



# APPENDICES

## Appendix 1. Approval Letter

### Approval letter for SMA N 1 Selemadeg



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

## UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 707/UN48.7.1/DT/2022

10 Maret 2022

Perihal : **Permohonan Izin Penelitian**

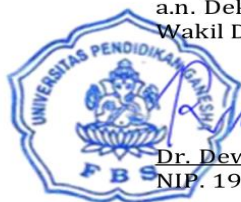
Yth. Kepala SMA Negeri 1 Selemadeg  
di Tabanan

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Gusti Ayu Made Ari Dharma Pattni
NIM	: 1912021220
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: Teachers' Roles in Remote English Teaching in Senior High Schools at Tabanan Regency

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

## Approval letter for SMK N 3 Tabanan



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI  
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
 Telepon (0362) 21541 Fax. (0362) 27561  
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Perihal : **Permohonan Izin Penelitian**

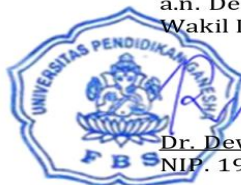
Yth. Kepala SMK Negeri 3 Tabanan  
 di Tabanan

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Gusti Ayu Made Ari Dharma Pattni
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a.n. Dekan,  
 Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

## Appendix 2. Blueprint of the Instruments 1

### RESEARCH INSTRUMENT

#### BLUEPRINT

**Research Title:** Teachers' Roles in Remote Teaching in Senior High School Level at Tabanan Regency

#### Research Questions:

1. What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?
2. What are academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?
3. What are challenges faced by teachers in playing their roles during remote teaching at the senior high school level at Tabanan regency?

No	Research Question	Theory	Note
1	What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	Harmer (2001)	Teacher role : a. Controller (Controls students' behaviour, language, and attitude. Advises students. takes the lead and helps students in the learning process) b. Organizer (Give instruction on how the students are going to do the activity. Convey the information about class activities. Put students into pairs or groups) c. Assessor (Corrects students' mistake, tell the quality of students' score and assesses students' assignment) a. Prompter (Encourage students

			<p>to participate in class. Offer words or phrases to stimulate students and prompt the students with the information they have forgotten)</p> <p>b. Participant (Engage in students' activity. Participate with the students)</p> <p>c. Resource (Supply the information and the explanation about the material. Provide needed information by explaining the materials when students misunderstand)</p> <p>d. Tutor (Help students one by one when they have difficulties. Explain the material to the students who have difficulties and ensure all students are seen in the learning activity)</p> <p>e. Observer (Give an individual feedback and investigate students in class)</p>
2	<p>What are the academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?</p>	Hughes (1990)	<p>Academic Language Function :</p> <p>a. Organization: The language of organizing is used to direct and to manage the interaction between a teacher and his/her students. It can involve several sub-functions such as giving instruction, sequencing and supervision.</p>

			<p>b. Interrogation: The language of interrogating in the classroom mostly aims at eliciting information, ideas, opinion, and reasons from the students. It can include asking question, and replying to question.</p> <p>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, it is a language to give information related to people, places and events, or a verbal commentary accompanying pictures, slides and films.</p> <p>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</p>
3	What are challenges faced by teachers in playing their roles	Hamruni (2011)	There are several components of teaching and learning namely, students, teacher, learning

	during remote teaching at the senior high school level at Tabanan regency?		objective, learning material, learning activities, method of teaching, media of learning, source of learning and evaluation.
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### Appendix 3. Result of Expert Judgements 1

#### EXPERT JUDGEMENT CONTENT VALIDITY FORM

##### 1<sup>ST</sup> EXPERT

Name : Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd

Position : First Supervisor as the lecturer in English Language Education,  
Ganesha University of Education

#### Observation Sheet for Observing the Teachers' Role

Statement In Observation Sheet					Judge's Comments		
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	Controller (Harmer, 2001)	The teacher controls students' behaviour, language, and attitude.			√		
		The teacher advises students			√		
		The teacher takes the lead and helps students in the learning process.			√		
	Assessor (Harmer, 2001)	The teacher corrects students' mistake			√		
		The teachers tell the quality of students' score			√		
		The teacher assesses students' assignment			√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			√		
		The teacher conveys some			√		



		information about class activities to the students.					
		The teacher arranges and puts the students into groups or pairs.			√		
Prompter (Harmer, 2001)		The teacher encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is silence or when they are confused about what to do next			√		
		The teacher offers some words, phrases or suggestions to stimulate the students involved in the learning process			√		
		The teacher prompts the student with the information they have forgotten.			√		
Participant (Harmer, 2001)		The teacher joins the students' activity as the participant			√		
Resource (Harmer,		The teacher should be ready					

	2001)	to supply information and language where necessary.			√		
		The teacher explains additional information when students misunderstand.			√		
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually			√		
		The teacher explains the material to the students who have difficulties			√		
		The teacher ensures that many individuals are seen in the learning activity.			√		
	Observer (Harmer, 2001)	The teacher gives individual feedback to the students			√		
		The teacher investigates students' performance in class			√		

Singaraja, 12 November 2022  
Expert



**(Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd)**  
NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

### 1<sup>ST</sup> EXPERT

Name : Dr. IGA. Lokita Purnamika Utami, S.Pd.,M.Pd.

Position : First Supervisor as the lecturer in English Language Education,  
Ganesha University of Education

### Observation Sheet to Observing Academic Language Function

Statements In Observation Sheet					Judge's Comments		
Research Question	ROLES	TEACHER ACTIVITY	YES	NO	Relevant	Irrelevant	Notes
What are the academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	Organization (Hughes, 1990)	The teacher manages the interaction with the students			√		
		The teacher instructs the students			√		
		Teachers supervising the students			√		
		The teacher arranges the students in the learning activities			√		
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students			√		
		The teacher reply the question from students regarding the learning activity			√		
	Explanation (Hughes, 1990)	The teacher explains the material and gives			√		

		information related to the learning material					
		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films			√		
Interaction (Hughes, 1990)		Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.			√		
		Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment			√		

Singaraja, 12 November 2022  
Expert

UNDIKSHA



**(Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd)**  
NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

### 1<sup>ST</sup> EXPERT

Name : Dr. IGA. Lokita Purnamika Utami, S.Pd.,M.Pd.

Position : First Supervisor as the leacture in English Language Eduaction,  
Ganesha University of Education

### Observation Sheet to Observering The Challenges in Remote Teaching

Statements in Observation Sheet				Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?	Teacher			√		
	Students			√		
	Learning objectives			√		
	Learning Material			√		
	Learning Activity			√		
	Method of teaching			√		
	Media Of Learning			√		
	Source of learning			√		
	Evaluation			√		

Singaraja, 12 November 2022

Expert



**(Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd)**

NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

### 1<sup>ST</sup> EXPERT

Name : Dr. IGA. Lokita Purnamika Utami, S.Pd.,M.Pd.

Position : First Suverpisor as the leacture in English Language Eduaction,  
Ganesha University of Education

**Interview guide for teacher roles, academic language used by teacher and challenges faced by teacher in playing their roles during remote English teaching.**

Statements in interview guide			Judge's Commets		
Reseachr Question	Question	Answer	Relevant	Irrelevant	Notes
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	What are teachers' roles that you play during online learning activities?		√		
	How do you control learning activities as 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 performance that have been implemented?		√		
	How do you participate in learning activities so that learning activities run smoothly?		√		
	How do you provide information to students?		√		
	How do you guide students learning activities either as a group or individually?		√		

	How do you encourage students to participate in class and stimulate students to take a part in the learning activity ?		√		
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What are academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	What do you usually say to manage the interaction during remote teaching ?		√		
	What kind of instruction do you convey to the student in the learning activities ?		√		
	How do you arrange the student during learning activities ?		√		
	What do you usually say to manage your students during remote teaching ?		√		
	How do you give 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 explanation regarding the learning media (picture, slide, and		√		

	film) ?				
	What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities ?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students ?		√		
What are challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?	What challenges did you face during the remote English teaching related to the teacher abilities ?		√		
	What challenges did you face during the remote English teaching related to the students abilities ?		√		
	What challenges did you face during remote learning related to the learning material ?		√		
	What challenges did you face during the remote English teaching related to the learning activities ?		√		
	What challenges did you face during the remote English teaching related to method of teaching ?		√		
	What challenges did you face during the remote English teaching related to the media of learning ?		√		
	What challenges did		√		



you face during the remote English teaching related the source of learning ?				
What challenges did you face during the remote English teaching related to learning objectives ?		√		
What challenges did you face during the remote English teaching related to the evaluation process ?		√		

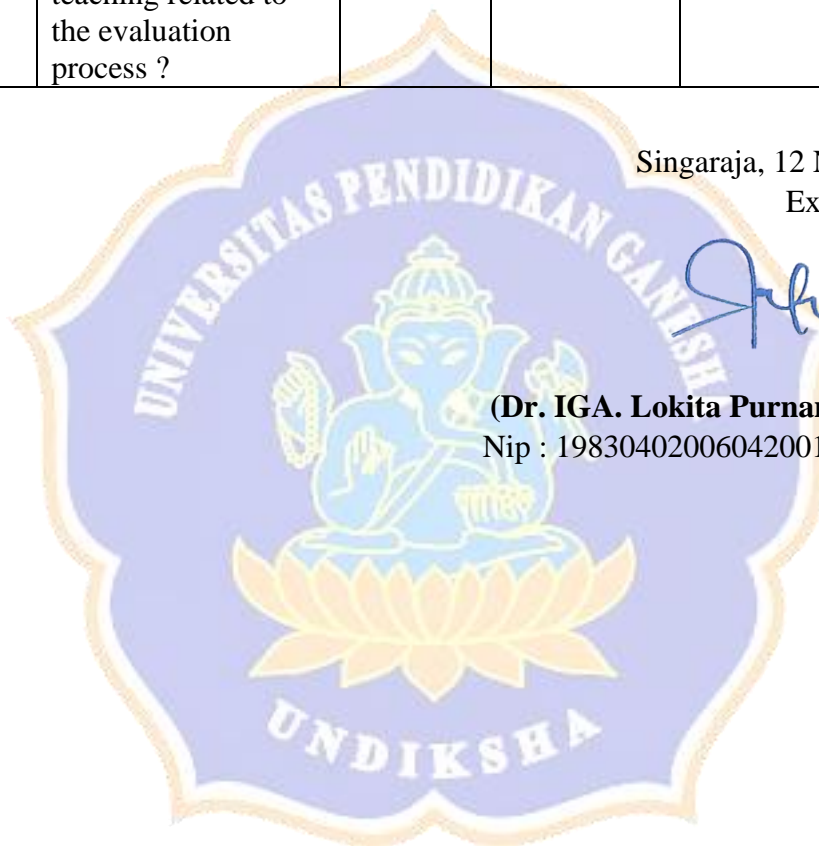
Singaraja, 12 November 2022

Expert



**(Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd)**

Nip : 19830402006042001



## EXPERT JUDGEMENT CONTENT VALIDITY FORM

### 2<sup>nd</sup> EXPERT

Name : Luh Gd Rahayu Budiarta, S. Pd., M.Pd

Position : Second Supervisor as the lecturer in English Language Education,  
Ganesha University of Education

### Observation Sheet for Observing the Teachers' Role

Statement In Observation Sheet					Judge's Comments		
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	Controller (Harmer, 2001)	The teacher controls students' behaviour, language, and attitude.			√		
		The teacher advises students			√		
		The teacher takes the lead and helps students in the learning process.			√		
	Assessor (Harmer, 2001)	The teacher corrects students' mistake			√		
		The teachers tell the quality of students' score			√		
		The teacher assesses students' assignment			√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			√		
		The teacher conveys some information			√		

		about class activities to the students.					
		The teacher arranges and puts the students into groups or pairs.			√		
Prompter (Harmer, 2001)		The teacher encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is silence or when they are confused about what to do next			√		
		The teacher offers some words, phrases or suggestions to stimulate the students involved in the learning process			√		
		The teacher prompts the student with the information they have forgotten.			√		
Participant (Harmer, 2001)		The teacher joins the students' activity as the participant			√		
Resource (Harmer, 2001)		The teacher should be ready to supply			√		

		information and language where necessary.					
		The teacher explains additional information when students misunderstand.			√		
Tutor (Harmer, 2001)		Helps students when they have difficulties individually			√		
		The teacher explains the material to the students who have difficulties			√		
		The teacher ensures that many individuals are seen in the learning activity.			√		
Observer (Harmer, 2001)		The teacher gives individual feedback to the students			√		
		The teacher investigates students' performance in class			√		

Singaraja, 14 November 2022

Expert



**(Luh Gd Rahayu Budiarta, S.Pd., M.Pd)**

NIP : 1993091920180322001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

### 2<sup>nd</sup> EXPERT

Name : Luh Gd Rahayu Budiarta, S. Pd., M.Pd

Position : Second Suverpisor as the leacture in English Language Eduaction,  
Ganeshha University of Education

### Observation Sheet to Observering Academic Language Function

Statements In Observation Sheet					Judge's Comments		
Research Question	ROLES	TEACHER ACTIVITY	Y E S	N O	Relevant	Irrelevant	Notes
What are academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	Organization (Hughes, 1990)	The teacher manages the interaction with the students			√		
		The teacher instructs the students			√		
		Teachers supervising the students			√		
		The teacher arranges the students in the learning activities			√		
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students			√		
		The teacher reply the question from students regarding the learning activity			√		
	Explanation (Hughes, 1990)	The teacher explains the material and			√		

		gives information related to the learning material				
		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films			√	
Interaction (Hughes, 1990)		Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.			√	
		Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment			√	

Singaraja, 14 November 2022

Expert



**(Luh Gd Rahayu Budiarta, S.Pd., M.Pd)**

NIP : 1993091920180322001

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### 2<sup>nd</sup> EXPERT

Name : Luh Gd Rahayu Budiarta, S. Pd., M.Pd

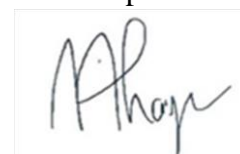
Position : Second Suverpisor as the leacture in English Language Eduaction,  
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Statements in Observation Sheet				Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?	Teacher			√		
	Students			√		
	Learning objectives			√		
	Learning Material			√		
	Learning Activity			√		
	Method of teaching			√		
	Media Of Learning			√		
	Source of learning			√		
	Evaluation			√		

Singaraja, 14 November 2022

Expert



(Luh Gd Rahayu Budiarta, S.Pd., M.Pd)

NIP : 1993091920180322001

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Statements in interview guide			Judge's Commets		
Reseachr Question	Question	Answer	Relevant	Irrelevant	Notes
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	What are teachers' roles that you play during online learning activities?		√		
	How do you control learning activities as 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 performance that have been implemented?		√		
	How do you participate in learning activities so that learning activities run smoothly?		√		
	How do you provide information to students?		√		
	How do you guide students learning activities either as a group or individually?		√		



	How do you encourage students to participate in class and stimulate students to take a part in the learning activity ?		√		
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What are academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	What do you usually say to manage the interaction during remote teaching ?		√		
	What kind of instruction do you convey to the student in the learning activities ?		√		
	How do you arrange the student during learning activities ?		√		
	What do you usually say to manage your students during remote teaching ?		√		
	How do you give 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 explanation regarding the learning media (picture, slide, and		√		

	film) ?				
	What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities ?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students ?		√		
What are challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?	What challenges did you face during the remote English teaching related to the teacher abilities ?		√		
	What challenges did you face during the remote English teaching related to the students abilities ?		√		
	What challenges did you face during remote learning related to the learning material ?		√		
	What challenges did you face during the remote English teaching related to the learning activities ?		√		
	What challenges did you face during the remote English teaching related to method of teaching ?		√		
	What challenges did you face during the remote English teaching related to the media of learning ?		√		
	What challenges did		√		

	you face during the remote English teaching related the source of learning ?				
	What challenges did you face during the remote English teaching related to learning objectives ?		√		
	What challenges did you face during the remote English teaching related to the evaluation process ?		√		

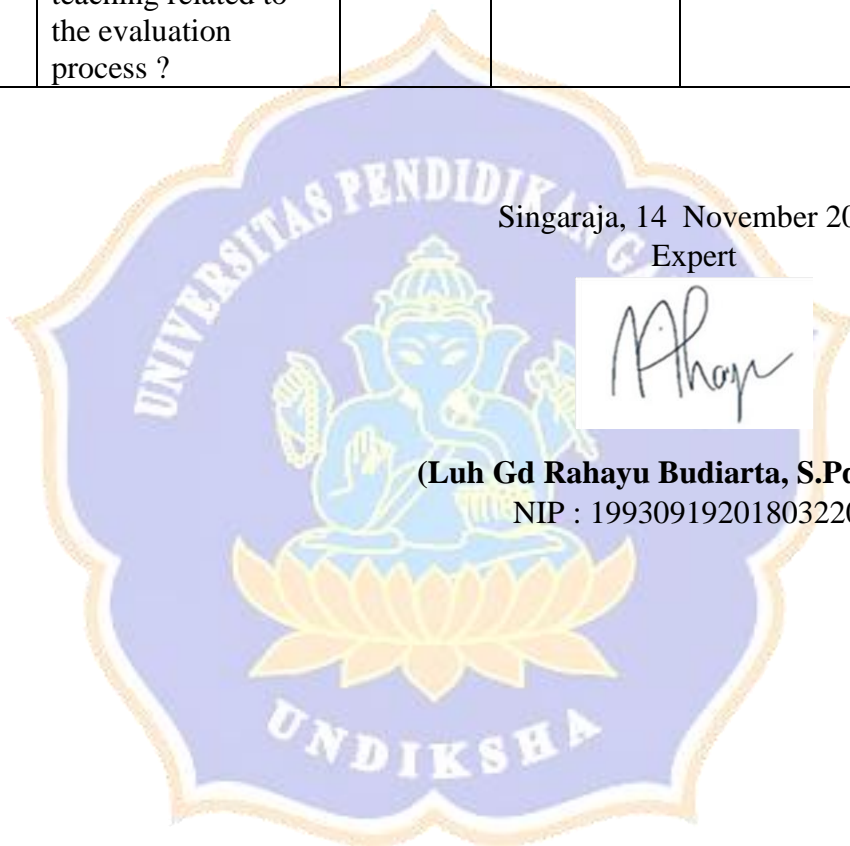
Singaraja, 14 November 2022

Expert



**(Luh Gd Rahayu Budiarta, S.Pd., M.Pd)**

NIP : 1993091920180322001



## Appendix 4. Research Instruments 1

### OBSERVATION SHEET

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude			
		The teacher advises the students			
		The teacher takes a lead and helps the students in the learning process.			
	Assessor (Harmer, 2001)	The teacher corrects the students mistake			
		The teacher tells the quality of the students score			
		The teacher assesses students assignment			
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.			
		The teacher conveys some information about class activities to the students.			
		The teacher arranges and put the students into groups or pairs.			
	Prompter (Harmer,	The teacher encourages			

	2001)	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 what to do next			
		The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process			
		The teacher prompts the student with information they have forgotten.			
	Participant (Harmer, 2001)	The teacher join students' activity as the participant			
	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.			
		The teacher explains additional information when students misunderstand.			
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually			
		Teacher explain the material for the students who have difficulties			
		Teacher ensure that			

		many individuals are seen in learning activity.			
	Observer (Harmer, 2001)	Teacher give and individual feedback to the students			
		Teacher investigate students performace in class			

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What are academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	Organization (Hughes, 1990)	Teacher manage the interaction with the students			
		Teacher giving instruction to the students			
		Teachers supervising the students			
		Teacher arrange the students and learning activities			
	Interrogation (Hughes, 1990)	Teacher asking question to obtain information, ideas, opinion and reason from the students			
		Teacher reply the question form students regarding the learning activity			
	Explanation (Hughes, 1990)	The teacher explain the material and give information related to the learning material			
		Teacher gives explanation or a verbal commentary accompaying pictures, slides and films			
	Interaction (Hughes,	Teacher maintain social relation such			

	1990)	as greeting, leaving, apologizing, thanking, congratulating.			
		Teacher gives students appreciation, pity, sympathy interest, surprise, anger, disappointment			

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?	Teacher (Hamruni, 2011)		
	Students (Hamruni, 2011)		
	Learning Material (Hamruni, 2011)		
	Learning Activity (Hamruni, 2011)		
	Method of teaching (Hamruni, 2011)		
	Media Of Learning (Hamruni, 2011)		
	Source of learning (Hamruni, 2011)		
	Evaluation (Hamruni, 2011)		

### INTERVIEW GUIDANCE

Research Question	Question	Answer
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	What are teachers' roles that you play during online learning activities?	
	How do you control learning activities as 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 performance that have been implemented?	
	How do you participate in learning activities so that learning activities run smoothly?	
	How do you provide information to students?	
	How do you guide students learning activities either as a group or individually?	
	How do you encourage students to participate in class and stimulate students to take a part in the learning activity?	
	How do you observe learning activities and ensure that all learning activities have gone according to plan?	
	What are academic language function that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	What do you usually say to manage the interaction during remote teaching ?
What kind of instruction do you convey to the student in the learning activities ?		
How do you arrange the student during learning activities?		
What do you usually say to manage your students during remote teaching?		
How do you give 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 explanation regarding the learning media (picture, slide, and film)?	
	What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities?	
	How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students?	
What are challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?	What challenges did you face during the remote English teaching related to the teacher abilities?	
	What challenges did you face during the remote English teaching related to the students abilities?	
	What challenges did you face during remote learning related to the learning material?	
	What challenges did you face during the remote English teaching related to the learning activities ?	
	What challenges did you face during the remote English teaching related to method of teaching ?	
	What challenges did you face during the remote English teaching related to the media of learning ?	
	What challenges did you face during the remote English teaching related the source of learning?	

	What challenges did you face during the remote English teaching related to learning objectives?	
	What challenges did you face during the remote English teaching related to the evaluation process?	

### Appendix 5. Result of Observation 1

#### TEACHER 1: MRS. ROSE

#### MEETING 1 MRS. ROSE TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<p>1. In meeting 1, especially in minutes 02:20, 03:37, 17:44, and 30:07 the teacher controlled students' behavior by reminding the pupil to mute the mic because there were still some students who have not muted their mic.</p> <p>2. At minutes 24:22, 26:42, 27:07, and 31:34 the teacher controlled the learning activity by asking the students to turn on their cameras and mentioned their names.</p>

			<p>3. At minute 29:47, the teacher controlled the students' progress whether they already made the assignment or not.</p> <p>4. At minute 30:38, the teacher controlled the students by forcibly choosing them and mentioning their names.</p>
The teacher advises the students	✓		<p>1. At minutes 18:02, and 18:39 the teacher reminds the students to join the breakout room in zoom.</p> <p>2. At minutes 21:10, and 25:10, the teacher advised the students in each room to make it through chat if students have difficulties interacting through zoom.</p> <p>3. At minute 32:58, the teacher asked the students to send the assignment through the chat, because the teacher could not hear clearly the students' performance.</p>
The teacher takes a lead and helps the students in the learning process.	✓		<p>1. Starting from minute 00:04, the teacher takes a lead in the learning activity by opening the activity with a greeting to</p>

				<p>the students.</p> <p>2. At minute 04:47, the teacher also takes a lead open the interaction with students by sharing a poll.</p> <p>3. At minute 18:03, the teacher took a lead in the learning process by starting to break the room for the students to start working in a group.</p>
Assessor (Harmer, 2001)	The teacher corrects the students mistake	✓	✓	
	The teacher tells the quality the of students score	✓		1. At minute 24:55, the teacher told the students the main point of the conversation which is giving and asking for suggestion and offer as well.
	The teacher assesses students assignment	✓		1. At minute 39:35, the teacher sent a poll for the students to choose the best conversation among all, and then followed with feedback from the teacher.
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how	✓		1. Starting from minute 15:27 to 17:11, the teacher generally gives

	students are going to do the activity.			instructions to students to make conversation containing Suggestions and Offers, and the idea will be about the video given previously.
	The teacher conveys some information about class activities to the students.	✓		<p>1. Starting from minute 02:30, the teacher delivered some information about the learning material as well as the kind of learning activity that is going to be done by the students, which was practicing the expression of <i>Suggestion and Offer</i> that will be done in group work.</p> <p>2. At minutes 17:21 to 17:38, the teacher gives specific information about the task to emphasize the instruction that has been given previously and make sure all the students already understand the material.</p> <p>3. At minutes 21:40, 24:46, 27:22, and 28:33 the teacher conveyed more information about the instruction</p>

	The teacher arranges and put the students into groups or pairs.	✓	<ol style="list-style-type: none"> <li>1. In minute 17:15, the teacher manages the students and put them in several groups which was done by using the breakout room in zoom.</li> <li>2. At minute 18:02, the teacher started to put the students into several rooms in Zoom.</li> <li>3. At minute 29:53, the teacher lets each group present the assignment that they already made.</li> </ol>
Prompter (Harmer, 2001)	The teacher encourages 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	✓	<ol style="list-style-type: none"> <li>1. At minute 04:50, the teacher encouraged the students to be active by sharing polling with the students in the chat feature which must be done within 5 minutes.</li> <li>2. Along with the polling chat, at minutes 06:54, 07:20, and 08:14 the teacher always stimulated the students to fill out the poll by mentioning the number of students who have done it.</li> <li>3. At minute 31:22, the teacher encouraged the students to present their</li> </ol>

				task, because there was no response from the students.
	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	✓		1. In minute 00:13, the teacher while opening the activity, gave suggestions to the students to be active in the learning process.
	The teacher prompts the student with information they have forgotten.	✓		1. In minute 03:24, the teacher stimulated the students by asking a general question about the learning material, such as “ <i>What are Offers and Suggestions?</i> ” which was already been discussed in the previous meeting.
Participant (Harmer, 2001)	The teacher joins the student’s activity as the participant	✓		1. At minutes 21:05, 24:03, 26:37, and 28:15 the teacher joins the breakout room with the students
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		1. In minute 02:47, the teacher shared the learning material (PowerPoint) with students as a resource for the learning activity, 2. In minute 03:55, the teachers give more explanation to the students’ answers as 3. In minute 10:19, the

				<p>teacher shares a video with the students which is the video will be the idea for the activity that will be done.</p> <p>4. At minute 14:34, the teacher explained more about the video given to the students, so that every student can understand the message of the video.</p>
	The teacher explains additional information when student misunderstand.	✓		Based on the observation in meeting 1, there were no students who misunderstood the learning material because the learning material had already been discussed in the previous meeting.
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	✓		
	The teacher explains the material to the students who have difficulties	✓		1. At minutes 21:34, and 24:38, the teacher explains the instruction to the students in groups to make sure they understand the task.
	The teacher ensures that many individuals are seen in the learning activity.	✓		1. At minutes 21:53, 25:20, 27:27, and 29:00 the teacher ensured the students they already



				understand the task, and let the students ask a question.
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		1. At minute 03:47, the teacher gave feedback or reply to the questions answered during the learning activity.
	The teacher investigates students' performance in class	✓		1. At minutes 21:05, 24:06, 26:34, and 28:22, the teacher observed the students' learning progress in making the task by joining each of breakout room.

### MEETING 1 MRS. ROSE ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		1. At minute 4:47, the teacher managed the interaction with the students by giving them polling in the chat box, so the students also can interact with each other, she said, "... <i>sebentar saya ada polling untuk</i>

			<p><i>kalian, I sent you a message in your chat, please open, I give you five minutes to do the polling...”</i></p> <p>2. At minute 29:56, the teacher managed the interaction with the students by asking one to two people from each group to present the assignment “...the room is yours, ayo siapa yang mau mempresentasikan, maybe 1 sampai 2 orang...”</p> <p>3. At minute 33:55, the teacher asked the students to speak louder so other students can hear the conversation “...please speak louder...”</p>
	<p>The teacher gives instructions to the students</p>	<p>✓</p>	<p>1. At minute 02:51, the teacher explained generally the instruction of the learning activity by saying “Later we will have a practice about suggestions and also offer, we will combine those expressions by</p>

			<p><i>making conversation”.</i></p> <p>2. At minute 03:18, the teacher also explained again generally the instruction in Bahasa Indonesia.</p> <p>3. Starting from minutes 15:43 to 17:10, the teacher gave instructions to the students for the assignment, she said “...<i>pretending that you are a backstreet couple and suggestions to your friends...</i>”</p> <p>4. At minute 17:21, the teacher explained again the instruction in Bahasa Indonesia to emphasize it for the students, she said “...<i>isi yang bercakap-cakap itu boleh 2,3, atau 4 orang it is up to you, in the end of this meeting we will do poll, yang mana percakapan yang paling bagus...</i>”</p>
	The teacher supervises the students	✓	1. Starting from 07:42 to 08:45, the teacher supervised the students

			<p>to fill out the poll by sharing the result polling, <i>“Okay, so this is the result, eleven students bilang dirinya lebih banyak minta saran ... still waiting for your response...”</i></p> <p>2. At minutes 21:05, 24:06, 26:37, and 28:28, the teacher supervised the students by joining each room and asking about students’ progress, she asked, <i>“...have you made your conversation?...”</i></p> <p>3. At minute 27:18 the teacher supervised students in group work, by asking about the progress of the task, during this part, she asked <i>“...have you made the conversation?...”</i></p>
	The teacher arranges the students and learning activities	✓	1. At minute 17:12, the teacher arranged the students by giving an explanation to the students, she said <i>“...saya akan membagi</i>

				<p><i>kalian menjadi empat kelompok...”</i></p> <p>2. At minute 17:55, the teacher started to break the room into four, “...okay I will break your now into four...”</p> <p>3. At minute 18:54, the teacher helped students who have not joined the group in zoom, she said “...apa bisa masuk? Okay kamu masuk room 4...”</p>
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		<p>1. At minute 03:25, the teacher asked a question to the students to obtain their idea, the question used Bahasa Indonesia, namely “<i>Apa itu offer?</i>”</p> <p>2. At minute 05:27, the teachers also ask questions to the students by giving them polling in the chat feature. The polling contained of two questions, namely “<i>Like asking for suggestions?</i>” or “<i>Like giving suggestions?</i>”</p> <p>3. At minute 09:01, the teacher asked the</p>

				<p>students about the polling result, because the result show more students prefer asking for suggestions, and then she asked, “...<i>why is that?...</i>”</p> <p>4. At minute 15:10, the teacher gave a question to students to obtain their idea about the video, “...<i>do you understand backstreet?...</i>”</p> <p>5. Starting from minute 21:00-28:00, the teacher while joining the room, the teachers also joined the students’ discussion, “...<i>kalian meminta saran sebagai pasangan yang backstreet...if you have any questions you can ask me...any questions?</i>”</p>
	The teacher replies to the question from students regarding the learning activity		✓	Based on the observation in meeting 1, there were no students who asked questions, so the academic language of this feature cannot be identified.
Explanation	The teacher explains the	✓		1. At minute 02:27, and

(Hughes, 1990)	material and gives information related to the learning material			<p>also starting from 03:48 to 04:22, while presenting the learning material (PowerPoint), the teacher also gave the explanation to the students related that such as in minuet 02:27, the teacher said <i>“So we are going to discuss Suggestions and Offer...It has been discussed in the previous meeting, so we move to the expression...”</i>.</p> <p>2. At minute 03:46, the teacher responded the students answer as feedback and explain the meaning of Offer <i>“Yes offer in Indonesia you can say saran or maybe nasihat, ini penjelasan dari offer. It is used for advice or recommendations to someone...”</i></p>
	The teacher gives an explanation or a verbal commentary accompanying pictures,	✓		1. Starting from minutes 03:56 to 04:18, the teacher gives a verbal explanation about the

	slides, and films			<p>power-point slide.</p> <p>2. Starting from minutes 05:42 to 05:50, the teacher gave a verbal explanation about the polling, she said, “...<i>I give you a question in the polling, my question is kalian tipe yang mana, kalian suka memberi saran atau kalian suka minta saran...</i>”</p> <p>3. At minute 08:54, the teacher gave verbal commentary about the result of the polling, “...<i>so the result is most of you like to ask for suggestions...</i>”</p> <p>4. At minute 14:36, the teacher gave a verbal explanation regarding the video, so the students can understand it, “<i>Have you seen the video just now? ...so the story was about backstreet...</i>”</p>
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving,	✓		1. In minute 00:04, the teacher greeted the student such as by



	<p>apologizing, thanking and congratulating.</p>		<p>saying “Good afternoon” and “<i>How are you?</i>”. The teacher said thank you to the students who already be able to attend the meeting.</p> <p>2. At minute 04:00, the teacher apologized because she read a mentioned wrong term, she said “<i>...sorry that was suggestions...</i>”</p> <p>3. At minutes 29:13 to 29:40, the teacher opened the activity again as a continuation of the learning activity, she said “<i>Hello good afternoon, thank you for attending this meeting, so we will continue the assignment that we have not finished yet...</i>”</p> <p>4. At minutes 33:12, 36:16, and 38:43, the teacher said thanking the students who already presented their task, for example “<i>...okay thank you for the first group...</i>”</p>
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				5. At minute 38:39, the teacher apologize to the students because the teacher forgot to unmute herself, she said <i>“Okay, maaf ya saya lupa unmute...”</i>
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		1. At minute 03:27, the teachers give feedback as appreciation to the student’s answer, she said <i>“...yes offer in Bahasa Indonesia is saran...”</i>

### MEETING 2. MRS. ROSE TEACHERS’ ROLES

Teacher’s Role	Teacher’s Learning Activity	The Researcher’s Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students’ behavior, language, attitude	✓		<p>1. At minute 00:25, the teacher controlled the students’ behavior by asking the students to turn on their cameras and mentioning the students’ names who have not turned on their cameras.</p> <p>2. At minute 06:08, because the students only remain silent and there were no</p>

				students who want to try to answer the question, the teacher mentioned randomly the students' names.
	The teacher advises the students	✓		<ol style="list-style-type: none"> <li>1. At minute 03:41, the teacher told the students to answer the question through column chat if there was any difficulty in answering it directly.</li> <li>2. At minute 15:16, the teacher asked the students to join each break-out room so every student can gather with their member group.</li> </ol>
	The teacher takes a lead and helps the students in the learning process.	✓		<ol style="list-style-type: none"> <li>1. At minute 00:18, the teacher took the lead in the opening activity by saying hello and greeting the students.</li> </ol>
Assessor (Harmer, 2001)	The teacher corrects the students mistake		✓	
	The teacher tells the quality the of students score	✓		<ol style="list-style-type: none"> <li>1. At minute 14:09, the teacher told the students points that student should be focused on in doing the assignment namely arranging the text, and</li> </ol>

				making one question as well as the answer.
	The teacher assesses students assignment	✓		1. At minutes 32:31 to 33:07, the teacher shared the correct answer by showing the whole paragraph of the text that is already arranged into the right form.
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓		<p>1. At minute 03:05, the teacher give instruction to the students to read the report text that has been shared by the teacher.</p> <p>2. At minute 12:56 the teacher explained what students are going to do after reviewing the learning material which is students need to work in groups.</p> <p>3. At minutes 13:29 to 14:21, the teacher also specifically explained the instruction of the task, which arrange the text into the right form and make a question as well as an answer to that question.</p> <p>4. At minute 34:02, the teacher gave instructions to the student to send the</p>

				next answer through the WhatsApp group because the time is already out.
	The teacher conveys some information about class activities to the students.	✓		<ol style="list-style-type: none"> <li>1. At minute 02:04, the teacher conveyed information about the class activities which reviewed the previous learning material.</li> <li>2. At minute 15:17, the teacher informed the students to join the breakout room.</li> </ol>
	The teacher arranges and puts the students into groups or pairs.	✓		<ol style="list-style-type: none"> <li>1. At minute 14:21, the teacher arranged and divided the students into four groups by using the break-out room.</li> <li>2. At minute 23:18, the teacher started to divide again the students into the break-out room, because previously there were some students who have not joined the room.</li> </ol>
Prompter (Harmer, 2001)	The teacher encourages students to participate or needs to make suggestions about how students may proceed in an	✓		<ol style="list-style-type: none"> <li>1. At minute 01:58, the teacher encouraged the students to respond to the question before starting the learning activity.</li> <li>2. At minute 03:35, the teacher stimulated the</li> </ol>

	<p>activity when there is a silence or when they are confused about what to do next</p>		<p>students to give more responses to the question given about the report text.</p> <p>3. At minute 05:23, the teacher encouraged the students to answer the question by guiding them and give hints for the students.</p> <p>4. At minute 06:47, the teacher stimulated the students to try answering the question given.</p>
	<p>The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process</p>	✓	<p>1. At minute 05:15, the teacher offered students plus points for the students who can answer the question that has been given by the teacher.</p> <p>2. At minute 08:53, the teacher offer opportunity for the students to make a question from the text with the purpose to understand the text and being involved in the learning process.</p>
	<p>The teacher prompts the student with information they have forgotten.</p>	✓	<p>1. At minute 02:08, the teacher stimulated the students so involved in the conversation by asking a general question for students, for example,</p>

				“...kita belajar apa di pertemuan lalu?...”
Participant (Harmer, 2001)	The teacher joins the student’s activity as the participant	✓		1. At minutes 15:20, 24:39 to 29:02, the teacher participated in each group to see their activity and discussion.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		1. At minutes 02:40, and 09:57 to 10:41 the teacher supplied the students with learning material namely PowerPoint about Report Text which has been prepared before. 2. At minute 07:09, the teacher gave additional information as feedback for the student’s answer. 3. At minute 32:47, while showing the correct answer to the students, she explained also the reason and connect it with the learning material.
	The teacher explains additional information when student misunderstand.		✓	
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties		✓	

	individually			
	The teacher explains the material to the students who have difficulties	✓		1. At minute 06:05, the teacher pointed out one student to answer the question, however, because the student cannot answer the question, the teacher gave hints to help the student answer the question
	The teacher ensures that many individuals are seen in the learning activity.	✓		1. At minute 14:03, the teacher makes sure that each group understand about the instruction that has been given before.
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		1. At minute 04:40, the teacher observed the replies from the students through the chat feature, and give feedback for the answers.
	The teacher investigates students' performance in class	✓		1. At minutes 09:16 to 09-42, the teacher observed the students' understanding, and asked them whether the students have any question or not. 2. At minutes 15:20, 24:39 to 29:02, the teacher observed the students in doing the assignment in each group.



## MEETING 2. MRS. ROSE ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		1. At minute 03:40, the teacher asked the students to answer the question through the chat column, so the teacher can the students' answers and interact with them, she said, "... <i>coba kalian tulis di kolom chat...</i> "
	The teacher gives instructions to the students	✓		<p>1. At minute 02:02, the teacher informed the general activity that will be conducted during the meeting, she said, "...<i>Ini saya cuma mengulang apa yang sudah kita pelajari...</i>"</p> <p>2. At minute 03:06, the teacher instructed the students to read and identify the text shared by the teachers, she said, "...<i>sekarang ada 2 teks, coba kalian baca teksnya...</i>"</p> <p>3. At minute 12:56, the teacher gave instruction to the students about the learning activity, she said,</p>

				<p>“...sekarang saya kasi tugas dan kalian akan saya bagi menjadi empat kelompok...”</p> <p>4. At 13:29 to 14:21, the teacher gave detailed information about the instruction assignment, she explained, “...jadi kalian mengurutkan teks acak, dan membuat satu pertanyaan dan juga mencari jawaban dari pertanyaan tersebut...”</p> <p>5. At minute 34:02, the teacher gave instructions to the student to send the next answer through the WhatsApp group because the time is already out, she said, “...Ulfa dan temen-temennya dan kelompok lain, apa pertanyaannya silahkan kirim melalui WhatsApp group karena waktunya sudah habis...”</p>
The teacher supervises the students	teacher the	✓		<p>1. At minute 03:58, the teacher supervised the students’ answers through chat feature, she said, “...saya lihat di chat jawabannya...”</p> <p>2. At minutes 15:20, 24:39 to 29:02, the teacher supervised the students in</p>

				doing the assignment in each group.
	The teacher arranges the students and learning activities	✓		<p>1. At minute 14:21, the teacher arranged and divided the students into four groups by using the break-out room, she said, “... <i>sekarang kalian akan saya bagi menjadi empat kelompok...</i>”</p> <p>2. At minute 23:18, the teacher started to divide again the students into the break-out room, because previously there were some students who have not joined the room, she said, “...<i>jadi saya bagi ulang ya, yang dapet undangan langsung klik aja, soalnya tadi beberapa masih ada yang tercecer...</i>”</p>
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		<p>1. At minute 01:41, the teacher first ask the students whether they have any question before the teacher start the learning activity, she asked, “...<i>okay sebelum saya mulai ada pertanyaan kah?...</i>”</p> <p>2. At minute 02:08, the teacher ask students whether they still remember the previous learning material or not, she</p>

			<p>asked, “...<i>kita mengulang aja, kita pertemuan lalu belajar tentang apa?...</i>”</p> <p>3. At minutes 03:15, while presenting the learning material, the teacher asked the students to get their opinion, she asked, “...<i>ada 2 teks ini, yang mana yang termasuk report text?...</i>”</p> <p>4. At minute 04: 55, the teacher asked to the students about their opinion, she asked, “...<i>mengapa teks orange yang termasuk report text?...</i>”</p> <p>5. At minutes 07:49, and 08:18 the teacher asked questions about the text to measure students’ understanding, for example, the first question is, <i>what is the Latin name of cat?</i></p> <p>6. At minute 09:17, the teacher make sure students understand by asking them, she asked, “...<i>okay ada pertanyaan?...</i>”</p> <p>7. At minute 13:17, the teacher asked the students to guess about the next activity, she asked, “...<i>kira-kira bisa</i></p>
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				<i>tebak gak apa kegiatannya kalau dikasi teks acak?...”</i>
	The teacher replies to the question from students regarding the learning activity		✓	
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<p>1. At minute 02:56, the teacher explained the PowerPoint material that is about Report Text, she said, “...<i>namanya juga report text, jadi ini seperti melaporkan sesuatu...”</i>”</p> <p>2. At minute 06:05, the teacher pointed out one student to answer the question, however, because the student cannot answer the question, the teacher gave hints to help the student answer the question “...<i>ayo, jangan malu-malu kucing, cobak diinget lagi ciri-ciri report text...”</i>”</p> <p>3. At minute 07:09, the teacher gave an explanation more as feedback to the student’s answer, she explained, “...<i>karena teks ini membahas kucing secara keseluruhan...”</i>”</p> <p>4. At minute 09:57 to 10:41,</p>

			<p>the teacher explained the learning material in the screen which is about general structure of report text, she explained, “...<i>jadi report text itu ada structurenya...classification nya membahas tentang sesuatu objek yang umum...</i>”</p> <p>5. At minute 10:44 to 12:14, the teacher explained about the language features of report text, she explained, “...<i>report text itu memakai simple present namanya...</i>”</p> <p>6. At minute 32:47, while showing the correct answer to the students, she explained also the reason and connect it with the learning material, she explained, “...<i>jadi ini general classification namanya, kalimat pembuka yang menjelaskan ciri-ciri umum objek...</i>”</p>
The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and	✓		1. At minute 24:05, the teacher gave the students picture of report text that was still in random order through WhatsApp group.

	films			
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓		<ol style="list-style-type: none"> <li>1. At minute 00:20, the teacher open the activity by saying hello and greeting the students, she said “<i>Hi, how are you today?...</i>”</li> <li>2. At minute 02:00, the teacher thanking students who already response to the question, “<i>...tidak?, okay terima kasih...</i>”</li> <li>3. At minute 06:40, the teacher apologized to the students because she cannot see the whole students’ faces through the screen, she said, “<i>...siapa yang ngomong tadi ya? maaf ini layar saya sedikit yang kelihatan...</i>”</li> <li>4. At minute 35:37, the teacher thanking the students for joining the class, and participate in class, she said, “<i>...bye-bye, terimakasih sudah mau join...</i>”</li> </ol>
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		<ol style="list-style-type: none"> <li>1. At minute 04:52, the teacher gave appreciation to the students by giving compliment the students’ answers, “<i>...okay semua text orange jawabannya, good...</i>”</li> </ol>

				<p>2. At minute 05:14, the teacher offer bonus point for the students as appreciation. “...<i>siapa yang mau jawab, dapet nilai plus...</i>”</p> <p>3. At minute 07:29, the teacher compliment the students by saying compliment for the students’ answer, she said, “...<i>good, thank you give applause for martha (name students)...</i>”</p> <p>4. At minutes 07:59, 08:43, the teacher appreciated the students by giving compliment as well to the students, for example, she said, “...<i>yes, that’s good...</i>”</p>
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### MEETING 1 & 2 MRS. ROSE, CHALLENGES IN REMOTE TEACHING

Teaching and Learning Components	Challenges	Notes
Teacher (Hamruni, 2011)	a. In meeting 2, the teacher had a bad connection so the teacher’s voice cannot be heard clearly.	The effect of this bad connection make the instruction is not clear, because during this part the teacher is explaining the instruction of the activity, and that makes the instruction not really



		clear, and the teacher needs to repeat it again.
Students (Hamruni, 2011)	<p><b>Meeting 1</b></p> <ol style="list-style-type: none"> <li>1. At minutes 02:26, and 17:42, the students sometimes forgot to unmute their mic and vice versa, so the teacher often reminds students to unmute the microphone.</li> <li>2. At minute 03:31, the teacher reviewed the previous material by asking "...<i>what is offer?</i>..." However, most of the students remained silent, and only one responded, which is a slow response.</li> <li>3. At minute 09:00, the teacher asked about the result polling, however, there were no students who respond it.</li> <li>4. At minute 32:09, the student had a connection problem so the student cannot join the conversation.</li> <li>5. At minute 04:47, the teacher gave polling to the students through chat, however because of a bad signal, the students slowly responded to the poll.</li> <li>6. At minute 31:13, the learning</li> </ol>	<p><b>Meeting 1</b></p> <ol style="list-style-type: none"> <li>a. The challenges are risked make the class noise because sometimes the teacher forgot to mute their mic while talking out of learning topic.</li> <li>b. The next challenge, the students seemed passive and lack of interest in participating the class. (<i>Used for the points 2,3,4,5,6</i>)</li> </ol>

	<p>activity was kind of slow as well as the students' response which make the learning</p> <p><b>Meeting 2</b></p> <p>a. At minute 03:35, the students gave a slow response to the teacher's question, then the teacher asked the students to write it through the chat column</p> <p>b. At minute 22:29, some students still have not joined the break-out room yet.</p>	<p><b>Meeting 2</b></p> <p>a. This challenge also showed that the students difficult to interact, thus the teacher advised to answer it through chat.</p> <p>b. This challenge made the teacher needs to arrange again the students and make sure that all students have got group during the meeting</p>
<p>Learning Objectives (Hamruni, 2011)</p>	<p>-</p>	<p>-</p>
<p>Learning Material (Hamruni, 2011)</p>	<p><b>Meeting 1</b></p> <p>1. At minute 00:50, there was a problem with sharing the PowerPoint, so it took time for students to see the learning material.</p> <p>2. At minute 10:21, the teacher gave a video to the students, the video given will be used for the theme of the conversation, however, because of the bad signal, the video cannot be played</p>	<p><b>Meeting 1</b></p> <p>a. A poor signal makes the learning material takes time to be seen and the teacher need to explain the video again (<i>Used for point a and b</i>)</p>

	properly.	
Learning Activity (Hamruni, 2011)	<p><b>Meeting 1</b></p> <p>1. At minute 04:47, the teacher gave polling to the students through chat, however because of a bad signal, the students slowly responded to the poll.</p> <p>2. At minute 31:13, the learning activity was kind of slow as well as the students' response which make the learning activity take more times</p>	<p><b>Meeting 1</b></p> <p>a. The slow responses in filling out the polling makes the learning activity took more time.</p> <p>b. The second challenge also showed the slow responses of students which make the learning activity required more time.</p>
Method of teaching (Hamruni, 2011)	-	-
Media Of Learning (Hamruni, 2011)	<p><b>Meeting 1</b></p> <p>a. At minute 29:10, because the teacher used Zoom, the time of learning activities is limited to 40 minutes and ends.</p>	<p><b>Meeting 1</b></p> <p>a. First the teacher needs to arrange the learning activity again from the start. The time limitation also prevents the teacher from fully observing the learning activity.</p>
Source of learning (Hamruni, 2011)	-	-
Evaluation (Hamruni, 2011)	-	-

## TEACHER 2: MRS. MAYA

## MEETING 1 MRS. MAYA TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<ol style="list-style-type: none"> <li>1. At minute 05:01, the teacher asked the students to turn on their mic, she said, <i>"turn on your audio please"</i></li> <li>2. At minute 03:50, the teacher checked the students whether they are already done filling out the attendance list or not. <i>"...have you done guys?..."</i></li> <li>3. At minute 12:10, the teacher also checked the students to make sure that the students can see the learning material. <i>"...all of you can see it? Bisa dilihat table nya?..."</i></li> <li>4. At minute 15:21, the teacher asked the question and choose directly the student to answer it. <i>"..., Okta (student' name), do you know?"</i></li> <li>5. At minute 16:33, the teacher pointed out some students to read the material.</li> <li>6. At minute 18:14, the teacher also pointed out the students to read the material.</li> <li>7. At minute 22:20, the teacher asked the students whether they already find the answer or not, because they only</li> </ol>

			<p>remained silent. "...<i>have you find it?...</i>"</p> <p>8. At minute 24:45, the teacher pointed out the student to answer the question. "...<i>how about Wina?...</i>"</p> <p>9. At minute 26:48-30:55, the teacher also pointed some student to read the material, for example, "...<i>next number two, please read the verb one Okta!...</i>"</p> <p>10. At minute 29:59, the teacher asked the student whether the student in the room or not, because the student give no response. "...<i>Anjas, are you here?...</i>"</p> <p>11. At minute 46:32, the teacher asked the students if they still in the room or not and asked to turn on the camera. "...<i>hello everyone, are you here? Ya turn on your camera please...</i>"</p>
The teacher advises the students	✓		<p>1. At minute 00:56, the teacher asked the students to check the attendance list that is already sent. "...<i>before we start the class, please check your absence on the google form that I sent it...</i>"</p> <p>2. At minute 21:53, the teacher informed the students to raise hands if they already find the answer. "...<i>if you already find it, raise your hand...</i>"</p> <p>3. At minute 39:38, the teacher told the students to inform the teacher if they have difficulties.</p>

				<p>“...if you have any question, unmute your audio, and asked to Miss...”</p>
	The teacher takes a lead and helps the students in the learning process.	✓		<ol style="list-style-type: none"> <li>1. At minute 00:12, the teacher took a lead in learning activity by opening the activity with greetings with the students.</li> <li>2. At minute 04:23, the teacher took a lead the students to pray together before they start the learning activity.</li> </ol>
Assessor (Harmer, 2001)	The teacher corrects the students mistake	✓		<ol style="list-style-type: none"> <li>1. At minute 22:57, the teacher corrected the students’ mistake which was in the pronunciation of the word as an example of verb 1.</li> <li>2. At minute 35:06, the teacher corrected the students’ answer because the students still have a misunderstanding about the question.</li> <li>3. At minute 25:41, the teacher also corrected the student’s pronunciation, when the student spell the word as example of verb 1.</li> </ol>
	The teacher tells the quality the of students score	✓		<ol style="list-style-type: none"> <li>1. At minute 37:38, the teacher gave information about the students to focus on the use of verb 1 in simple present tense in answering the question. “...jangan lupa untuk verb 1 nya, yang mana ditambahkan s, yang mana ditambahkan es, yang mana yang tidak ditambahkan s atau es, remember!...”</li> </ol>
	The teacher assesses students	✓		<ol style="list-style-type: none"> <li>1. At minute 32:15 to ..., the teacher was having</li> </ol>

	assignment			practice together with the students, and during that, the teacher directly assessed the students answer.
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓		<ol style="list-style-type: none"> <li>1. At minute 08:04, while explaining the material, the teacher give instruction to the students to read the example of simple present tense material.</li> <li>2. At minute 13:17, the teacher asked the students to give example of verb 1 used in simple present tense. <i>“...can someone give me the example of verb 1? Give me one example...”</i></li> <li>3. At minute 21:18, the teacher asked the students to find example of verbs that have ending “s” or “es”.</li> <li>4. At minute 32:19, the teacher gave instruction to the students to practice completed the sentence of simple present tense. <i>“...nah sekarang kita langsung praktekan apa yang sudah Miss jelaskan tadi...”</i></li> <li>5. At minute 36:23, the teacher informed the students to make practice again about simple present tense. <i>“...let’s we practice once again, all of you prepare your book, and your stationary, Miss will give you time fifteen minutes to change the sentence into positive, negative, and interrogative...”</i></li> <li>6. At minutes 37:12 to</li> </ol>

				39:20 , the teacher gave the example to the students about the task should be done.
	The teacher conveys some information about class activities to the students.	✓		1. At minute 6:32, the teacher conveyed some information to the students about the lesson during the meeting, she said, “... <i>that’s right, today we are going to learn about simple present tense...</i> ”
	The teacher arranges and put the students into groups or pairs.		✓	During the learning process, the teacher did not show any roles to arranges the students, because there was no activity in group or pairs.
Prompter (Harmer, 2001)	The teacher encourages 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	✓		1. At minute 06:16, the teacher stimulates the students by asking question. “... <i>so do you know what our lesson today?...</i> ”
	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	✓		1. At minute 17:41, the teacher gave a compliment to the students and applause because the student already answered the question rightly. 2. At minute 32:49, the teacher also gave compliments and thanked the students for answering the question.
	The teacher prompts the student with information they have forgotten.		✓	
Participant	The teacher joins the	✓		



(Harmer, 2001)	student's activity as the participant			1. At minute 04:58, the teacher join discussion by asking the students about some pictures related to learning material.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		<ol style="list-style-type: none"> <li>1. At minutes 06:54 to 11:22, the teacher provided the students explanation while showing learning material through PowerPoint specifically when simple present tense must be used.</li> <li>2. At minutes 11:31 to 16:02, the teacher continued the learning material by explaining general rules of the use of simple present tense and also the example of simple present tense.</li> <li>3. At minutes 16:07 to 20:49, the teacher gave the students the next learning material which is about the rules of the used "s" and "es" specifically by giving notes.</li> <li>4. At minutes 26:05 and 29:38, the teacher showed the table of verbs that can be added with "s" as well as "es"</li> <li>5. At minute 31:53, the teacher showed table also, with verb that end with "y"</li> </ol>
	The teacher explains additional information when student misunderstand.		✓	

Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	✓		<ol style="list-style-type: none"> <li>1. At minute 15:35, the teacher helps the student by guiding it to the answer, because the student has difficulty answering the question.</li> <li>2. At minute 18:37, the teacher pointed out one student to read the note, however, because she has difficulty in reading it, the teacher helped the students by guiding it. "...you can spell it..."</li> <li>3. At minute 23:35, the teacher helped the student to spell the word of "wish", as the example of word that can be added with "es". "...for the wish, we spell it like w, i, s, h..."</li> </ol>
	The teacher explains the material to the students who have difficulties	✓		
	The teacher ensures that many individuals are seen in the learning activity.	✓		
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		<ol style="list-style-type: none"> <li>1. At minutes 05:17 to 05:50, the teacher asked the students to answer the question while also observing what's the students answer. "...he is eating? Eating what?..."</li> <li>2.</li> </ol>
	The teacher investigates students' performance in class	✓		<ol style="list-style-type: none"> <li>1. At minutes 32:27 to..., the teacher observed the students' comprehension by asking the students to directly answer some questions.</li> <li>2. At minute 39:12, the teacher checked the students by asked a question whether the</li> </ol>

				students already understand the instruction or not. "...you got it?..."
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### MEETING 1 MRS. MAYA ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		<p>1. At minute 04:23, at the beginning before the teacher started the learning activity, the teacher asked the students to pray together. "...and now don't forget to pray before we start the lesson, together, please take your position, and sit down nicely, Miss will lead the pray..."</p> <p>2. At minute 47:53, the teacher asked the students to pray together before she close the activity. "...before we close the class, let's we pray once again, have a seat please, and be in a good position..."</p>
	The teacher gives instructions to the students	✓		<p>1. At minute 00:50, the teacher gave instruction to the students to fill in the attendance list in the chat column. "...before we start the class, please check your absence on the google that I sent it..."</p> <p>2. At minute 08:04, while explaining the material, the teacher give instruction to the students to read the</p>

				<p>example of simple present tense material. "...<i>can you read this sentence?...</i>"</p> <p>3. At minute 13:17, the teacher asked the students to give example of verb 1 used in simple present tense. "...<i>can someone give me the example of verb 1? Give me one example...</i>"</p> <p>4. At minute 16:30, the teacher gave instruction to the students to read note of learning material. "...<i>maybe Melda has problem for the connection, how about you Tiara? Can you help me to read this?...</i>"</p> <p>5. At minute 18:14, the teacher also pointed out the students to read the material. "...<i>Indri, are you Indri? Can you help me to read this note...</i>"</p> <p>6. At minute 32:19, the teacher gave instruction to the students to practice completed the sentence of simple present tense. "...<i>nah sekarang kita langsung praktekan apa yang sudah Miss jelaskan tadi...</i>"</p> <p>7. At minute 36:23, the teacher informed the students to make practice again about simple present tense. "...<i>let's we practice once again, all of you prepare your book, and your stationary, Miss will give you time fifteen</i>"</p>
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				<i>minutes to change the sentence into positive, negative, and interrogative...”</i>
	The teacher supervises the students	✓		1. At minutes 02:46 and 03:52 the teacher supervised the students by asking whether they did fill in the attendance list. “...have you done?...”
	The teacher arranges the students and learning activities		✓	
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		<p>1. At minute 4:52 to 06:14, the teacher asked a questions to the students for obtaining the pupils’ opinion about the pictures show in the PowerPoint, she asked, “...so now before we start the lesson, I want to all of you, to look at this picture. What do you think about this picture guys?...”</p> <p>2. At minute 06:19, the teacher asked the students to guess what kind of lesson that will be learnt. “...based on these three picture you seen... do you know what our lesson today?...”</p> <p>3. At minute 07:18, the teacher also asked question to discover students’ idea, she asked, “...when we use simple present tense? Do you know?...”</p> <p>4. At minutes 07:52 to 10:30, in the middle of explaining the material, the teacher actively asked question to the</p>

			<p>students, for example, “...do you know what is facts in Bahasa?...”</p> <p>5. At minutes 15:15, the teacher asked a question about simple present tense to discover the students’ ideas. “...when we add s or es?...”</p> <p>6. At minute 17:00, the teacher asked the students about the meaning of the learning material. “...artinya? Do you know? Ada yang tau artinya di Bahasa Indonesia ?...”</p> <p>7. At minute 22:21, the teacher asked the students whether they already find the answer. “...have you find the verbs that we can add “es” for the end?...”</p> <p>8. At minute 23:41, the teacher asked question to the students about the students’ answer. “...berarti ada dua huruf yang kita tandai, what is that?...es? no, it’s sh, berarti kita bias tambahkan “s” atau “es”?...”</p> <p>9. At minute 26:09, the teacher asked a question to the students about the table shown in the screen. “...what is the last letter here?...”</p> <p>10. At minute 33:13, the teacher asked the students why the student choose B as the answer. “...why B?...”</p> <p>11. At minute 47:36, the teacher asked a question to make sure that</p>
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				students is clear with the information that is given by the teacher. <i>"...now before Miss close the class, do you have any question?..."</i>
	The teacher replies to the question from students regarding the learning activity		✓	
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<ol style="list-style-type: none"> <li>1. At minutes 06:54:11:22, the teacher explained the learning material to the students which is about Simple Present Tense, she explained, <i>"...look at this (learning material)" we use the simple present to talk about facts, habits, feeling and emotions, and general truth..."</i></li> <li>2. At minutes 11:31 to 16:00, the teacher continued the explanation about the general form and also the example of Simple Present Tense. <i>"...we are going to focus to learn about simple present tense, look at this the formula..."</i></li> <li>3. At minutes 16:07 to 20:50, the teacher gives an explanation about the rules the used of "s" and "es" in the simple present tense. <i>"...we add "s", when we talk about for the verbs, when talk about the third person..."</i></li> <li>4. The teacher informed the student to spell the word of "wish", as an example of word that can be added with "es".</li> </ol>

				<p><i>“...for the wish, we spell it like w, i, s, h...”</i></p> <p>5. At minutes 26:05 and 29:38, the teacher explained more specifically the table of “s”, and “es”, for example: <i>“...let’s see the table here...when the last letter is consonant letter atau huruf mati we just add “s”...</i></p> <p>6. At minute 31:49, the teacher explained the table of verbs that end with “y” and how it changes if it is used in simple present tense. <i>“...special for the “y” ending, ... change it with the letter “i” and you have to add it with “es” ...”</i></p>
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		<p>1. At minutes 04:59 to 06:17 ..., the teacher gave verbal comments to the students answer while the teacher showing some pictures to the students. <i>“...what do you think about this picture?...he is eating?...”</i></p>
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓		<p>1. At minutes 09:00-00:43, the teacher gave some greetings for the students as the opening activity, she said, <i>“Hello good afternoon everybody, how are you today? Have you got your lunch?...”</i></p> <p>2. At minute 4:20, the teacher thanking the students for joining the class, she said, <i>“...welcome to our class</i></p>



			<p><i>in this afternoon, thank you so much for join”</i></p> <p>3. At minute 21:09, the teacher thanking the students for responding the question. “...enough? Thank you...”</p> <p>4. At minute 39:32, the teacher thanking the students after explaining the instruction to the students. “...okay? Thank you...”</p> <p>5. At minute 46:47, the teacher said sorry to the students because the time is already out. “...so sorry to say that, because the time is already run out, let’s we continue for the next meeting...”</p> <p>6. At minute 47:19, the teacher closed the activity by saying thank you to the students. “...thank you so much for you attention, don’t for get to join again for the next meeting, ya?”</p> <p>7. At minute 48:08, the teacher thanking the students for joining the class. “...thank you so much guys, and see you, bye-bye, thank you so much...”</p>
	<p>Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment</p>	<p>✓</p>	<p>1. At minute 17:43, the teacher gave compliments to the student who already answered the question. “...ya, that’s right Okta, give applause to you friends...”</p> <p>2. At minutes 32:50, 33:33, the teacher gave</p>

				applause as appreciation for the students who already answer the questions right. “...that’s correct (applause), thank you...”
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## MEETING 2 MRS. MAYA TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<ol style="list-style-type: none"> <li>1. At minute 01:16 and 01:33, the teacher controlled the students by asking whether they already done making the previous assignment.</li> <li>2. At minute 13:56, the teacher controlled the students by mentioning the students who already joined the quizzes.</li> <li>3. At minute 23:32, the teacher asked the students whether they already finish or not.</li> <li>4. At minute 28:16, the teacher informed the students stay in the quizzes while waiting the other friends.</li> </ol>
	The teacher advises the students	✓		<ol style="list-style-type: none"> <li>1. At minute 17:47, some students still have difficulty in joining the quizzes, the teacher decided to start right away the quiz, and advised for those who haven't join can join it later.</li> <li>2. At minute 24:20, the teacher informed that students must finish the quiz</li> </ol>

				within five minutes.
	The teacher takes a lead and helps the students in the learning process.	✓		<ol style="list-style-type: none"> <li>1. At minute 00:07, the teacher started and take a lead in the learning activity by doing greeting with the students.</li> <li>2. At minute 00:47, the teacher also took a lead in starting the class activity with praying.</li> <li>3. At minute 38:26, the teacher close the activity with praying and thanking the students.</li> </ol>
Assessor (Harmer, 2001 )	The teacher corrects the students mistake	✓		<ol style="list-style-type: none"> <li>1. At minute 07:29, the teacher corrected the students' mistake with the use of do and does for third person singular.</li> </ol>
	The teacher tells the quality the of students score	✓		<ol style="list-style-type: none"> <li>1. At minute 13:26, the teacher informed the students the main focus of the material about the quizzes.</li> </ol>
	The teacher assesses students assignment	✓		<ol style="list-style-type: none"> <li>1. At minute 03:25, the teacher showed the answer for the number one to the students.</li> <li>2. At minutes 03:52 to ..., the teacher with the students assessed the previous assignment.</li> <li>3. At minute 04:27, the teacher asked the students whether their answer is already correct or not.</li> <li>4. At minute 30:46, the</li> </ol>

				<p>teacher showed the students answer, so they can know which answer is right or wrong.</p> <p>5. At minute 31:01-36:18, the teacher assessed the answers with the students.</p>
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓		<ol style="list-style-type: none"> <li>1. At minute 03:59, the students gave instructions to some students to read their answers.</li> <li>2. At minutes 04:24, 06:38, 08:05, and 09:14 the teacher asked the students to check their answers if it is correct or not.</li> <li>3. At minute 12:12, the teacher instructed the students to prepare their quizzes app.</li> <li>4. At minute 12:41, the teacher asked the students to join quizzes game while also presenting the code number for quizzes.</li> </ol>
	The teacher conveys some information about class activities to the students.	✓		<ol style="list-style-type: none"> <li>1. At minute 12:01, the teacher informed the students that the class activity will move to quizzes.</li> <li>2. At minute 36:48, the teacher informed the students about an activity they are going to have for the next meeting.</li> </ol>
	The teacher arranges and put the students into groups or pairs.		✓	

<p>Prompter (Harmer, 2001)</p>	<p>The teacher encourages 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</p>	<p>✓</p>		<p>1. At minutes 28:30-28:44, the teacher encouraged one student to answer the quiz slowly even though the other friends already finished the quizzes.</p>
	<p>The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process</p>	<p>✓</p>		<p>1. At minute 10:21, the teacher gave a compliment to a student who already answered the question right. 2. At minute 11:53, the teacher gave applause to the students as appreciation. 3. At minute 30:18, the teacher gave congratulation students who got high scores. 4. At minutes 30:48, and 36:22, the teacher complimented again the students for answering all the quizzes.</p>
	<p>The teacher prompts the student with information they have forgotten.</p>	<p>✓</p>		
<p>Participant (Harmer, 2001)</p>	<p>The teacher joins the student's activity as the participant</p>	<p>✓</p>		<p>1. At minute 04:01 to 11:45, the teacher took a part in the learning activity by discussing the answer together with the students.</p>

Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		<ol style="list-style-type: none"> <li>1. At minute 03:15, the teacher shared the PowerPoint again to the students and showed the task of the previous meeting.</li> <li>2. At minute 11:13, the teacher gave explanation to the students why the answer is used verb 1 added with s.</li> </ol>
	The teacher explains additional information when student misunderstand.		✓	
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	✓		<ol style="list-style-type: none"> <li>1. At minute 16:20, a certain student has difficulty to joined the quizzes, then the teacher helped read the number code for the student.</li> </ol>
	The teacher explains the material to the students who have difficulties		✓	
	The teacher ensures that many individuals are seen in the learning activity.		✓	Coba cari pada saat assess the quizzes
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		<ol style="list-style-type: none"> <li>1. At minute 31:01, the teacher while assessing the answers with students together, she also observing the students' response and give feedback to the students.</li> </ol>
	The teacher investigates students' performance in class	✓		<ol style="list-style-type: none"> <li>1. At minute 18:20-36:18, the teacher was observing the students' performance in answering the quiz through the screen.</li> </ol>

## MEETING 2 MRS. MAYA ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		1. At minute 00:47 and 38:12, the teacher leads the pray together with the students. <i>"...we have to pray together first, to all of you have a seat please and be in a good position, I will lead the praying..."</i>
	The teacher gives instructions to the students	✓		1. At minutes 03:59, 06:38, 08:05, 09:14, the students gave instruction to some students to read their answers, for example: <i>"...number two, please read you answer Oka!..."</i> 2. At minute 04:24, the teacher gave instruction to the students after the answer is announced. <i>"...for all of you, another students, check your answer please!..."</i> 3. At minute 12:01 to, the teacher informed the students with the learning activity. <i>"...okay let's move to the quizzes game, everybody prepare your quizzes please..."</i> 4. At minute 12:41,



				<p>the teacher asked the students to join quizzes game while also presenting the code number for quizzes. “...<i>please join the quizzes game with this code...</i>”</p> <p>5. At minute 17:47, some students still have difficulty in joining the quizzes, the teacher decided to start right away the quiz, and advised for those who haven't join can join it later. “...<i>while wait the others to join the quizzes, let we start right now ya, nanti yang belum bias masuk bisa join ulang, okay?...</i>”</p> <p>6. At minute 23:32, the teacher asked the students whether they already finish or not. “...<i>for others please finish the quiz in five minutes...</i>”</p> <p>7. At minute 28:16, the teacher informed the students stay in the quizzes while waiting the other friends. “...<i>for the other please wait your friend while finish the quizzes, thank you...</i>”</p> <p>8. At minute 36:48, the teacher</p>
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				<p>informed the students about an activity they are going to have for the next meeting. <i>"...for next meeting, you have the exam about simple present, and this is th exam. Miss will share it on class group for the next meeting, prepare yourself, and don't forget to practice again about simple present tense..."</i></p>
	The teacher supervises the students	✓		<p>1. At minute 13:56, the teacher supervised the students by seeing how many members who already joined the quizzes. <i>"...okta already join..."</i></p> <p>2. At minute 18:22, the teacher supervised the student score while also presenting it to the students.</p>
	The teacher arranges the students and learning activities		✓	
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		<p>1. At minute 01:16, the teacher controlled the students by asking whether they already done making the previous assignment. <i>"...so, have you done make your task? The last task</i></p>

				<p><i>everybody?...”</i></p> <p>2. At minute 04:27, 06:38 the teacher asked the students whether they have same answer or not. <i>“...check you answer please, it is correct?...”</i></p> <p>3. At minute 08:17, the teacher asked a question to make sure the students’ answer. <i>“..Doni cooks or cook?...”</i></p> <p>4. At minute 10:54, the teacher asked a question to measure the students’ understanding. <i>“...why do we use does not? Why not do not?...”</i></p> <p>5. At minute 23:32, the teacher asked the students whether they already finish or not. <i>“...Okta finish? Risma also?...”</i></p>
	The teacher replies to the question from students regarding the learning activity		✓	Based on the observation, there was no students who asked questions to the teacher so, this particular category of academic language cannot be identified.
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<p>1. At minute 03:25, the teacher showed as well as explained the answer for the number one to the students. <i>“...let’s discuss it one by one, for the first, “saya makan nasi</i></p>

			<p><i>goreng di kantin". For the positive sentence is I eat friend rice in cafeteria..."</i></p> <p>2. At minute 03:54, the asked the students to read their answer while also assessing the students task, and gave explanation about it. "...number two please read your answer Okta!..."we are study at the library, good for the positive sentence..."</p> <p>3. At minute 06:12, the teacher explained the answer as feedback. "...you can use room or bed room boleh yang mana aja..."</p> <p>4. At minute 11:13, the teacher explained to the students why the answer is used verb 1 added with s. "...because the subject is he, and then the verb 1 is added "s" in the ending..."</p>
	<p>The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films</p>	<p>✓</p>	<p>1. At minute 13:26, the teacher informed the students the material about the quizzes. "...the quiz is still about the simple present, just answer the question by choose the correct</p>

				<i>answer... ”</i>
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓		<p>1. At minute 00:07 to 00:16, the teacher opened the activity by saying hello and doing greeting with the students. <i>“Hello, good afternoon everybody? How are you today?”</i></p> <p>2. At minute 00:29, the teacher also greeted the students by asking their readiness. <i>“...before we start the class, have you get your lunch?... ”</i></p> <p>3. At minute 08:00, 09:09, the teacher thanking the students for answering the question number 3. <i>“..okay thank you Risma...”</i></p> <p>4. At minute 30:18, the teacher gave congratulation for students who got high scores. <i>“...yey congrats for Risma for the first winner, the second place is Melda, third place is Okta, once again give applause to your friends everybody...”</i></p> <p>5. At minute 38:30, the teacher closed the activity by thanking the students. <i>“...thank you so much for today guys, have a nice day, bye-bye...”</i></p>

	<p>Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment</p>	✓	<ol style="list-style-type: none"> <li>1. At minute 10:21, the teacher gave compliment for a student who already answered the question right. <i>"...okay, that's good..."</i></li> <li>2. At minute 11:53, the teacher gave applause to the students as appreciation. <i>"...okay thank to all of you, give applause to your friends please..."</i></li> <li>5. At minute 28:30-28:44, the teacher expression of sympathy to one student and informed her to answer the quiz slowly even though the other friends already finished the quizzes. <i>"...be careful to answer the question Wina, you have two minutes again, just relax and enjoy..."</i></li> <li>6. At minute 30:48, 36:22, the teacher gave appreciation for students because they already finish the quiz. <i>"...really great job to all of you.."</i> and <i>"...wow nice everybody you did a great job..."</i></li> </ol>
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### MEETING 1 & 2 MRS. MAYA CHALLENGES IN REMOTE TEACHING

Teaching and Learning Components	Challenges	Notes
Teacher	-	-
Students	<p><b>Meeting 1</b></p> <p>1. At minute 30:00, the students gave slow response to the teacher.</p> <p><b>Meeting 2</b></p> <p>1. At minute 17:42, some students have difficulty in joining the quizzes because of having bad connection.</p>	<p><b>Meeting 1</b></p> <p>1. During the learning activity, the teacher pointed out students to answer, however, the students gave slow response in answering teacher.</p> <p><b>Meeting 2</b></p> <p>1. During this challenges many students were having trouble connection which made the teacher have to wait some students to join Quizzes</p>
Learning Material	-	-
Learning Activity	-	-
Method of teaching	-	-
Media of Learning	<p><b>Meeting 1 &amp; 2</b></p> <p>1. The use of media zoom that still have limited time, which become obstacle in the learning media</p>	<p><b>Meeting 1 2&amp;</b></p> <p>1. The limitation time makes the learning activity also become limited</p>
Source of learning	-	-
Evaluation	<p><b>Meeting 1</b></p> <p>1. At minute 46:47, the teacher cannot finished the assessment because of limited time</p>	<p><b>Meeting 1</b></p> <p>1. This challenges make the assessment activity is continued in the next meeting.</p>

## Appendix 6. Result of Interview 1

### TEACHER 1: MRS. ROSE

#### Interview:

1. **What are the teachers' roles that you play during online learning activities?**

✚ When I teach online, I tend to understand their needs first, after I understand whatever their needs are, then I'll be their assistant in learning. For example, if they don't know how to log in, then I will help them. So, call myself as their friend, but when teaching online, that function cannot fully maximize because our capable in teaching them one by one, so only students who are active chatting me. I feel that my function as their friends is not really maximum because some students are active, and some students are not.

2. **What roles that you play dominantly in remote teaching? (Additional Questions)**

✚ For role that I dominantly play, I think I tend to motivator roles karena tanpa dikasi motivasi yang banyak mereka gak akan mau aktif terutama pas online. Then, for resource itu karena koneksi jadi suara saya kadang nggak terlalu didengar, jadi pada saat menjelaskan materi harus ada panduan seperti PPT. Untuk facilitator dalam learning, ada tetapi belum maksimal dan lebih maksimal dengan chat pribadi atau personal contact, karena again terkadang hanya beberapa siswa saja yang sinyalnya bagus jadi lebih chat pribadi.

3. **How do you control learning activities as well as students during the learning process?**

✚ I control the activity; first I prepare the lesson plan so that the students should be active in learning. First stick to the plan, stick to the learning objective untuk learning activities. And for the students is by asking them to turn on the camera, asking them to use uniforms, and calling their names during the learning process. Tapi masalahnya adalah sinyal, saya satu semester cuma maksimal melaksanakan zoom cuman 2 kali.

4. **How the teacher takes a lead in the learning activity? (Additional Questions)**



✚ Karena sudah ada jadwal, biasanya saya itu mengirimkan seperti link sehari sebelumnya saya kirimkan, lalu me remind murid, seperti inget yaa besok kita jadwalnya zoom, jadi stand by cari sinyal yang bagus. Tapi ada saja yang berasalasan gak ada sinyal. Paling banyak 2 kali zoom.

5. **How do you organize learning activities and students in class?**

✚ Because I only meet them twice in a semester, like I said I taught them personally when online learning, so in the google classroom I sent the material there, the assignment, dan assignment nya itu beberapa dikirim ke google classroom beberapa dikirim ke whatsapp. Dan mereka itu konsultasi nya langsung personal-personal gitu kemudian ngirim video ke YouTube. Sebelum kegiatan pembelajaran saya juga memberikan instruksi kepada mereka beserta tujuan pembelajaran. Dan biasanya pake 2 bahasa, atau pernah saya mengirimkan fully in English lalu saya minta siswa nya langsung translate, atau saya pernah juga memberikan tugas who wants to translate this, jadi mereka semua mentranslate menggunakan google translate walaupun masih agak berantakan. Yang hasil bahasanya bagus atau gak kaku, saya kasi apresiasi.

6. **Does the teacher inform the students about the activity of class that will be conducted (Additional Questions)?**

✚ Iyaa, sama sekalian saya kirim video biasanya. Misalnya, kita akan belajar recount text hari ini, recount text itu ngomongin tentang kegiatan di masa lalu dan dia berurutan lalu saya kirim video sebagai contoh dan juga penjelasan. Beberapa kadang saya ngambil di YouTube dan juga terkadang buat sendiri.

7. **How do you evaluate the learning activities and student performance that have been implemented?**

✚ Ketika saya performance yang saya nilai, saya langsung kasi feedback langsung setelah mereka performance. Misalnya saya ngasi tugas performances, saya suka meranking performance mereka sebagai penyemangat tetapi sebenarnya itu tidak terlalu bagus. Dan saya umumkan ke angkatan untuk hasilnya itu, terus cara saya memastikan performance nya itu ditonton oleh setiap siswa. Saya meminta siswa untuk vote performance

mana yang bagus lalu, hasilnya itu saya umumkan ke setiap kelas. Yang malas-malas tidak saya umumkan di setiap kelas.

**8. Does the teacher remind the students to focus on certain criteria in making assignment? (Additional Question)**

✚ Iyaa saya kasi tau biasanya apa yang saya nilai, biasanya 3 hal yang saya nilai, contohnya dalam membuat video seperti kontennya, pronunciation nya. Dan saya juga meremind mereka bahwa ketepatan tugas juga saya nila jadi walaupun mereka bagus kalo telat berkurang nilainya.

**9. How do you participate in learning activities so that learning activities run smoothly?**

✚ I have to participate actively, contohnya misalnya breakout room dalam zoom saat membagi kelompok misalnya, saya berusaha muncul di setiap grup, karena ada siswa yang reluctant untuk bicara, yang enggan atau masih malu dalam mengemukakan pendapat, jadi benar harus ditanya satu-satu. Kalau di whatsapp grup misalnya, saya ikut aktif dalam percakapan di WA atau dalam diskusi. Kalo dia tugas pribadi saya personal contact.

**10. How do you provide information to students?**

✚ By giving information in WA group (more efficient), dan juga memberikan informasi melalui GC, dan jika mereka memerlukan informasi yang lebih lanjut lagi maka saya akan memberikan informasi melalui grup lagi atau PC. Tetapi jika ada beberapa siswa yang menanyakan pertanyaan yang sama, maka saya akan focus memberikan informasi melalui WA group

**11. Have there ever been incidents where students did not understand the material? (Additional Question)**

✚ Pernah dulu pas di awal-awal karena saya tidak memberikan contoh, makanya kalua sekarang saya ngasi tugas, misalnya membuat menceritakan kegiatan mereka, atau membuat video. Jadi harus disediakan contoh mereka langkah-langkah nya bagaimana baru mereka mengerti, supaya tidak ada yang salah konsep. Karena tanpa contoh itu tidak mengerti mereka.

**12. To search for material, is it provided by the teacher or are students required to find material on their own? (Additional Question)**

✚ Kadang saya nyiapin, kadang saya minta siswa untuk mencari sendiri. Misalnya saya sediakan cuman 1 video saja, lalu untuk materi tambahan saya meminta siswa untuk mencari video-video atau materi yang sesuai dengan topik.

**13. How do you guide students learning activities either as a group or individually?**

✚ Karena saya jarang zoom, jadi apakah mereka grup atau sendiri, sebenarnya orang yang bertanya itu-ituh aja. Jadi berusaha menjawab dengan memberikan petunjuk-petunjuk kepada siswa yang bertanya, untuk lebih mengerti tugas atau materi yang diberikan. Kesulitannya cenderung di bagian sinyal, sedangkan untuk siswa karena saya cenderung memberikan tugas project, jadi permasalahan banyak muncul di proses. Selanjutnya, untuk tugas kelompok juga, di pembagian kelompok saja banyak terjadi masalah seperti ada saja siswa yang tidak dapat kelompok. Jadi saya harus membagi sendiri kelompok di kelas. Lalu jika ada siswa yang tidak aktif, saya bertanya terlebih dahulu ke siswa yang lain untuk menghubungi, kalau tidak ada respon baru saya yang turun sendiri menghubungi siswa secara langsung

**14. How does the teacher know which students understand and which do not?**

**(Additional Question)**

✚ Di online itu, kehadiran saja sudah menjadi nilai plus, kadang mereka di online asalkan selalu hadir dan tugas selalu dikumpul maka tidak masalah. Tetapi ini justru menjadi kelemahan pembelajaran online, bahwa di pembelajaran online kita kurang bisa mengetahui betul mana siswa yang betul-betul bisa dan mana siswa yang kurang, kecuali dilihat performance mereka, seperti speaking dll. Maka dari situ dapat diketahui kemampuan siswa. Oleh karena itu, penting memberikan tugas yang beragam, karena dari situ kelihatan kemampuan siswa. Jadi dengan tugas yang bervariasi disitu bisa kelihatan.

**15. When students have problems, how do teachers encourage students?**

**(Additional Question)**

✚ Saya sering memuji siswa nya dulu, jadi walaupun pekerjaan siswa tersebut bisa dikatakan kurang, tetapi berikan apresiasi dulu pekerjaan siswa dan

siswa karena sudah mau mencoba dsb baru diberikan feedback yang membangun. Contohnya: “Ini sebenarnya sudah bagus, tetapi cobak kamu buatnya seperti ini, kamu mampu sebenarnya

**16. How do teachers deal with students when online learning does not respond?**

**(Additional Question)**

✚ Mentioned mereka di grup, kalau biasanya di zoom tidak ada, saya langsung beritahu lewat zoom. Sedangkan untuk siswa yang tidak mengumpul tugas saya kirim ke grup kelas ke semua grup kelas, untuk memberikan efek jera.

**17. How do you encourage students to participate and take a part in the learning activities?**

✚ Untuk meng encourage siswa, saya biasanya memberikan mereka media yang menarik, kayak gambar gitu. Saya juga kasih apresiasi biasanya sama siswa yang sudah mau jawab.

**18. How do you observe learning activities and ensure that all learning activities have gone according to plan?**

✚ Kalau saat proses pembelajaran, from the respon, apakah respon siswa sesuai atau bagus. Jadi saya kasi pertanyaan ke siswa, kalau mereka banyak yang bisa atau banyak yang raised hand berarti saya simpulkan mereka sudah mengerti. Lalu untuk kegiatan pembelajaran dilihat dari hasil nilai mereka, kalau banyak yang remidi berarti saya gagal. Jadi saya introspeksi diri, mungkin saya ngejelasin kurang bagus, atau mungkin materi yang monoton misalnya terus dari youtube saja dan sebagainya.

**19. What do you usually say to manage the intraction during remote teaching?**

✚ Saya biasanya call the name, atau mention mereka. Makanya saya mewajibkan siswa untuk menggunakan nama asli. Kalo di zoom juga, saya menyuruh siswa untuk membuka kamera dan untuk mngetes understanding mereka, I'll ask some question, dan ini saya lakukan tidak hanya di akhir, tetapi di tengah proses pembelajaran. Misalnya, pas saya jelasin saya langsung tunjuk siswa untuk mengetes understanding mereka.

**20. What kind of instruction do you convey to the student in the learning activites?**

✚ Biasanya saya kasi tau aja langsung mereka sebelum mulai kegiatan, dan itu tidak full dalam Bahasa Inggris, jadi saya campur biasanya dengan Bahasa Indonesia.

**21. How do you arrange the student during learning activities?**

✚ Kalau di Zoom saya biasa pakai break-out room, terus kalo untuk di WhatsApp, saya biasanya suruh mereka untuk buat grup sendiri-sendiri, terus saya join di masing-masing grupnya itu.

**22. What do you usually say to manage your students during remote teaching?**

✚ Saya biasanya memberikan informasi ke murid, contohnya misalnya nanti perhatikan akan Miss berikan pertanyaan tentang materi ini, jadi saya remind muridnya untuk open the camera dan memperhatikan materi karena nanti akan diberikan sedikit tes untuk assess students' understanding.

**23. How do you give questions to students so students can convey their answers, opinions or reasons?**

✚ Kalo di zoom biasanya susah karena kendala sinyal, kemudian cara saya biasanya memberi pertanyaan agar siswa mau menjawab adalah dengan memberi tahu bahwa pertanyaan itu tes, kalo saya gak kasi tau itu tes, murid terkadang merasa malas untuk menjawab dan gak terlalu antusias untuk menjawab. Soalnya mereka punya stereotypes kalo bhs inggris itu susah. Misalnya saya kasi informasi atau pertanyaan ke siswa, jadi saya beri challenge untuk siswa seperti “siapa yang bisa mentranslate pertanyaan ini ke bahasa indonesia yang baik dan benar, akan saya berikan nilai khusus atau nilai plus” Jadi saya selalu memberikan apresiasi di setiap kesempatan, agar siswa mampu mengutarakan pendapat mereka.

**24. How do you answer the question from students during teaching and learning activities?**

✚ Kalo saya tanya dulu apa yang mereka lakukan, jadi saya tanya dulu apa yang sudah mereka lakukan, atau usaha mereka untuk menjawab pertanyaan siswa. Misalnya, “Buk gimana caranya buat teks deskriptif?” Padahal saya sudah menjelaskan generic structure, tetapi kamu udah liat gak? Di lks juga sudah ada, apa sudah dibaca atau belum? Jadi kalo saya gak langsung jawab, tetapi saya pandu atau arahkan untuk mendapatkan jawaban dari pertanyaan tersebut.

**25. What do you say when you explain certain material or theories to students?**

- ✚ Dengan power point atau saya explain sendiri sama juga saya melempar pertanyaan ke siswa.

**26. How do you usually provide explanation regarding the learning media (picture, slide, and film)?**

- ✚ Jenis materi video iya, atau power point juga iya, dan terkadang saya suruh mereka untuk nyari website atau informasi sendiri juga bisa. Kalau menurut saya power point yang lebih engaged, karena kalo saya kasi link dari youtube saya gak yakin baca, harus ada kegiatan penyerta untuk mereka untuk melakukan tugas yang diberikan.

**27. What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities ?**

- ✚ Menyebut siswa itu, dan memberikan congratulation contohnya, saya kasi data nilai/score, saya tandai orang tersebut, dan saya mentioned lagi, lalu saya kasi ucapan selamat “Congratulation for ...” Saya gak segan untuk bilang terima kasih untuk bilang, karena kita belajar Bahasa Inggris, jadi masih dibawa untuk express feeling itu penting. So giving appreciation dgn kata2 iya, dan juga announcing to everyone. Misalnya siswa yang paling bagus saya kirim ke semua grup, jadi pengumumannya itu sekalian ke 1 angkatan, kalau yang jelek juga begitu. Jadi biar ada motivasi mereka untuk maju

**28. How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students?**

- ✚ Kalo apresiasinya saya langsung memuji siswanya, kalo simpati saya cenderung chat pribadi atau personal contact. Jadi saya telfon siswanya untuk siswa yang bandel, saya usahakan untuk bisa ngobrol sama mereka. Tetapi kita juga gak bisa nuntut mereka, harus ketahui dulu masalah mereka.

**29. What challenges do you face when carrying out teacher roles in the classroom? (Additional Question)**

- ✚ Untuk challenges menurut saya kalo online itu pastinya sinyal yang jadi tameng, sama perbedaan kadang ada siswa yang terlalu jauh kemampuan siswa, tetapi itulah pentingnya differentiated instruction, jadi kita

menyesuaikan instruksi sesuai dengan kondisi siswa. Bahkan ada siswa yang belum bisa baca, jangankan Bahasa Inggris, Bahasa Indonesia saja dia masih terbata-bata.

**30. How do you overcome these obstacles? (Additional Question)**

- ✚ Nah untuk mengatasi perbedaan kemampuan siswa ini, siswa yang kurang sering kali udah menjudge diri mereka tidak bisa dan akhirnya mereka gak ngumpul tugas, jadi akhirnya kita juga yang harus menghubungi. Contohnya misalnya siswa yang gak bisa baca, jadi saya berikan tugas khusus yang cenderung lebih mudah

**31. What do you usually do to prevent and minimize the obstacles that exist when implementing the teacher's roles in the classroom? (Additional Question)**

- ✚ Remind the students to stick to the rule, misalnya pengumpulan tugasnya inget tanggal segini ni, jadi saya kayak meremind mereka terus untuk deadline pengumpulan tugas itu.

**32. What challenges did you face during online learning related to teacher ability? (Additional Question)**

- ✚ Kadang saya merasa pembelajaran saya itu-itu aja kalau online, sama cara manage waktu apalagi ketiga siswa nya itu ada masalah signal jadinya pembelajaran terutama di meeting lewat zoom, makanya saya lebih nyaman lewat pembelajaran lewat whatsapp grup atau mungkin Google Classroom, karena pembelajaran yang lewat zoom atau meet itu kayak merasa gak kondusif malah. Dan sejauh ini bisa memanfaatkan media teknologi tetapi saya rasa kurang maksimal saya memanfaatkan itu karena mereka beralasan sinyal, jadinya zoom atau meeting gak terlalu saya pakai, Cuma saya pakai untuk mengetahui wajah siswa aja saya pakai itu.

**33. What challenges do students face during online learning? (Additional Question)**

- ✚ Mereka juga kayak ngeles gitu, alasannya sinyal selalu. Maaf bu, saya gak denger sinyal jelek. Besides that, when I try to contact the passive students, some students are ignorant. Jadi tidak semua siswa mau aktif menghubungi

saat mengalami kesulitan, yang akhirnya berdampak pada proses pembelajaran mereka.

**34. What challenges did you face in achieving learning objectives during distance learning?**

✚ Saya usakahan pasti tercapai maksudnya saya ngajar itu saya memang nyampain tujuannya apa. Kita juga dikasi silabus yang disederhanakan sekali, misalnya dari 5 pasang itu, kayaknya cuman jadi 2 pasang. Penyesuaiannya itu datang dari pemerintah dan membantu banget.

**35. What challenges did you face related to learning materials during distance learning?**

✚ Kebanyakan masalahnya itu, siswa pada saat online terkadang hanya mempunyai paket khusus chat saja, jadi karena hal tersebut ada siswa yang terkendala mencari materi tambahan. Kita juga sebagai guru tidak bisa memaksa karena keadaan siswa memang seperti itu. Terus kalau mereka tidak punya paket, terkadang siswa hanya mencari lewat buku yang mereka punya saja.

**36. What challenges did you face regarding learning activities during distance learning?**

✚ Kebanyakan respon siswa itu mengeluh, banyak yang mengeluh karena kurang mengerti dengan instruksi, jadi saya di breakout room terkadang menjelaskan lagi intruksi agar mereka lebih mengerti jadi it spent time. Dan banyak juga waktu terbuang untuk menunggu respon siswa berbicara pada saat online, sehingga personal contact saat online ini sangat penting dilakukan

**37. What challenges did you face related to the method of learning during distance learning?**

✚ Saya sering pakai metode tanya jawab abis itu kalau kerja klp saya sering pakai peer teaching gitu, jadi siswa saya usahakan campur kemampuannya tapi itu bisa terlaksana kayak di smt 2 gitu, karena saya udah tahu kemampuan mereka siswa jadinya peer teaching nya enak, cuman bisa juga si kalau udah tau banget siswanya, kayak penilaian satu dua kali tu biasanya udah ketahuan kalo di Bahasa Inggris. Kalau untuk zoom/ google meet



biasanya, karena itu jarang-jarang jadinya metode yang saya pakai itu, kalau saya pakai klp, saya pakai break-out room, kemudian kendala nya itu sinyal lagi.

**38. What challenges did you face related to the media of learning during distance learning?**

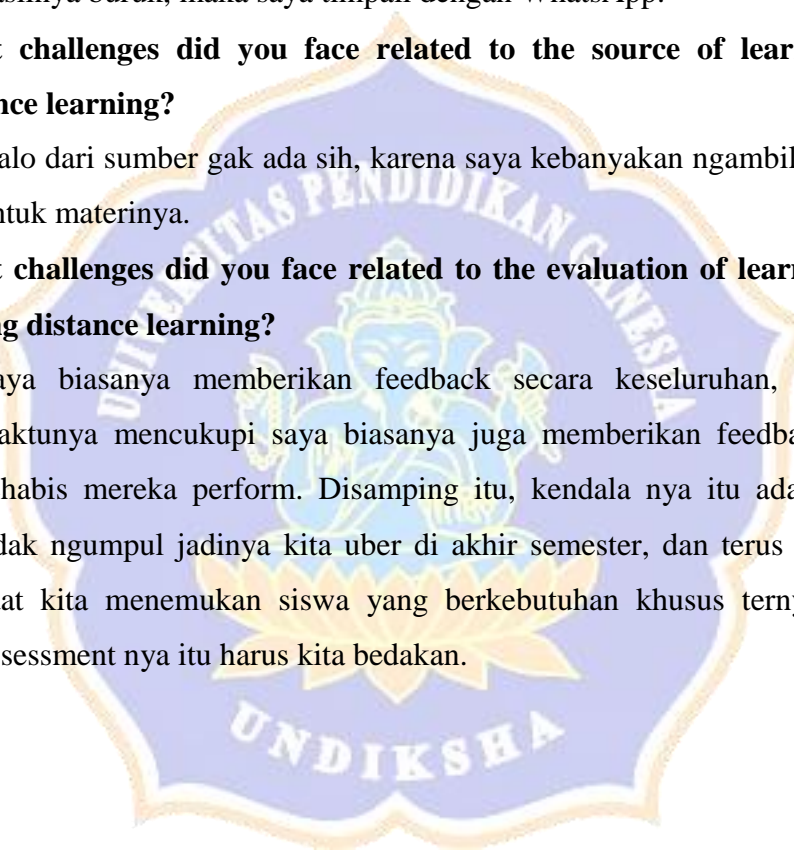
- ✚ Sebenarnya lebih gampang mengontrol di WhatsApp, karena di zoom kebanyakan permasalahan sinyal. Atau bahkan kadang mereka memberikan respon yang lebih cepat melalui WhatsApp. Jadi karena di zoom sering kali hasilnya buruk, maka saya timpali dengan WhatsApp.

**39. What challenges did you face related to the source of learning during distance learning?**

- ✚ Kalo dari sumber gak ada sih, karena saya kebanyakan ngambil dari internet untuk materinya.

**40. What challenges did you face related to the evaluation of learning activity during distance learning?**

- ✚ Saya biasanya memberikan feedback secara keseluruhan, tetapi kalau waktunya mencukupi saya biasanya juga memberikan feedback langsung sehabis mereka perform. Disamping itu, kendala nya itu ada siswa yang tidak ngumpul jadinya kita uber di akhir semester, dan terus kendala juga saat kita menemukan siswa yang berkebutuhan khusus ternyata, jadinya assessment nya itu harus kita bedakan.



## TEACHER 2: MRS. MAYA

Interview:

**1. What are teachers' roles that you play during online learning activities?**

✚ Okay, so I think in online learning, I play some roles such as as motivator, facilitator, and leader while in the class, however Miss merasa belum maksimal karena banyak kendala yang dihadapi saat online

**2. How do you control learning activities as well as students during the learning process?**

✚ Kalo untuk mengontrol kegiatan dan siswa nya itu yang pertama, I think I need to absent all the student that attend my class, jadi saya tau siapa yang tidak hadir pada saat kegiatan, terus saya juga biasanya kasi tau mereka untuk open camera jadi saya bisa lihat wajah2 mereka. Saya juga suka kadang nunjuk siswa gitu, atau gak saya suruh mereka raise hand biar mereka mau fokus ke materi

**3. How do you organize learning activities and students in class?**

✚ Kalo untuk organize di kelas itu saya biasanya pertama saya pasti infoin ke mereka tentang kegiatan apa yang akan dilakukan, jadi mereka ada bayangan mau ngapain selama di kelas, terus saya juga pastiin kalo mereka itu ngerti dengan arahan yang saya kasi.

**4. How do you evaluate the learning activities and student performance that have been implemented?**

✚ Terus untuk evaluasi ya, saya biasanya pake aplikasi gitu kayak Google Classroom atau gak quizzes, jadi langsung disitu nanti ngasih feedback ke mereka, tapi kadang juga di zoom bisa ngasih feedback langsung juga, tergantung kegiatan dan sisa waktu yang ada pas itu

**5. How do you participate in learning activities so that learning activities run smoothly?**

✚ Kalo untuk participate, saya pasti berusaha untuk terlibat sebanyak mungkin ya, misalnya pas di break out room gitu, saya pasti join satu satu biar bisa lihat progress mereka, kadang juga ikut diskusi jadi saya nanya sama sekalian kasi feedback ke mereka.

**6. How do you provide information to students?**

✚ Kalo untuk materi campur-campur sih biasanya, saya kasi ppt juga, kadang saya kasi video. Jadi bervariasi gitu, tergantung jenis materi nya. Pasti saya kasi penjelasan terkait dengan materi nya itu, karena kalo gak siswa gak akan mengerti apalagi pas online

**7. How do you guide students learning activities either as a group or individually?**

✚ Kalo untuk guide siswa nya itu biasanya saya kasi arahan langsung aja, jadi misalnya saya kasi hints tentang materi mereka, kayak materi application letter gitu misalnya, jadi saya kasi tau mereka ciri-ciri ny, biar mereka bisa nebak jenis surat apa itu

**8. How do you encourage students to participate and take a part in the learning activities?**

✚ Saya biasanya itu biar mereka mau berpartisipasi saya berikan mereka bonus point biasanya, dan yakinkan juga mereka bahwa gak apa salah, yang penting sudah mau berpartisipasi.

**9. How do you observe learning activities and ensure that all learning activities have gone according to plan?**

✚ Saya biasanya observe itu dengan lihat hasil mereka misalnya lewat quizzes gitu, terus juga lewat respon mereka pada saat di kelas. Kalo mereka banyak yang aktif atau nilai mereka tinggi artinya mereka udah ngerti

**10. What do you usually say to manage the intraction during remote teaching ?**

✚ Untuk manage interaksi mereka, saya biasanya buat simple question gitu, pertanyaan nya kayak berdasarkan apa yang sudah mereka pelajari. Terus saya juga kadang kasi gambar terkait dengan materi, atau saya langsung suruh mereka raise hand. Atau kalo udah gak ada yang mau saya tunjuk siswa nya langsung

**11. What kind of instruction do you convey to the student in the learning activities ?**

✚ Kalo instruksi menyesuaikan dgn kegiatan biasanya, misalnya mereka belajar simple present, saya suruh misalnya mereka cari contoh kalimat langsung jadi beda beda tiap kegiatan

**12. How do you arrange the student during learning activities ?**

✚ Kalo untuk arrange biasanya pas di break-out room baru bisa jadi saya bagi kelompoknya pake itu

**13. What do you usually say to manage your students during remote teaching ?**

✚ Biasanya saya langsung bilang aja ke mereka kegiatan di kelas nanti ngapain, contohnya melakukan interview singkat, jadi tergantung kegiatan juga

**14. How do you give questions to students so students can convey their answers, opinions or reasons ?**

✚ Saya biasanya nanya ke mereka untuk stimulate pemahaman mereka, jadi nanti pertanyaan itu beragam tergantung materi, jadi dari itu saya bisa tahu pemahaman mereka sudah sampe sejauh mana. Dan saya akalin biasanya, saya kasi tau mereka dulu, misalnya kayak nanti yang bisa jawab, akan dapet bonus point' gitu. Kalau kayak gitu baru mereka ada lah semangat untuk menjawab, apalagi misalnya kalo gak dikasi tau, kebanyakan siswa pasti akan males untuk jawab

**15. How do you answer the question from students during teaching and learning activities?**

✚ Kalo untuk ini, saya jawab aja langsung, biasanya si berusaha menjawab dengan simple tetapi mengena dengan pertanyaan mereka

**16. What do you say when you explain certain material or theories to students ?**

✚ Kalo penjelasan pasti saya kasi ya, jadi biasanya saya kasi materi disamping itu, saya juga kasi penjelasan ke mereka, contohnya misalnya materi simple present tense gitu, saya jelasin apa itu simple present, kegunaannya untuk apa gitu

**17. How do you usually provide explanation regarding the learning media (picture, slide, and film) ?**

✚ Saya kasi langsung aja kasi mereka, paling sering gambar si, biar materinya jadi menarik dan gak monoton, kalo ake media gitu, kegiatannya juga bisa bervariasi

**18. What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities ?**

✚ jadi biasanay untuk menyapa atau greeting the students, ya saya seperti biasa menyapa siswa, seperti good morning how are you, saya juga berusaha

melakukan interaksi sebanyak mungkin dengan siswa, sehingga mereka merasa dihargai selama Zoom, dan bila saya ada kesalahan juga saya gak segan untuk mengatakan maaf kepada siswa

**19. How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students ?**

✚ Kalo saya berusaha untuk ngasi apresiasi sebanyak mungkin si, karena itu penting banget biar siswa nya mau enjoy kegiatan, terus ngedorong mereka biar mau ikut gitu di kelas, ngasi apresiasi itu ya dengan ngasi pujian ke siswa misalnya kayak, good job, congratulation dan sebagainya.

**20. What challenges do you face when carrying out teacher roles in the classroom?**

✚ Jadi untuk kendala selama online, yang pastinya sinyal dikarenakan banyak siswa yang rumahnya bisa dibilang jauh atau terpencil jadi mereka banyak kendala sinyal saat pembelajaran kalo melalui zoom.

**21. How do you overcome these obstacles?**

✚ Untuk mengatasi problem sinyal biasanya saya sediakan mereka alternatif kegiatan yang lain, jadi misalnya pada saat zoom mereka gak bisa komunikasi karena sinyal, saaysuruh mereka lewat chat aja

**22. What do you usually do to prevent and minimize the obstacles that exist when implementing the teacher's roles in the classroom?**

✚ Cara saya mencegah nya itu paling dengan menginfokan dulu ke mereka jadi mereka sudah ada persiapan, contoh misalnya saya kasi tau mereka bahwa kegiatannya akan memakai quizzes misalnya jadi saya suruh mereka untuk menyiapkan aplikasi nya, dan cari sinyal yang stabil.

**23. What challenges did you face during online learning related to teacher ability? (Additional Question)**

✚ Kalo untuk guru, kalo saya untuk penggunaan IT tidak ada kendala tetapi penggunaan aplikasi tersebut yang terdapat seperti sinyal yang kurang memadai.

**24. What challenges do students face during online learning (Additional Question)**

✚ Selain sinyal ya, menurut saya pas online siswa cenderung lebih pasif selama mengikuti pembelajaran karena pembelajaran nya itu online, dan banyak juga siswa yang seperti mengabaikan penjelasan guru, dan untuk mengatasi itu saya harus lebih banyak stimulate siswa nya misalnya memberikan bonus point atau pertanyaan, jadi siswa tetap ada berpartisipasi selama pembelajaran

**25. What challenges did you face in achieving learning objectives during distance learning? (Additional Question)**

✚ Untuk learning objectives nya sendiri saya rasa tidak ada, karena dari pemerintah juga sudah memberikan lesson plan yang sesuai dengan keadaan selama COVID, sehingga saya rasa untuk learning objectives bisa tercapai, tetapi karena kita menggunakan system online, tentu waktu untuk mencapai learning objectives nya itu berbeda dengan offline.

**26. What challenges did you face related to learning materials during distance learning? (Additional Question)**

✚ Sebenarnya tidak ada kendala yang begitu berarti ya, tapi mungkin dari hal mempersiapkan materi nya seperti Power Point itu, saya perlu waktu untuk menyiapkan materi, karena kalo secara langsung kan bisa pakai LKS, tetapi kalo online saya harus nyiapin materi lewat Power Point, atau saya juga kadang cari di internet untuk materi tambahan

**27. What challenges did you face regarding learning activities during distance learning? (Additional Question)**

✚ Kalo untuk learning activity sendiri, balik lagi ke keadaan karena online jadi sinyal itu sering kali tidak memadai, jadi pas memberikan activity ke siswa, mereka merespon nya lambat atau mereka enggak dengar instruksi dan itu memakan waktu yang lumayan pas kegiatan pembelajaran berlangsung.

**28. What challenges did you face related to the method of learning during distance learning? (Additional Question)**

✚ Saya rasa saya focus untuk lebih explain secara sendiri karena pas online, agak susah untuk meminta mereka menjelaskan materi, namun agar siswa juga ada partisipasinya saya juga biasanya memberikan questions terkait dengan materi yang saya berikan

**29. What challenges did you face related to the source of learning during distance learning? (Additional Question)**

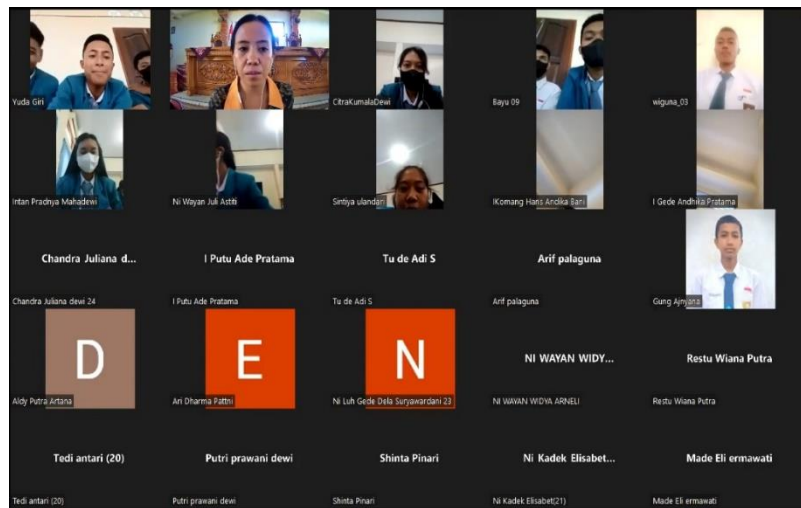
- ✚ Jadi dari sumber pembelajaran itu sendiri, karena kalo untuk saya sumber mengajarnya itu dari LKS sudah bisa mengajar siswa, dan dari internet pun sudah banyak ada untuk materi2 yang saya ajarkan ke siswa

**30. What challenges did you face related to the evaluation of learning activity during distance learning? (Additional Question)**

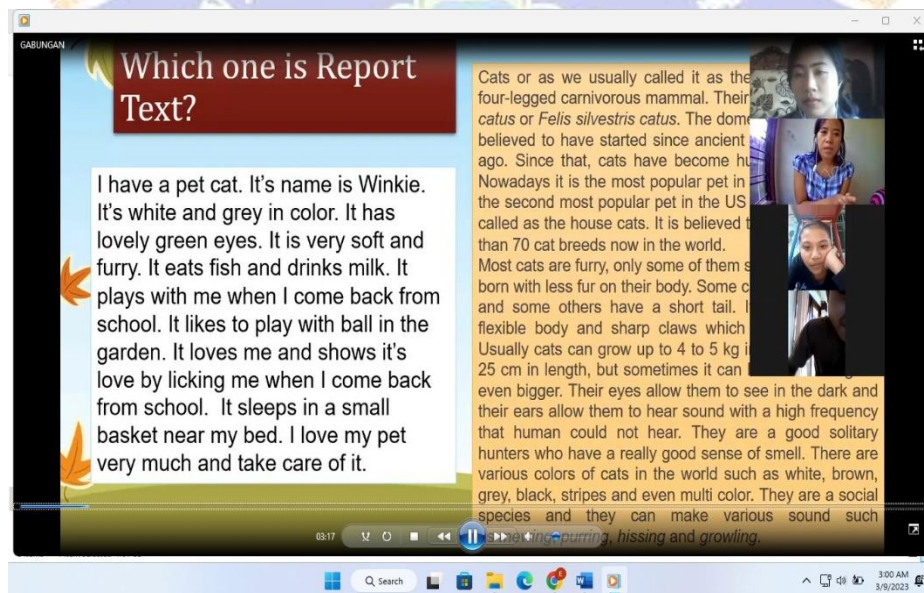
- ✚ Kalo untuk di evaluasinya kendala dari pengumpulan tugas siswa itu sendiri, jadi susah untuk mengevaluasi tugas mereka, karena siswa banyak yang mengirim tugas terlambat, dan untuk memberikan feedback langsung juga menurut saya terkendala, karena kita dibatasi dengan waktu yang terbatas jadi untuk memberikan feedback ke satu2 siswa itu susah.



## Appendix 7. Screenshot of Activity



Picture 1. Mrs. Rose Learning Activity (Meeting 1)



Picture 2. Mrs. Rose Learning Activity (Meeting 2)





Picture 3. Mrs. Rose Learning Activity (Meeting 1)

Change the following sentences into positive, negative, interrogative sentence

1. Saya makan nasi goreng di kantin
2. Kami belajar di perpustakaan
3. Santi membersihkan kamar tidurnya
4. Doni memasak sup ayam di dapur
5. Adik saya menulis surat untuk ayah

Picture 4. Mrs. Rose Learning Activity (Meeting 1)



Picture 5. Interview with Mrs. Rose through Zoom



Picture 6. Interview with Mrs. Maya through WhatsApp

## RIWAYAT HIDUP PENULIS



Penulis merupakan seorang perempuan bernama Ni G. A. Made Ari Dharma Pattni, yang merupakan anak kedua dari pasangan I Gusti Putu Suryantara, S.Sn. dan Dra. Ni Wayan Sri Mayuni. Penulis lahir pada 1 Mei 2001 dan memiliki seorang kakak laki-laki yang bernama I Gusti Ngurah Yogi Jana Pria. Penulis beralamat di Banjar Dinas Antap Dajan Telabah, Desa Antap, Kec. Selemadeg, Kab. Tabanan. Penulis telah menyelesaikan Pendidikan di jenjang sekolah dasar pada tahun 2013, di SD Negeri 1 Antap. Setelah itu, penulis melanjutkan sekolah menengah pertama di SMP N 1 Bajera pada tahun 2016. Selanjutnya, SMA N 1 Selemadeg menjadi pilihan penulis untuk melanjutkan pendidikan dan lulus pada tahun 2019. Setelah itu, penulis melanjutkan pendidikan ke perguruan tinggi negeri di Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris.

