	Found
8	Source of learning	Not found	Found
9	Evaluation	Found	Not found
	Total Challenges	5 PENDIDIA	8

Appendix 10 Result of interview teachers roles, academic language function, and challenges

1. English Teacher Ms. Puput from SMA NEGERI 1 SERIRIT

Excerpt 1:

"In my roles in here is I always manage this class well maybe because although in online learning we can't see their faces each other, we can call the name, and I asked with that to answer the question, I'm not strict to be teacher but I give them something good discussion, first must follow the material to first until the end, second if the student have problem just convey the teacher to know with permission. Sometimes some students close their camera it still difficulty to observe directly, I will ask them to send message in privately. In specific time I ask them to open the camera for example in the lesson or mid test to still there or not".

Excerpt 2:

"I have same with the previously opinion, applied the rules as well I can do, giving instruction about the process of learning..."

Excerpt 3:

"At the first I try to ask their condition, before to talk deep material, and see the face during joining the class, do <u>brainstorming</u> raised them with interested topic, and start to teach them like discussion text show them with pictures, what will learning in that time, not directly explain all give it little video to take the attention and I use to do that,

and the during the material I don't give them many explanations because their didn't hear me and give the discussion role".

Excerpt 4:

"I observed them attend to among by leading the discussion because of the learning online I think the student still felt shy and stimulation them, I just give them before the lesson and give the question if don't do that their quiet, if offline in the class I was doing presentation for students".

Excerpt 5:

"..., all give it little video to take the attention, and I use to do that to learning activity...."

Excerpt 6:

"..., I oriented by ppt material the information, watching the videos I will ask the student to talk about".

Excerpt 7:

"in online learning I will give them some chance to state the problem, give them specific time, ..., I was doing a presentation for student for offline class. Of course, I'm the leader here to lead their fell hesitate to speak, give them some chance to stated something the problem given, give them specific time, maybe divided them into groups and try to explanation, still faced the big problem the student had a lack of technical such as connection and don't have quota".

Excerpt 8:

"Perhaps I will manage the time, observe by the video and picture, at least I just manage the time to run effectively each step given, for example I have 1 hours to run the online learning no matter the material is complex or not, based for the activity I manage, if student doesn't follow the classes I give them task individually".

2. English Teacher 2 from SMK KARYA USADHA

Excerpt 1:

"The roles that I applied during remote learning is facilitator because the students will be more active and answer because focused to student center.

Excerpt 2:

"..., I will try to say their name in the g meet and give them the explanation, it will better when I only explain the material rather than give chance arguing each other".

Excerpt 3:

"I control the learning activities such kind of <u>ice breaking</u> to maintain during learning process when I see my student in the screen... "can you touch your nose".

Excerpt 4:

"I guide my student in individually I give them a simple question, randomly I ask the student, but the group work maybe I will give them same things to check makes sure work in individually".

Excerpt 5:

"..., I only explain the material and also give the link from YouTube or the internet".

Excerpt 6:

"..., I sometimes use Quiziz and jump board for newest features".

Excerpt 7:

"In my learning activities, mostly by doing individual tasks and instruct to do discussion with What's App group to share opinion, by used that they may be doing personal message and their feel free."

Excerpt 8:

"I will use submative (how the act and responses every single question I will to do and formative (the last session I will use g form as a tool assess their understanding to assessed theirs, and I usually use quiziz and jumpboard for newest features.

- Result of Interview about teachers academic language function
- 1. English Teacher 1 from SMA NEGERI 1 SERIRIT

Excerpt 1:

"Hello class are you here? Yes, show me that you're here".

Excerpt 2:

'...,Please listen to me here, pay attention please. what I was talked about".

Excerpt 3:

"..., I can explain a little bit because English is difficult with Indonesia briefly. I search the actively of students..."

Excerpt 4:

"..., I will give it to others students to answer after that I can answer, honestly before the question with the trick asking the students first in the end there are available opinion that can conclude by me to answer"

Excerpt 5:

"..., I can explain a little bit because English is difficult with Indonesia briefly. I search the actively of students..."

Excerpt 6:

"Maybe the picture, playing the ppt with film".

Excerpt 7:

"..., "I like appreciate for your opinion"

Excerpt 8:

"I'm so sorry I coming late I have something to do for the class"

Excerpt 9:

"Please listen to me here, pay attention please, when I explain something I want to know their hear me, I don't want the student disrespect me"

Excerpt 10:

"..., thanks to join the class, okay so at the end of the lesson I just wanna say big thank for students is still to be here".

2. English Teacher 2 from SMK KARYA USADHA

Excerpt 1:

"..., Om Swastiastu, students hallo good morning student, what do you feel today, I hope you all have a good mood to join in class"

Excerpt 2:

"Alright, student please take a look page 49 and read a look and make a group"".

Excerpt 3:

"Do you understand the material"

Excerpt 4: "..., so I will move for biography material for example" Excerpt 5: "Do you have a problem? Can you tell me what materials are?". Excerpt 6: "I'm sorry students because of a lot of question I will try to answer it" Excerpt 7: "Students I will give you the give google form for attendances and give a link for the material I got" Excerpt 8: "Good job, excellent, nice work" Excerpt 9: " have you know what material, what is your problem?" Excerpt 10: "Oh Ari please try to read the material again and try give right answer" - Result of interview challenges teachers roles 1.English Teacher 1 from SMA NEGERI 1 SERIRIT Excerpt 1: "Managing the student especially the student's behavior, their aware to ignored" Excerpt 2:

"Because many student's the teacher can't guide them one by one, and the teacher give them in front of class, doing or not it's up to student's thin". Excerpt 3: "I think I can explain the learning objectives in online learning" Excerpt 4: "I give them playing games if student not interest, "okay class how about playing game Excerpt 5: "I still try to prepare interesting thing to attract their". Excerpt 6: "I used the method well which is group discussion" Excerpt 7: "I also no challenge in media of learning because I used ppt and videos or pictures added in". Excerpt 8: "in source of learning I easily to search website on internet right" Excerpt 9: "I can't observe them in online activity class" 2. English Teacher 2 from SMK KARYA USADHA Excerpt 1: "Is student enthusiast because not all having a good situation"

Excerpt 2:

"By prepared google meet I can prepared the ppt, but Canva, infographic is not run well"

Excerpt 3:

"..., with students don't try to understand the objective learning"

Excerpt 4:

"Not all of the students understand the material that i use to make them reading or listening"

Excerpt 5:

"Students antusiasm and students network connection"

Excerpt 6:

"My method is not make them stay foccus and antusiasm"

Excerpt 7:

"My media is not strong enough to make them well understand or make them courious about lesson"

Excerpt 8:

"Network connection is too weak to find source material"

Excerpt 9:

"Formative by recording their response, and sumative by using google form"

Appendix 11 Research instrument blue print

Research Title: Teacher Roles In Remote English Teaching At SMA NEGERI 1 SERIRIT and SMK KARYA USADA

Research Questions

- 1. What teacher roles are played by English teacher in remote teaching in SMA Negeri 1 Seririt & SMK Karya Usada?
- 2. What academic language function do English teacher use to support these roles in SMA Negeri 1 Seririt & SMK Karya Usada?
- 3. What are challenges encounter by teacher in SMA Negeri 1 Seririt & SMK Karya Usada playing their roles?

Theory

No	Research Question	Theory	Note
1	What teacher roles are	Harmer (2001)	Teacher role:
	played by English	AS PENDIDI	a. Controller (In charge of the
	teacher in remote		teaching and 27anguage process.
	teaching in SMA		Take the register, command
	Negeri 1 Seririt & SMK		students things, organize drills,
	Karya <mark>U</mark> sada?		readaloud)
	7	YYYYY	b. Organizer (Give instruction on
			how the students are going to do
		NATES	the activity. Put them into pairs or
		W THE	groups and close things down
	, , , , , , , , , , , , , , , , , , , ,		when it is time to stop)
			c. Assessor (Check students'
			answers, offer feedback, and
			grade students in various ways.
			Give evaluation to thestudents)

			d Promptor (Offen words on whatese
			d. Prompter (Offer words or phrases
			by the time the students are
			having difficulties. Help students
			to proceed inclass)
			e. Participant (Engage in
			students'activity. Participate with
			thestudents)
			f. Resource (Act as a reliable
			resource when the students asked
		SPENDIDI	questions. Provide needed
	[Eg.]	Â	information by explaining the
			materials of thelessons)
			g. Tutor (Help students one by one
			when they have difficulties
	\		inprivate. Go around in the
			classroom and explain the
			material to the studentsone by
		NDIKS	one)
			h. Observer (Give an
			individualfeedback. Investigate
			students inclass)
2	What academic	Hughes (1990)	Academic Languange Function :
	language function do		a. Organization: The language of
	English teacher use to		organizing is used to direct and to
	support these roles in		manage the interaction between a
L	<u> </u>	1	

SMA Negeri 1 Seririt & teacher and his/her students. It SMK Karya Usada? can involve several sub-functions such giving instruction, sequencing and supervision. b. Interrogation: The language of interrogating in the classroom mostly aims eliciting at information, ideas, opinion, and reasons from the students. It can include asking question, and replying to question. c. Explanation: The language of explaining is used in the occasions where a teacher needs to make his/her students translate. paraphrase, summarize, define, or make correction. For the teacher, language it is a give information related to people, places and events, or a verbal commentary accompanying pictures, slides and films. d. Interaction: The language of interacting here is mostly about the use of expressions to: 1)

			Maintain social relations such as
			greeting, leaving, apologizing,
			thanking, congratulating, etc. 2)
			Indicate appreciation, pity,
			sympathy, interest, surprise,
			anger, disappointment,etc
3	What are challenges	Hamruni (2011)	There are several components of
	encounter by teacher in		teaching and learning namely,
	SMA Negeri 1 Seririt &		students, teacher, learning material,
	SMK Karya Usada in	RENDIDI	learning activities, method of
	playing their roles?	A	teaching, media of learning, source
			of learning and evaluation.

OBSERVATION SHEET

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English teacher in remote teaching in SMA Negeri 1 SERIRIT?	Controller	Teacher controlled the students' behavior, language, attitude Teacher advises the students Teacher help, repair, and assess critically concern of teaching process.	4 1		
	Assessor	Teachers correct the students mistake			

					1
		Teacher tell the			
		quality of students			
		score			
		Teacher assess			
		students			
		assignment			
	Organizer	Teacher gave			
	C	instruction or			
		demonstrator			
		using some media			
		Teacher gives the			
		students			
		information,			
		telling them how			
		they are going to			
	1			.	
	and the same of th	do the activity,		1	
		putting them into	1 les		
	D	pairs or groups	- 1/	47	
	Prompter	Teacher encourage		100	
-		students to			
1		Participate in	N .	7	7/
1		learning activity.	68	1	A
		Teacher give	(R	10/2	
		phrases about how	M		
		students			
	1 1	may proceed in an			77
	1	activity			
		Teacher prompts		/	
		the student with	\sim		
		information they			
	1111	have forgotten.			
	Participant	Teacher join	100	1/3	7
		students activity as			
	Destant.	the participant	-450.40		
	Resource	Teacher should be	90"		
		ready to supply			
		information and			
		language where			
		necessary.			
		necessary.			
		Teacher explains			
		additional			
		information when			
		student			
	T4-	misunderstand.			
	Tutor	Helps students			
		when they have			

	difficulties individualy		
	Teacher explain		
	the material for		
	the students who		
	have difficulties		
Observer	Teacher give and		
	individual		
	feedback to the		
	students		
	Teacher		
	investigate		
	students		
	performace in		
	class		

RESEARCH INSTRUMEN

	RENDIDIA					
Research	ROLES	TEACHER	YES	NO	NOTES	
Question		ACTIVITY				
What	Organization	Teacher manage the		3	The state of the s	
academic	5	interaction with the			7 /	
language		students	0 7	and the		
function do		Teacher giving				
English		instruction to the				
teacher use		students		14	1	
to support	A	Teachers supervising	1			
these roles in	77	the students	γ	11		
SMA Negeri		Teacher sequenching				
1 SERIRIT?	1/	the students		11		
	Interrogation	Teacher asking		1		
		question to obtain	8	1.0		
		information, ideas,	1	No.		
	The state of	opinion and reason		Ĭ.		
	Jan.	from the students	3	9		
		Teacher reply the				
		question form				
		students regarding the				
		learning activity				
	Explanation	The teacher explain				
		the material and give				
		information related to				
		the learning material				
		Teacher gives a				
		verbal commentary				
		32anguage32ing				
		pictures, slides and				
		films				

Interaction	Teacher maintain		
	social relation such as		
	greeting, leaving,		
	apologizing,		
	thanking,		
	congratulating.		
	Teacher gives		
	students appreciation,		
	pity, sympathy		
	interest, surprise,		
	anger,		
	disappointment		

Research	Teaching	Challenges	Effect To The	Notes
Question	and	b	Role Of Teacher	
Question	Learning		Role of Teacher	
	Components			
What are	Teacher			7
challenges		177 378		
encounter by	Students	100	N.	
teacher in SMA				
Negeri 1	Learning			
SERIRIT	Material	$(\chi(\chi(\chi)\chi))$		
playing their	Learning	11		
roles?	Activity	No.	A	
	Met <mark>h</mark> od of	ANTKON		
	teaching			
	Media Of			
	Learning			
	Source of			
	learning			
	Evaluation			

Research Question	Question	Answer
What teacher roles	What are teachers' roles that	
are played by	you play during online learning	
English teacher in	activities?	
remote teaching in	How do you control learning	
SMA Negeri 1	activities as well as students	
SERIRIT?	during the learning process?	
	How do you organize learning	
	activities and students in class?	
	How do you evaluate the	
	learning activities and student	
	performance that have been	
	implemented?	
	How do you participate in	
	learning activities so that	
	learning activities run	C .
1/1	smoothly?	7
	How do you provide	
	information to students?	
	How do you guide students	
	learning activities either as a	
	group or individually?	
	How do you observe learning	A
7.4	activities and ensure that all	
1	learning activities have gone	
	according to plan?	
What academic	Do you use academic	
language function	34anguage during teach	
do English teacher	students in remote teaching?	
use to support these	What do you usually say to	
roles in SMA Negeri	manage your students during	
1 SERIRIT?	remote teaching ?	
	Have you ever asked some	
	questions for students to	
	stimulate an active conversation between teacher and students?	
	How do you give questions to	
	students so students can convey	
	their answers, opinions or	
	reasons?	
	Do you use academic	
	34anguage in explaining the	
	material ?	

	What do you say when you	
	explain certain material or	
	theories to students?	
	What do you usually say when	
	giving instructions to students	
	during remote teaching?	
	What kind of instruction do you	
	usually give to students?	
What are challenges	What challenges do you face	
encounter by teacher	when carrying out teacher roles	
in SMA Negeri 1	in the classroom?	
SERIRIT playing	How do you overcome these	
their roles ?	obstacles?	
	What do you usually do to	
	prevent and minimize the	
	obstacles that exist when	
	implementing the teacher's	
	roles in the classroom?	

Appendix 12 Proof of revision to 1 instrumen expert judgement validity form

EXPERT JUDGEMENT VALIDITY FORM

Observation sheet about the role of teacher during remote English Teaching.

Statement In Observation Sheet				Judge's Comments			
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note
What teacher roles are played by English teacher in remote teaching?	Controller	Teacher controlled the students' behavior, language, attitude	I K	SI	1		
teaching:		advises the students			$\sqrt{}$		
		Teacher help, repair, and assess critically concern of teaching process.			$\sqrt{}$		Check the sentence structure

	A 000000	Teachers					
	Assessor				.1		
		correct the			$\sqrt{}$		
		students					
		mistake					
		Teacher tell the					
		quality of			$\sqrt{}$		
		students					
		score					
		score					
		Teacher assess					
		students			$\sqrt{}$		
		assignment			•		
	Organizer						Check
	Organizer	Teacher gave					
		instruction or			0		again
		demonstrator	577	The same of the sa	?		
		using some					
		media	7777	Sec. 7.1			
		6 9 6	JUI	MP		le.	
		Teacher gives		200	N.		Check
	1/4	the students	\triangle		Section 1		again
	11/	information,	IAN		?		
×		telling them		1	1		
		how		7.0	3	A 7 /	
			4	10	× =		
		they are going	100		1		
		to do the	7/2		73		
		activity,	/ =			- 4 8	
	1	putting them		TO YOU	8 .	71	
	The same of	into pairs or					
	7	grou <mark>ps</mark>	Yes Yes				
	Prompter	Teacher	1.44	11/1/2	\checkmark		
	1	encourage		1		78	
		students to		G A			
		participate or	ACCULATE O	-		ger.	
		needs to make	11:4	3	16	7	
			1				
		suggestions	Alle Park	- 17	and the same of th		
		about how			1		
		students			V		
		may proceed in					
		an activity					
		when					
		there is a					
		silence or					
		when they are					
		confused about					
		to do next					
		to do liext					
		Teacher					Check
		sometimes					again in
		threw some					Harmer

		1				
	jokes to make				,	
	the students				$\sqrt{}$	
	laughed and					
	happy					
	парру					
	Т1					
	Teacher			. 1		
	prompts the			$\sqrt{}$		
	student with					
	information					
	they have					
	forgotten.					
Participant	Teacher join					
	students			\checkmark		
	activity as			·		
		A				
D	the participant		Paris.			
Resource	Teacher should	500	-	Electric Control		
	be ready to					
	supply		400	V		
	information	TUE)1 P		la.	
11/1	and language		I.A.	N		
1/4	where	_				
11:16	necessary.	(AII)	4			
	nçcessary.	-		4	The state of the s	
	Teacher			7		
		4. 14	7 14	N 15		
	explains	1100		.1		
	additional	775	$n \lor$	1		
	information		1			
11	when student		TELEVI	e .	93	
A. Carrier	misunderstand.					
Tutor	Helps students	Mark Control		11.7		
	when they			$\sqrt{}$	1	
2.4	have		1		7/	
11.11	difficulties		- 8			
	7 4 7 400		وخشري	18	1	
	individualy	6/2	3.14	11.262	7	
	Teacher	1				
	explain the	A Property lives		1		
	material for the		1991			
	students who					
	have					
	difficulties					
Observer	Teacher give					
303C1 VC1	and individual			$\sqrt{}$		
				٧		
	feedback to the					
	students					
	Teacher			,		
	investigate			$\sqrt{}$		
	students					
	performace in					
	class					
	CIUDO	l				

EXPERT JUDGEMENT VALIDITY FORM

Observation sheet about academic language used by teacher to support their roles during remote English Teaching.

,	Statements In (Observation She	et		Judge's Comments			
Research Question	ROLES	TEACHER ACTIVITY	YES	NO	Relevant	Irrelevant	Notes	
What academic language	Organization	Teacher manage the interaction			V			
function do		with the students Teacher giving	<u></u>					
teacher use to		instruction to the students	D.O.		V			
these		Teachers supervising the students	â	14.4	V			
		Teacher sequenching the students	7	Ped a	1	77		
	Interrogation	Teacher asking question to obtain information,			1			
		ideas, opinion and reason from the students						
		Teacher reply the question form students	K S	K	1			
		regarding the learning activity						
	Explanation	The teacher explain the material and give			V			
		information related to the learning						
		material Teacher gives						
		a verbal commentary			$\sqrt{}$			

	accompaying			
	pictures, slides			
	and films			
Interaction	Teacher			
	maintain social			
	relation such		$\sqrt{}$	
	as greeting,			
	leaving,			
	apologizing,			
	thanking,			
	congratulating.			
	Teacher gives			
	students			
	appreciation,		,	
	pity, sympathy		$\sqrt{}$	
	interest,	Sec.		
	surprise, anger,			
	disappointment			

EXPERT JUDGEMENT VALIDITY FORM

Observation sheet about challenges faced by teacher in playing their roles during remote English Teaching.

Sta	ntements In Ob	servation Sh	eet	Jud	Judge's Comments			
Research Question	Learning Activity	Challenges	Effect To The Role Of Teacher	Relevant	Irrelevant	Notes		
What are challenges	Teacher		TKS II	1	7			
encounter by English	Students			V				
teacher in playing	Learning Material			V				
their roles?	Learning Activity			V				
	Method of teaching			V				
	Media Of Learning			V				

Source of learning		√	
Evaluation		$\sqrt{}$	

EXPERT JUDGEMENT VALIDITY FORM

Interview guide in interview activity related to teacher roles, academic languange used by teacher and challenges faced by teacher in playing their roles during remote English teaching.

State	ments in interview g	uide	Jı	ıdge's Comn	iets
Research	Question	Answer	Relevant	Irrelevant	Notes
Question					
What teacher	What are teachers'		0		
roles are	roles that you play	S(HAVY)	, 1		
played by	during online		V		7
English	learning activities?				
teacher in	How do you		N. R		
remote	control learning				
teaching?	activities as well	ピル無	V	71	
	as students during				
	the learning	CYYYYY	YYII	1	
	process?	97.07.01 N. V.	$\angle <$		
	How do you			19	
	organize learning		J	1 300	
	activities and	VDIK	V		
	students in class?			A.	
	How do you				
	evaluate the				
	learning activities		$\sqrt{}$		
	and student		•		
	performance that				
	have been				
	implemented?				
	How do you				
	participate in				
	learning activities		$\sqrt{}$		
	so that learning		V		

				1	
	activities run				
	smoothly?				
	How do you		1		
	provide		$\sqrt{}$		
	information to				
	students?				
	How do you guide				
	students learning				
	activities either as		$\sqrt{}$		
	a group or				
	individually?				
	How do you		2/		
	observe learning		٧		
	activities and		Control of the Contro		
	ensure that all				
	learning activities	STATIO		lib.	
	have gone	SERVINI	LE ALL		
	according to plan?		No.		
What	Do you use	(IAI)	10	N AN	Omit this
academic 🤏	academic		DV-		because this
language	languange during		(d)	1	is too
function do	teach students in	1	-788		obvious.
English	remote teaching?	1 db			
teacher use	What do you		Da l		
	usually say to		V	41	
to support these roles?	manage your	MANA			
mese roies ?	students during				
	remote teaching?		\leftarrow		
	Have you ever			18	This is a
	•	Trans.		13	yes-no
	questions for	VID III	N. W. All		question.
	students to	37-6			Avoid this
	stimulate an active		100000000000000000000000000000000000000		
			1		
			V		
	_				
	or reasons?				
					Yes-no
	academic			$\sqrt{}$	question
	languange in	ı		1	avoid this.
	stimulate an active conversation between teacher and students? How do you give questions to students so students can convey their answers, opinions or reasons? Do you use	y d l k	√ V		Avoid this Yes-no

	explaining the				
	material?				
	What do you say				
	when you explain		$\sqrt{}$		
	certain material or				
	theories to				
	students?				
	What do you				
	usually say when		.1		
	giving instructions		V		
	to students during				
	remote teaching? What kind of				
	instruction do you		$\sqrt{}$		
	usually give to		· ·		
	students?		Barrer Comment		
What are	What challenges				
challenges	do you face when				
encounter by	carrying out	PENDID	$\sqrt{}$		
teacher in	teacher roles in the		N/		
playing their	classroom?				
roles?	- S	ويناملناو	- 7		32
Totes .	How do you	100		32 7	7
	overcome these		(9 N		
	obstacles?				
	What do you				
	usually do to	The state of the s	EV /	73	
	prevent and				
	mi <mark>n</mark> imize the	CALALA			
	obstacles that exist			33	
	when			9/1	
	implementing the	·	200	1111	
	teacher's roles in	VDIK	N. Main	Control of the Contro	
	the classroom?			A.	

Comments: Try to develop question based on the descriptions about about, academic language functions. Avoid yes-no questions. Add more questions to represent each descriptor.

Singaraja, 12 November 2022

Dr. IGA. Lokita Purnamika Utami

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Appendix 13 Proof of revision to 2 instrumen expert judgement validity form

Observation sheet about the role of teacher during remote English Teaching.

		Observation Shee		<u></u>		ge's Comme	
Research	ROLES	TEACHER	YES	NO	Relevant		Note
Question		ACTIVITY		2,0	21010 / 00110	222 020 7 0220	2,000
What	Controller	Teachers			✓		
teacher	(Harmer,	controlled the					
roles are	2001)	students'					
played by		behavior,					
English		language,					
teacher in		attitude					
remote							
teaching in		Teachers	A		✓		
senior high		advises the	A Trans	State .			
school?		students					
		f State of the sta					
		Teachers takes	111111	10.	1		
		a lead and		4.4			
		helps the	<u></u>		6		
		students in	AlD ²		1		
1		learning		8 .	100	1	
		process.	6	A		18	
	Assessor	Teachers	AL.	70	✓		
	(<mark>H</mark> armer,	correct the	=	1λ	3		
	2 <mark>0</mark> 01)	students		91			
	1/	mistake	KILLS	V.			
					21		
		Teachers tell	200		✓		
	1.0	the quality of	49.00			7.8	
		students				Ji.	
		score			. 77	<i>y</i>	
			720	1.303			
	3	Teachers assess					
	35	students	Phone .	1000			
		assignment			√		
	Organizer	Teachers give			V		
	(Harmer,	instruction or					
	2001)	demonstration					
		on how students					
		are going to do					
		the activity.			✓		
		Teachers			Y		
		convey some					
		information					
		about class					
		activities to the					
		students.					

<u></u>						T	
		Teachers			✓		
		arrange and put					
		the students					
		into group or					
		pairs.					
	Prompter	Teachers			√		
	(Harmer,	encourage			•		
	2001)	students to					
	2001)						
		participate or					
		needs to make					
		suggestions					
		about how					
		students					
		may proceed in					
		an activity					
		when		State of the last			
		there is a					
		silence or when					
	100	they are	111111	D.	2000		
		confused about		4.4			
	//A	to do next	4		0		
	11/100	\mathcal{N} \mathcal{A}	All)-		-		
7		Teachers offers			V	100	
		some words,		a		18	
		phrases or	40	Y 20			
		suggest to	9	$I \subseteq I$			
		stimulate the	A				
	No.	students	VIIII			0 8	
	11/1	involved in		-37			
	7 /	learning	4	M		1	
		process				1	
	1.0				√	1	
	8	Teachers		Barre		J.	
		prompts the	0.00	253	. //		
		student with	TOS	12 112			
		information			-		
	<u>, j</u>	they have	ST. CO.	100000	-		
		forgotten.					
	Participant	Teachers join			✓		
	(Harmer,	students					
	2001)	activity as					
		the participant					
	Resource	Teachers			✓		
	(Harmer,	should be ready					
	2001)	to supply					
		information					
		and language					
		where					
		necessary.					
		J -					
			1			I	

						1
	Teachers			✓		
	explains					
	additional					
	information					
	when student					
	misunderstand.					
Tuto	or Helps students			✓		
(Har	mer, when they have					
2001						
	individualy					
	Teachers			✓		
	explain the					
	material for the					
	students who					
	have	A				
	difficulties		Mary .			
	Teachers			✓		
	ensure that					
	many	DIM		N Samuel		
	individuals are		4.1	1		
	seen in learning	4			N.	
A A	activity.	LIA				
Obac	erver Teachers give	-		1	ACTION AND ADDRESS OF THE PERSON ADDRESS OF THE PERSON AND ADDRESS OF THE PERSON ADDRESS OF THE PERSON AND ADDRESS OF THE PERSON AND ADDRESS OF THE PERSON ADDRESS OF THE PERSON AND ADDRESS OF THE PERS	
All and a second	mer, and individual		1	2	7.8	
		4	J. J. Jak	1		
2001	students		11			
			7/4	./		
	Teachers	1111	3)	v	- 11 B	
	investigate		4	The same of the sa		
	students	AVAFA	M		1	
	performace in		96)	
	class				1	
-		1	-		9	

S	Statement In O	bservation Sheet	t		Judg	ge's Commer	nts
Research	ROLES	TEACHER	YES	NO	Relevant	Irrelevant	Note
Question		ACTIVITY					
What	Organization	Teachers	The same of	- A TO S	/		
academic	(Hughes,	manage the					
language	1990)	interaction					
function		with the					
do English		students					
teacher use		Teachers			✓		
to support		giving					
these roles		instruction to					
in senior		the students					
high		Teachers			✓		
school?		supervising the					
		students					
		Teachers			✓		
		arrange the					

T			1		
	students and				
	learning				
	activities				
Interrogati	on Teachers		✓		
(Hughes,	asking				
1990)	question to				
	obtain				
	information,				
	ideas, opinion				
	and reason				
	from the				
	students				
	Teachers reply		✓		
	the question				
	form students				
	regarding the	-			
	learning	The second second			
	activity				
Explanation		100			
		TULL OF			
(Hughes,	explain the				
1990)	material and				
	give	2.5		1	
	information		7.2		
	related to the	7/183			
E	learning	W-78	10.00		
	material				
	Teacher gives		✓	- 1	
1	explanation or	Aung 5		7 /	
	a verbal	3	A)		
7/4	commentary	MAY		1	
1.00	accompanying			1 1	
				A Comment	
	pictures, slides	A. Design	3	/	
-	and films				
Interaction		6 1 .	V		
(Hughes,	maintain social				
1990)	relation such	The second second			
	as greeting,	-			
	leaving,				
	apologizing,				
	thanking,				
	congratulating.				
	Teachers gives		✓		
	students				
	appreciation,				
	pity, sympathy				
	interest,				
	surprise, anger,				
	disappointment				

	Statements In Observation Sheet			Judge's Comments			
Research	Teaching	Challenges	Effect To	Relevant	Irrelevant		
Question	and		The Role			Notes	
	Learning		Of				
	Components		Teacher				
What are	Teacher			✓			
challenges	(Hamruni,						
encounter	2011)						
by teacher	Students			✓			
in senior	(Hamruni,						
high school	2011)						
during	The			✓			
playing their	Objectives		A.				
roles?	(Hamruni,	- Control of the Cont	A CONTRACTOR OF THE PARTY OF TH				
	2011)	A STATE OF THE STA					
	Learning	S.		✓			
	Material	. 5 E N	DIDID.	A Second			
	(Hamruni,	4 72	11.4				
	2011)		3		N.		
	Learning	50	410-	V			
1	Activity		.	100	177		
	(Hamruni,	B 115	=) (e)				
	2011)		AT-18	1			
	Method of	Nil also		√			
	teaching			*			
	(Hamruni,		Allies /		7 3		
	2011)			2/			
	M <mark>ed</mark> ia Of	TYYY	AAAA	✓	1		
	Le <mark>arning</mark>	100000			11		
	(Hamruni,	11			No.		
	2011)						
	Source of	N D	wa M.	✓			
	learning		19-11-				
	(Hamrun <mark>i,</mark>		A. S.				
	2011)		The second				
	Evaluation			✓			
	(Hamruni,						
	2011)						

INTERVIEW GUIDANCE

Statements in interview guide			Judge's Commets		
Researrh Question	Question	Answer	Relevant	Irrelevant	Notes
What teacher roles are played	What are teachers' roles that you play		✓		

	T	Г	Т	Г	Г
by English	during online				
teacher in	learning activities?				
remote teaching	How do you control		✓		
in senior high	learning activities as				
school?	well as students				
	during the learning				
	process?				
	How do you		✓		
	organize learning				
	activities and				
	students in class?				
	How do you		✓		
	evaluate the		,		
	learning activities				
	and student	A			
	performance that have been		Sec.		
	ADD				
	implemented?	NITTON			
	How do you			b.	
	participate in		No.		
A	learning activities so			A N	
	that learning				
	activities run	1	32	7.8	
N.	smoothly?			1	
4.1	How do you provide		✓		
	information to		12		
1.0	students?				
1	How do you guide	THIRDY	√		
The same of the sa	students learning	A A A A A		The state of the s	
	activities either as a				
	group or	A A D DA TO G	<	77	
	individually?				
	How do you		✓	and the second	
	observe learning	V C 1	> / /		
	activities and ensure	T IV S	1		
	that all learning		TO THE REAL PROPERTY.		
	activities have gone	The second second			
	according to plan?				
What academic	What do you		✓		
language	usually say to				
function do	manage the				
English teacher	interaction during				
use to support	remote teaching?				
these roles in	What do you		✓		
senior high	usually say to				
school?	manage your				
	students during				
	remote teaching?				
	How do you give		√		
	questions to		•		
	questions to				

	students so students				
	can convey their				
	answers, opinions or				
	reasons?				
	How do you answer		✓		
	the question from				
	students during				
	teaching and				
	learning activities?				
	What do you say		~		
	when you explain				
	certain material or				
	theories to students				
	?				
	How do you usually		√		
	provide explaination				
	regarding the				
	learning media				
	(picture, slide, and	NDIDIE	A Second		
	film)?		10	N .	
	What do you say to	Δ			
	greet, apologize,	(IAI)			
	thanks, and,		4	and the second	
	congratulate the	301/1	1 00	7.8	
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
	students during				
	teaching and		72		
1.0	learning activities ?	//			
	How do you give	Illiox	√		
The same of the sa	appreciation,	A ALANA		and the second	
	sympathy, interest,				
	suprise, anger,	N P D D D D D	<		
1	disappointment to			7.5	
	students?			1	
What are	What challenges do		√		
challenges	you face in teachers	IKS			
encounter by	abillity?				
teacher in senior	What challenges do		√		
high school	you face in students		_		
during playing	abillity?				
their roles?	_		√		
men roles !	What challenges do		•		
	you face in learning				
	objective?		,		
	What challenges do		✓		
	you face in learning				
	material?				
	What challenges do		✓		
	you face in learning				
	activity?				
•				•	

What challenges do	✓
you face in method	
of teaching?	
What challenges do	✓
you face in media of	
learning?	
What challenges do	✓
you face in source	
of learning?	
What challenges do	✓
you face in evaluate	
the class activity?	

Singaraja, 14 November 2022

Expert 2

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