

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 Laman: fbs.undiksha.ac.id

Nomor: 708/UN48.7.1/DT/2022 10 Maret 2022

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:

: Ni Gusti Ayu Made Ari Dharma Pattni Nama

NIM : 1912021220 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2021/2022

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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,

Dewa Putu Ramendra, S.Pd., M.Pd. SNIP. 197609022000031001

Tembusan:

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

Appendix 2. Bluprint 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	Resea	arch Q	uestion	Theory	Note			
1	What		teachers'	Harmer (2001)	Teacher role : a. Controller (Controls students)			
	remote	teachi	ng at the		behaviour, language, and attitude. Advises students.			
	level	at	school Tabanan		takes the lead and helps			
	regency	y?			b. Organizer (Give instruction on			
				ADIKS	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			

			to particpate in class. Offer
			words or phrases to stimulate
			studenta and prompt the
			students with the information
			they have forgotten)
			b. Participant (Engage in
			students'activity. Participate
			with the students)
			c. Resource (Supply the
			information and the explanation
			about the material. Provide
		SENDING	needed information by
	1	V8 LEWALDINI	explaining the materials when
	(49)		students missunderstand)
			d. Tutor (Help students one by one
			when they have difficulties.
			Explain the material to the
		The state of the s	students who have diffiulties
			and ensure all students are seen
		7666(1)))	in the learning activity)
			e. Observer (Give an
		Day	individualfeedback and
		NDIKS!	investigate students inclass)
2	What are the	Hughes (1990)	Academic Languange Function:
	academic language		a. Organization: The language of
	function that use to		organizing is used to direct and
	support teachers' roles		to manage the interaction
	in remote teaching in		between a teacher and his/her
	senior high school at		students. It can involve several
	Tabanan regency?		sub-functions such as giving
			instruction, sequencing and
Ī	İ	1	supervision.

			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.
			c. Explanation: The language of
			explaining is used in the
			occasions where a teacher needs
			to make his/her students
		SWNDIDE	translate, paraphrase,
	77.	8 LEVALDITAL	summarize, define, or make
	(4)		correction. For the teacher, it is
			a language to give information
			related to people, places and
			events, or a verbal commentary
		The same	accompanying pictures, slides
			and films.
			d. Interaction: The language of
			interacting here is mostly about
		Da	the use of expressions to: 1)
		ADIKS	Maintain social relations such
			as greeting, leaving,
			apologizing, thanking,
			congratulating, etc. 2) Indicate
			appreciation, pity, sympathy,
			interest, surprise, anger,
			disappointment,etc
3	What are challenges	Hamruni (2011)	There are several components of
	faced by teachers in		teaching and learning namely,
	playing their roles		students, teacher, learning
	1	1	

during remote	objective,	learning	mater	rial,
teaching at the senior	learning	activities,	method	of
high school level at	teaching,	media of lea	rning, sou	ırce
Tabanan regency?	of learnin	g and evalua	tion.	



Appendix 3. Result of Expert Judgements 1

EXPERT JUDGEMENT CONTENT VALIDITY FORM

1ST 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

Observation Sheet for Observing the Teachers' Role

S	tatement In	Observation Sheet	,		Jud	ge's Comme	nts
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note
What are	Controller	The teacher					
411	(Harmer,	controls			$\sqrt{}$		
teachers'	2001)	students'	m	200	A STATE OF THE PARTY OF THE PAR		
roles	11/10	behaviour,		410			
played	1/2	language, and		384			
played		attitude.			1	100	
during		The teacher		E C	100		
remote		advises students		3	V		
Temote		The teacher	1	1	111		
teaching at		takes the lead	6	W	$\sqrt{}$		
the senior		and helps		1			
	1/	students in the	THE STATE OF	4		7 /	
high	The second	learning process.		\simeq			
school	As <mark>s</mark> essor	The teacher			<i>/</i>	1	
	(H <mark>a</mark> rmer,	corrects	100		$\sqrt{}$	ll .	
level at	2001)	students'	1		. / /	F	
Tabanan		mistake			T. F.		
		The teachers tell	- 61	Was			
regency?		the quality of			V		
	(bed	students' score			1200		
		The teacher			1		
		assesses			V		
		students'					
		assignment					
	Organizer	The teacher					
	(Harmer,	gives			1		
	2001)	instructions or			V		
		demonstrations					
		on how students					
		will do the					
		activity.					
		The teacher			ı		
		conveys some			$\sqrt{}$		

	:					
	information					
	about class					
	activities to the					
	students.					
	The teacher			V		
	arranges and			,		
	puts the students					
	into groups or					
	pairs.					
Prompter	The teacher			V		
(Harmer,	encourages			·		
2001)	students to	Section 1				
2001)	and the same of th					
	participate or			b.		
	needs to make	-		A. Carrier		
	suggestions	11)		-		
	about how		4 1			
///	students may					
11 11 11 11	proceed in an	1		- A	No.	
	activity when	37			No.	
	there is silence			30	7.0	
				N-S		
	or when they are	4				
	confused about	- N	1			
<u>V</u>	what to do next	276				
1 6		CHILLIS !	1		<i>V. E</i>	
	The teacher			A		
7//	offers some	YV			6	
	words, phrases	707/3		(7	
3, 6	or suggestions to				9	
	stimulate the			× //		
				7.0		
	students	- G T	Was			
3)	involved in the	3.7				
	learning process			2550		
	The teacher	1	2000			
	prompts the			$\sqrt{}$		
	student with					
	the information					
	they have					
	_					
	forgotten.					
Participan						
(Harmer,	joins the			,		
2001)	students' activity			$\sqrt{}$		
	as the					
	participant					
Resource	The teacher					
(Harmer,	should be ready					

	2001)	to supply information and			V		
		language where					
		necessary.					
		The teacher					
		explains			\checkmark		
		additional					
		information					
		when students					
		misunderstand.					
	Tutor	Helps students			,		
	(Harmer,	when they have			\checkmark		
	2001)	difficulties					
		individually	The same of	State			
		The teacher					
		explains the			$\sqrt{}$		
	and the same of th	material to the	1117	20			
		students who		4.0			
		have difficulties	1				
		The teacher	4			13/1	
79	1 1 1 1 N	ensures that			$\sqrt{}$	7	
		many		49			
		individuals are	17		11.		
		seen in the	- N	1			
		learning activity.					
	Observer	The teacher		1	$\sqrt{}$	7.8	
	(Harmer,	gives individual		\Rightarrow		A STATE OF THE STA	
	2001)	feedback to the				N	
	10	students	12020			N.	
	1	The teacher	1		V	F	
		investigates			T V		
		students'	01	1022			
		performance in	3-16				
	Best Control	class	9 5	-450,44	1		

Singaraja, 12 November 2022 Expert

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

1ST 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

Observation Sheet to Observering Academic Language Function

	Statements In Observation Sheet					ge's Commen	its
Research Question	ROLES	TEACHER ACTIVITY	YES	NO	Relevant	Irrelevant	Notes
What are the	Organization (Hughes, 1990)	The teacher manages the interaction with			V		
academic language function		The teacher instructs the students	IDIR	dir	V		
that use to		Teachers supervising the students	37.	Ŋ	V	7	
support teachers'	Ta .	The teacher arranges the students in the	2	R	V		
roles in		learning activities	(IIII)				
remote teaching in senior	Interrogation (Hughes, 1990)	The teacher asks the question to obtain	8	K	V		
high school at		information, ideas, opinion, and reason	SI	A	\mathcal{J}		
Tabanan	,	from the students					
regency?		The teacher reply the question from students regarding the learning activity			V		
	Explanation (Hughes, 1990)	The teacher explains the material and gives			V		

						1
	information					
	related to the					
	learning					
	material					
	The teacher					
	gives an			ı		
	explanation or			$\sqrt{}$		
	a verbal					
	commentary					
	accompanying					
	pictures, slides,					
	and films					
Interaction	Teachers					
(Hughes,	maintain social			,		
1990)	relations such	The second		$\sqrt{}$		
	as greeting,					
	leaving,					
	apologizing,	DIE	- A	Control of the Contro		
	thanking and	1	4 1			
///	congratulating.					
	Teacher gives)-				
	students	3/2		100	- 77	
	appreciation,	1/6			18	
	pity, sympathy,	97	2	1		
	interest,	100	7	1400		
V.	surprise, anger,				1	
	disappointment	CHILIS			1	

Singaraja, 12 November 2022 Expert

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

1ST 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

Observation Sheet to Observering The Challenges in Remote Teaching

St	atements in (Observation S	Sheet	Judge's Comments			
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes	
What are challenges	Teacher			$\sqrt{}$			
faced by teachers in playing	Students	o Pi	NDIDIR	V			
their roles during remote	Learning objectives	SHIA.	Ž Ā	1			
teaching in senior high	Learning Material		S ZA	V	7/		
school level at Tabanan	Learning Activity			V			
regency?	Method of teaching	M		V	5		
	Media Of Learning	ONI	IVER	1			
	Source of learning			V			
	Evaluation			$\sqrt{}$			

Singaraja, 12 November 2022 Expert

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

1ST 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 languange used by teacher and challenges faced by teacher in playing their roles during remote English teaching.

State	ements in interview gu	ide	J	udge's Comme	ets
Research	Question	Answer	Relevant	Irrelevant	Notes
Question					
What are	What are teachers'	and the same of			
teachers'	roles that you play				
roles	during online	SENDI	V -	No.	
played	learning activities?	A STATE OF	44.4		
during	How do you control	4	0		
remote	learning activities as	-(ItAN)-	- 0		
teaching at	well as students				
the senior	during the learning	1 6 2	7.2		
high	process?		< year		
school	How do you	Alls.			
level at	organize learning				
Tabanan	activities and	117	V V	J.	
regency?	students in class?				
	How do you evaluate		YYIJ		
	the learning				
	activities and student			78	
	performance that		V		
	have been	-	1 Th		
	implemented?			- C	
	How do you				
	participate in	A STATE OF THE STA	100		
	learning activities so		1		
	that learning		V		
	activities run				
	smoothly?				
	How do you provide		1		
	information to		V		
	students?				
	How do you guide				
	students learning		1		
	activities either as a		√		
	group or				
	individually?				

		ı		1	
	How do you		$\sqrt{}$		
	encourage students				
	to participate in class				
	and stimulte students				
	to take a part in the				
	learning activity?				
	How do you observe				
	learning activities		N		
	and ensure that all		V		
	learning activities				
	have gone according				
	to plan?		1		
What are	What do you usually		$\sqrt{}$		
academic	say to manage the				
language	intraction during		Section 1		
function	remote teaching?				
that use to	What kind of		1		
support	instruction do you	3 6 N D I	12.	No.	
teachers'	convey to the student		11.13		
roles in	in the learning	_			
remote	activites?	ALTAN	1		
teaching in	How do you arrange		V	O TOP	
senior	the student during		7.0		
high	learning activities?		7 (42)	1	
school at		-		1	
Tabanan	What do you usually		V		
	say to manage your	1// 11	÷6.)	77 1	
regency?	students during				
	remote teaching?				
	How do you give	0000	V		
	questions to students	9.81 A NO			
	so students can			18	
	convey their			17.18	
	answers, opinions or	S. O	1 Th	A STATE OF THE STA	
	reasons?			A. C.	
	How do you answer		V	l.	
	the question from	The state of the	-		
	students during				
	teaching and				
	learning activities?				
	What do you say		1		
	when you explain		v		
	certain material or				
	theories to students?		. 1		
	How do you usually		V		
	provide explaiantion				
	regarding the				
	learnng media				
	(picture, slide, and				

	film) ?				
	What do you say to		V		
	greet, apologize,		*		
	thanks, and,				
	congratulate the				
	students during				
	_				
	teaching and				
	learning activities?		V		
	How do you give		V		
	appreciation,				
	sympathy, interest,				
	suprise, anger,				
	disappointment to				
XX 71	students?				
What are	What challenges did		V		
challenges	you face during the				
faced by	remote English				
teachers in	teaching related to	3381111			
playing	the teacher abilities?	A PARTY NAMED IN	100		
their roles	What challenges did	ATT.	1		
during	you face during the	2(1(1))			
remote	remote English				
teaching in	teaching related to	11-7	(43)	3 11	
senior	the students abilities	-	N	-	
high	?	alba 📉			
school	What challenges did		1		
level at	you face during		EV.	77	
Tabanan	remote leaning				
regency?	related to the	YEAR AND THE	YYIJ		
	learning material?	THEFT			
	What challenges did		1	16	
	you face during the				
	remote English		. T. P.	A STATE OF THE STA	
	teaching related to	DIK		Nº	
	the learning		400		
	activities?	A STATE OF THE PARTY OF THE PAR	100		
	What challenges did		$\sqrt{}$		
	you face during the				
	remote English				
	teaching related to				
	method of teaching?				
	What challenges did		V		
	you face during the				
	remote English				
	teaching related to				
	the media of learning				
	?				
	What challenges did		V		
		1	*	<u> </u>	İ

you face during the remote English teaching related the			
source of learning?		,	
What challenges did		$\sqrt{}$	
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 ?	A STATE OF THE PARTY OF THE PAR		

Singaraja, 12 November 2022 Expert

(**Dr. IGA. Lokita Purna**mika Utami, **S.Pd., M.Pd**) Nip : 1983040200604200<mark>1</mark>

2nd EXPERT

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

Position : Second Suverpisor as the leacture in English Language Eduaction,

Ganesha University of Education

Observation Sheet for Observing the Teachers' Role

St	Statement In Observation Sheet					Judge's Comments		
Research Question	Roles	Teacher Activity	Ye s	N o	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.			N N			
regency:	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			V			

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) Participant (Harmer, 2001) Resource (Harmer, should be ready			about class activities to the				
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) Participant (The teacher joins the students' activity as the participant Resource (Harmer, should be ready			students.			N.	
Prompter (Harmer, 2001) Prompter (Harmer, 2001) The teacher encourages students to participant 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) Participant (Harmer, 2001) Resource (Harmer, should be ready						V	
Prompter (Harmer, 2001) Prompter (Harmer, 2001) 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) Participant (Harmer, 2001) Resource (Harmer, 5) The teacher participant Resource (Harmer, 5) The teacher should be ready							
Prompter (Harmer, 2001) 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) Participant The teacher joins the students' activity as the participant Resource (Harmer, Should be ready							
(Harmer, 2001) 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) Resource (Harmer, The teacher should be ready			pairs.				
(Harmer, 2001) 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) Resource (Harmer, The teacher should be ready							
(Harmer, 2001) 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) Resource (Harmer, The teacher should be ready							
(Harmer, 2001) 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) Resource (Harmer, The teacher should be ready		Prompter	The teacher			V	
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) Resource (Harmer, should be ready						·	
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, joins the 2001) students' activity as the participant Resource (Harmer, should be ready							
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, should be ready				The same of the sa	Maria.		
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) Participant (Harmer, 5) students' activity as the participant Resource (Harmer, should be ready			3.50° and 100° and 10		í		
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) Resource (Harmer, should be ready		, and		7			
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) Resource (Harmer, should be ready		1			2		
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) Resource (Harmer, should be ready		1//					
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) Resource (Harmer, should be ready		1.1		7		7	
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) Resource (Harmer, should be ready	19			3		4	
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, joins the students' activity as the participant Resource (Harmer, should be ready					8		
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) Resource (Harmer, should be ready		A		17	10		
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, joins the 2001) students' activity as the participant Resource (Harmer, should be ready			what to do next		W	3	
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, joins the 2001) students' activity as the participant Resource (Harmer, should be ready		1.	The teacher	51111575			
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, joins the 2001) students' activity as the participant Resource (Harmer, should be ready		1.6		mez	6	V	
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) Resource (Harmer, should be ready		7		NOV	Š		
stimulate the students involved in the learning process The teacher prompts the student with the information they have forgotten. Participant (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready				7,57,6		1	
involved in the learning process The teacher prompts the student with the information they have forgotten. Participant (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready		3.6					
learning process The teacher prompts the student with the information they have forgotten. Participant (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready		1					
The teacher prompts the student with the information they have forgotten. Participant (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready			and the second of the second o	201		7 / 1	
prompts the student with the information they have forgotten. Participant (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready				N. P.			
student with the information they have forgotten. Participant (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready		in the second	THE RESERVE OF THE PARTY OF THE		100	V	
the information they have forgotten. Participant The teacher (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready						٧	
they have forgotten. Participant The teacher (Harmer, joins the 2001) students' activity as the participant Resource The teacher (Harmer, should be ready							
Participant (Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready							
(Harmer, joins the 2001) students' activity as the participant Resource (Harmer, should be ready							
2001) students' activity as the participant Resource (Harmer, should be ready		-					
as the participant Resource The teacher (Harmer, should be ready		*				2/	
Resource The teacher (Harmer, should be ready		2001)	=			٧	
Resource The teacher (Harmer, should be ready							
(Harmer, should be ready		Resource	•				
2001) to suppry		2001)	to supply			$\sqrt{}$	

		information and					
		language where					
		necessary.					
		The teacher			,		
		explains			$\sqrt{}$		
		additional					
		information					
		when students					
		misunderstand.					
	Tutor	Helps students					
	(Harmer,	when they have			$\sqrt{}$		
	2001)	difficulties			,		
	2001)	individually					
		The teacher	Marie Contract				
				Burgar	ما		
		explains the			V		
		material to the	700				
	A STATE OF THE STA	students who	11)]]	20			
	11/10	have difficulties		20			
	1/2	The teacher	1	100			
		ensures that	0		V		
- V		many	3		100	The same of the sa	
1		individuals are	3/1/6			18	
		seen in the	1	10			
		learning activity.		KI			
	Observer	The teacher		1	V		
	(Harmer,	gives individual	THE	3/	•	77 19	
	2001)	feedback to the		3	(Accept	and the same of th	
	2001)	students	TEN	AV.		No.	
						-	
	1, 1	The teacher			V	1/2	
		investigates	1	Ba-	3	A. C.	
		students'		-	. //	7	
		performance in	200	1	4 14		
	3	class	2.1				

Singaraja, 14 November 2022 Expert

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

2nd EXPERT

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Position : Second Suverpisor as the leacture in English Language Eduaction,

Ganesha University of Education

Observation Sheet to Observering Academic Language Function

		ervering Academ	angu				
St	atements In O	bservation Sheet			Ju	ıdge's Comn	nents
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) Interrogation (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 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					
	Explanation (Hughes, 1990)	activity The teacher explains the material and			√		

	gives					
	information					
	related to the					
	learning					
	material					
	The teacher					
	gives an			1		
	explanation or			\checkmark		
	a verbal					
	commentary					
	accompanying					
	pictures, slides,					
	and films					
Interaction	Teachers					
(Hughes,	maintain social		State	,		
1990)	relations such			1		
	as greeting,					
	leaving,	11)	10			
	apologizing,		18	At .	N.	
// A	thanking and			10		
	congratulating.	0-				
	Teacher gives	4	33.5	100		
1	students	9/1/				
	appreciation,	107	37	, 11		
	pity, sympathy,		av	V		
V L	interest,		91	26	1 1	
	surprise, anger,	SULLE	100		11 11	
	disappointment				1	

Singaraja, 14 November 2022 Expert

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Observation Sheet to Observering The Challenges in Remote Teaching

			e Challenges in			
St	atements in (Observation S	Sheet	Jud	dge's Comm	ents
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are challenges	Teacher			V		
faced by teachers	Students			V		
in playing their roles	Learning objectives	LS P	NDIDIRA	V		
during remote teaching	Learning Material	Agr.		V		
in senior high school	Learning Activity		236	1		
level at Tabanan regency?	Method of teaching			V		
	Media Of Learning	M		√ √))	
	Source of learning	UNI	IKSH	1	7	
	Evaluation			1		

Singaraja, 14 November 2022

Expert

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2nd EXPERT

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Ganesha University of Education

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

	Statements in interview guide			Judge's Commets			
Research Question	Question	Answer	Relevant	Irrelevant	Notes		
What are teachers' roles played	What are teachers' roles that you play during online learning activities?	e ENDIT	1				
during remote teaching at the senior high	How do you control learning activities as well as students during the learning process?						
school level at Tabanan a	How do you organize learning activities and students in class?		V				
	How do you evaluate the learning activities and student performance that have been implemented?	DIE					
	How do you participate in learning activities so that learning activities run smoothly?		1				
	How do you provide information to students?		V				
	How do you guide students learning activities either as a group or individually?		V				

	T	ı	1	ı	
	How do you		$\sqrt{}$		
	encourage students				
	to participate in class				
	and stimulte students				
	to take a part in the				
	learning activity?				
	How do you observe				
	learning activities		$\sqrt{}$		
	and ensure that all				
	learning activities				
	have gone according				
	to plan?				
What are	What do you usually		V		
academic	say to menage the		,		
language	intraction during		line		
function	remote teaching?	-			
that use to	What kind of		V		
support	instruction do you	WNDI		No.	
teachers'	convey to the student	SEKINI	III a		
roles in	in the learning	A	10		
remote	activites?	MAIN	- 1		
teaching in			2	The same of the sa	
senior	How do you arrange		V	2 7	
	the student during				
high	learning activities?			**	
school at	What do you usually		V		
Tabanan	say to manage your	- // m	the)	7/ /	
regency?	students during		100	71	
	remote teaching?	The same			
	How do you give	0.000	1		
	questions to students	J. J. J. J. J. J. J. J. J. J. J. J. J. J		7/	
	so students can			11/1/1	
	convey their		100	7.8	
	answers, opinions or	10000	TI P	A STATE OF THE STA	
	reasons ?	241.3		No.	
	How do you answer		1		
	the question from	ALCOHOL STATE			
	students during				
	teaching and				
	learning activities?				
	What do you say		$\sqrt{}$		
	when you explain				
	certain material or				
	theories to students?				
	How do you usually				
	provide explaiantion		*		
	regarding the				
	learning media				
	(picture, slide, and				
	(picture, since, and	<u> </u>			

	film)?				
	What do you say to		V		
			٧		
	greet, apologize, thanks, and,				
	congratulate the				
	students during				
	teaching and				
	learning activities ?		1		
	How do you give		$\sqrt{}$		
	appreciation,				
	sympathy, interest,				
	suprise, anger,				
	disappointment to				
	students?				
What are	What challenges did		1		
challenges	you face during the				
faced by	remote English				
teachers in	teaching related to		1 P.	No.	
playing	the teacher abilities?	Ashiyasa	41		
their roles	What challenges did	<u></u>	1		
during	you face during the	5(1(4)1)-7			
remote	remote English				
teaching in	teaching related to	160	(a)		
senior	the students abilities		~7%		
high	?	dib.			
school	What challenges did		1	1	
level at	you face during	III VIII	KY/	7 /	
Tabanan	remote leaning				
regency?	related to the		YYIJ		
	learning material?	VA 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		- 77	
	What challenges did		√	28	
	you face during the		-		
	remote English	A THE WORLD	HA		
	teaching related to	DIK		No.	
	the learning				
	activities?	The state of the s	The state of the s		
	What challenges did		V		
	you face during the		, i		
	remote English				
	teaching related to				
	method of teaching?				
	What challenges did		V		
	you face during the		٧		
	remote English				
	_				
	teaching related to				
	the media of learning				
	•		2/		
	What challenges did		V		

you face during the		
remote English		
teaching related the		
source of learning?		
What challenges did	$\sqrt{}$	
you face during the		
remote English		
teaching related to		
learning objectives ?		
What challenges did	$\sqrt{}$	
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)

Appendix 4. Research Instruments 1

OBSERVATION SHEET

Research Question	ROLES	TEACHER	YES	NO	NOTES
What are	Controller	ACTIVITY The teacher			
teachers' roles	(Harmer,	controlled the			
played during	2001)	students' behavior,			
remote	2001)	language, attitude			
teaching at the		language, aunuue			
senior high		The teacher advises			
school level at		the students			
Tabanan		the students			
regency?		The teacher takes a			
legeney.		lead and helps the			
		students in the	100		
		learning process.			
	Assessor	The teacher			
	(Harmer,	corrects the	7		
	2001)	students	Car		
		mistake	15	4.	
77	1/2			2	
N.		The teacher tells	1 1	-	
		the quality of the	4		
	1	students	3		
1		score			1
	100				
100		The teacher		17.	9
		assesses students	2		
		assignment	\	1/1	
	Organizer	The teacher gives	-	1.3	
	(Harmer,	instructions or		7.8	
	2001)	demonstrations on	9	1	
	The second	how students are		A .	
	1	going to do the	Jan. 1		
		activity.			
		The teacher			
		conveys some			
		information about			
		class activities to			
		the students.			
		The teacher			
		arranges and put			
		the students into			
		groups or pairs.			
	Prompter	The teacher			
	(Harmer,	encourages			

			1	1	
	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			
		what to do next			
		The teacher offers			
		some words,			
		phrases,			
		orsuggestionst to	100		
	200	stimulate the			
	A STATE OF THE PARTY OF THE PAR	students involved		ROLL OF THE PARTY	
		in the learning	-		
		process	100		
1		The teacher	N.C.		
		prompts the student	33/20	2	No. of the last of
	5	with			
N. I		information they		1000	
		A D. A D. A. D. C.			
		have forgotten.	3		
1.0	Participant	The teacher join			
1/4	(Harmer,	students' activity as			7.8
100	2001)	the participant			
	Resource	The teacher should			
1	(Harmer,	be ready to supply			
	2001)	information and		116	
	111	language where		1	
		necessary.	3	1	
			1	1	
	Contraction.	The teacher		<u>J</u>	
	34	explains additional			
		information when			
		students			
		misunderstand.			
	Tutor				
	Tutor	Helps students			
	(Harmer,	when they have			
	2001)	difficulties			
		individualy			
		Teacher explain the			
		material for the			
		students who have			
		difficulties			
		Teacher ensure that			
		1 cacher chibate that		J	

	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	ROLES	TEACHER	YES	NO	NOTES
Ouestion	KOLES	ACTIVITY	ILS	110	NOTES
What are	Organization	Teacher manage the			
academic	(Hughes,	interaction with the			
language	1990)	students			
function that	A STATE OF THE PARTY OF THE PAR	Teacher giving			
use to		instruction to the	N		
support		students	11 (5)		
teachers'		Teachers supervising	1	1 9	
roles in		the students		P.	
remote		Teacher arrange the		1000	1/2
teaching in		students and learning	3	100	
senior high		activities	V.		
school at	Interrogation	Teacher asking		7	1
Tabanan	(Hughes,	question to obtain	Sec. 1		J.
regency?	1990)	information, ideas,	γ	1. 1	
		opinion and reason		7	
		from the students			
		Teacher reply the	-	1.9	
		question form	35	1.0	
		students regarding	131	100	
		the learning activity	32000		
	Explanation	The teacher explain	10000	40	
	(Hughes,	the material and give			
	1990)	information related			
		to the learning			
		material			
		Teacher gives			
		explanation or a			
		verbal commentary			
		accompaying			
		pictures, slides and films			
	Interaction	Teacher maintain			
	(Hughes,	social relation such			

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

Research	Teaching and	Challenges	Notes
Question	Learning		
	Components		
What are	Teacher (Hamruni,	The	
challenges faced	2011)		
by teachers in	Students (Hamruni,		
playing their	2011)		
roles during	Learning Material		
remote teaching	(Hamruni, 2011)		7./
in senior hig <mark>h</mark>	Learning Activity		- 4/
school level at	(Hamruni, 2011)		
Tabanan	Method of teaching		
regency?	(Hamruni, 2011)	Will the second	77
	Media Of Learning		
	(Hamruni, 2011)	VVVV)	
1	Source of learning		
1	(Hamruni, 2011)		
1	Evaluation (Hamruni,		1
	2011)	7 1	

INTERVIEW GUIDANCE

Research Question	Question	Answer
What are teachers'	What are teachers' roles that	
roles played during	you play during online learning	
remote teaching at	activities?	
the senior high	How do you control learning	
school level at	activities as well as students	
Tabanan regency?	during the learning process?	
	and the second for th	

	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	
A.	learning activities so that	
	learning activities run	
	smoothly?	
	How do you provide	
	information to students?	30
	How do you guide students	
	learning activities either as a	
	group or individually?	
	How do you encourage	
	students to participate in class and stimulte students to take a	
7/4		
	part in the learning activity? How do you observe learning	
	activities and ensure that all	
	learning activities have gone	
N N	according to plan?	
What are academic	What do you usually say to	
language function	menage the intraction during	
that use to support	remote teaching?	
teachers' roles in	What kind of instruction do	
remote teaching in	you convey to the student in	
senior high school	the learning activites?	
at Tabanan	How do you arrange the	
regency?	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	
	in the state of th	I

	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	
	explaiantion regarding the	
	learnng 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,	
A.	sympathy, interest, suprise,	
	anger, disappointment to	C
1.//	students?	
What are challenges	What challenges did you face	
faced by teachers in	during the remote English	2
playing their roles	teaching related to the teacher	
during remote	abilities?	
teaching in senior	What challenges did you face	
high school level at	during the remote English	
Tabanan regency?	teaching related to the students	
Tabanan regency:	abilities?	
1.00		
	What challenges did you face	
	during remote leaning related	-3 //
	to the learning material?	
Y	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?	
	. <u> </u>	1

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

		T	he		
Teacher's	Teacher's Learning	Researcher's		NOTES	
Role	Activity	Com	ment	NOIES	
		Yes	No		
Controller	The teacher controlled	√	6478	1. In meeting 1, especially in	
(Harmer,	the students' behavior,			minutes 02:20, 03:37,	
2001)	language, attitude	M	(Valle)	17:44, and 30:07 the	
			ST.	teacher controlled	
	666			students' behavior by	
			7	reminding the pupil to	
	UN		- A	mute the mic because there	
				were still some students	
				who have not muted their	
				mic.	
				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.	
]			

				3. At minute 29:47, the
				teacher controlled the
				students' progress whether
				they already made the
				assignment or not.
				4. At minute 30:38, the
				teacher controlled the
				students by forcibly
				choosing them and
			Section 1	mentioning their names.
	The teacher advises the	✓		1. At minutes 18:02, and
	students	TND		18:39 the teacher reminds
	8471	TIVE	THE STATE OF	the students to join the
	48			breakout room in zoom.
А		1	S.	2. At minutes 21:10, and
			44	25:10, the teacher advised
	7 (9)	by S	10 C	the students in each room
	(1//		to make it through chat if
		5-		students have difficulties
	(600	$\gamma\gamma$	YYY	interacting through zoom.
				3. At minute 32:58, the
	Do			teacher asked the students
		DIK	8 1	to send the assignment
	jura en la companya de la companya d			through the chat, because
				the teacher could not hear
				clearly the students'
				performance.
	The teacher takes a	✓		1. Starting from minute
	lead and helps the			00:04, the teacher takes a
	students in the learning			lead in the learning
	process.			activity by opening the
				activity with a greeting to
	<u> </u>	<u> </u>	<u> </u>	<u> </u>

				the students.
				2. At minute 04:47, the
				teacher also takes a lead
				open the interaction with
				students by sharing a poll.
				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
	A CONTRACTOR OF THE PARTY OF TH			working in a group.
Assessor	The teacher corrects		1	working in a group.
(Harmer,	the students	END	DIR	
,		Δ		N.C.
2001)	mistake	5 (IA)	3	
,			7.	- Se - 7
	The teacher tells the	✓	\angle	1. At minute 24:55, the
	quality the of students	جريط	9 N	teacher told the students
	score	// 1		the main point of the
				conversation which is
	666	446	Nelson	giving an <mark>d</mark> asking for
				suggestion and offer as
	D No.			well.
	The teacher assesses	√		1. At minute 39:35, the
	students			teacher sent a poll for the
	assignment			students to choose the
				best conversation among
				all, and then followed
				with feedback from the
				teacher.
Organizer	The teacher gives	✓		1. Starting from minute 15:27
(Harmer,	instructions or			to 17:11, the teacher
2001)	demonstrations on how			generally gives
<u> </u>				

students are going to	instructions to students to
do the activity.	make conversation
	containing Suggestions
	and Offers, and the idea
	will be about the video
	given previously.
The teacher conveys	1. Starting from minute
some information	02:30, the teacher
about class activities to	delivered some information
the students.	about the learning material
	as well as the kind of
T V V	learning activity that is
TA8 21	going to be done by the
193h	students, which was
	practicing the expression
	of Suggestion and Offer
the state of the s	that will be done in group
	work.
	2. At minutes 17:21 to 17:38,
	the teacher gives specific
	information about the task
Dx.	to emphasize the
	instruction that has been
	given previously and make
	sure all the students
	already understand the
	material.
	3. At minutes 21:40, 24:46,
	27:22, and 28:33 the
	teacher conveyed more
	information about the
	instruction
	1

	The teacher arranges	✓		1. In minute 17:15, the
	and put the students			teacher manages the
	into groups or pairs.			students and put them in
				several groups which was
				done by using the breakout
				room in zoom.
				2. At minute 18:02, the
				teacher started to put the
				students into several rooms
			San Control	in Zoom.
				3. At minute 29:53, the
		TND		teacher lets each group
	. TAS	FIVE	THE STATE OF	present the assignment that
	100			they already made.
Prompter	The teacher encourages	1	S.	1. At minute 04:50, the
(Harmer,	students to		160	teacher encouraged the
2001)	participate or needs to		10 C	students to be active by
	make	"///		sharing polling with the
	suggestions about how			students in the chat feature
	students	$\gamma\gamma$		which must be done within
	may proceed in an			5 minutes.
	activity when			2. Along with the polling
	there is a silence or	DIE	SP	chat, at minutes 06:54,
	when they are			07:20, and 08:14 the
	confused about to do			teacher always stimulated
	next			the students to fill out the
				poll by mentioning the
				number of students who
				have done it.
				3. At minute 31:22, the
				teacher encouraged the
				students to present their

				task, because there was no
				response from the students.
	The teacher offers	✓		1. In minute 00:13, the
	some words, phrases,			teacher while opening the
	or suggestions to			activity, gave suggestions
	stimulate the students			to the students to be active
	involved in the			in the learning process.
	learning process			
	The teacher prompts	√		1. In minute 03:24, the
	the student with			teacher stimulated the
	information they have	=		students by asking a
	forgotten.	END	DIE	general question about the
	TAS			learning material, such as
	100	all N	\ <u></u>	"What are Offers and
7			b ,	Suggestions?" which was
			470	already been discussed in
	\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \		5 V	the previous meeting.
			(vain)	
Participant	The teacher joins the	✓		1. At minutes 21:05, 24:03,
(Harmer,	stud <mark>e</mark> nt's activity as		Male	26:37, and 28:15 the
2001)	the participant			teacher joins the breakout
	UN	The second	- 4	room with the students
Resource	The teacher should be	V		1. In minute 02:47, the
(Harmer,	ready to supply			teacher shared the learning
2001)	information and			material (PowerPoint) with
	language where			students as a resource for
	necessary.			the learning activity,
				2. In minute 03:55, the
				teachers give more
				explanation to the
				students' answers as
				3. In minute 10:19, the

				teacher shares a video with
				the students which is the
				video will be the idea for
				the activity that will be
				done.
				4. At minute 14:34, the
				teacher explained more
				about the video given to
				the students, so that every
			la.	student can understand the
				message of the video.
	The teacher explains		✓	Based on the observation in
	additional	RVIII	DIR	meeting 1, there were no
	information when	A		students who misunderstood
	student		3	the learning material because
	misunderstand.		1/6	the learning material had
				already been discussed in the
	7	1//		previous meeting.
Tutor	The teacher helps	5-	✓	
(Harmer,	students when they	$\gamma\gamma\gamma$	YYY	
2001)	have difficulties			
	individually		253	
	The teacher explains	V	3.2	1. At minutes 21:34, and
	the material to the			24:38, the teacher explains
	students who have			the instruction to the
	difficulties			students in groups to make
				sure they understand the
				task.
	The teacher ensures	✓		1. At minutes 21:53, 25:20,
	that many individuals			27:27, and 29:00 the
	are seen in the learning			teacher ensured the
	activity.			students they already
L		<u> </u>	<u> </u>	

				understand the task, and let
				the students ask a question.
Observer	The teacher gives	✓		1. At minute 03:47, the
(Harmer,	individual feedback to			teacher gave feedback or
2001)	the students			reply to the questions
				answered during the
				learning activity.
	The teacher	√		1. At minutes 21:05, 24:06,
	investigates students'			26:34, and 28:22, the
	performance in class	2		teacher observed the
		Z N D	Dr.	students' learning progress
	RATE.			in making the task by
	(A)		1	joining each of breakout
Y			J- C	room.

MEETING 1 MRS. ROSE ACADEMIC LANGUAGE FUNCTIONS

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

			kalian, I sent you a
			message in your chat,
			please open, I give you
			five minutes to do the
			polling"
			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
	1	NDID	assignment "the room
	. TAS P.	WALLE TO THE	is yours, ayo siapa yang
	42		mau me <mark>m</mark> presentasikan,
W.			maybe 1 <mark>sa</mark> mpai 2
		2 (9)	orang"
	N/a		3. At minute 33:55, the
	(2)		teacher asked the
			students to speak louder
		S(A), NOT	so other students can
			hear the conversation
	Dr.	4 6	"…p <mark>le</mark> ase speak
	VID	IKSB	lo <mark>ud</mark> er"
	The teacher gives	1	1. At minute 02:51, the
	instructions to the		teacher explained
	students		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
			those expressions by

	making conversation".
	2. At minute 03:18, the
	teacher also explained
	again generally the
	instruction in Bahasa
	Indonesia.
	3. Starting from minutes
	15:43 to 17:10, the
	teacher gave
	instructions to the
	students for the
	assignment, she said
TAS PET	"pretending that you
180	are a backstreet couple
	and suggestions to your
	friends"
	4. At minute 17:21, the
(3)	teacher explained again
	the instruction in
7 (0000)	Bahasa Indonesia to
	emphasize it for the
	students, she said "isi
VD	ya <mark>n</mark> g 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"
The teacher supervises v	1. Starting from 07:42 to
the students	08:45, the teacher
	supervised the students

			to fill out the poll by
			sharing the result
			polling, "Okay, so this
			is the result, eleven
			students bilang dirinya
			lebih banyak minta
			saran still waiting for
			your response"
			2. At minutes 21:05,
			24:06, 26;37, and 28:28,
			the teacher supervised
	NATA		the students by joining
.TA812		141	each room and asking
Pall		556.0	about students'
		2 6	progress, she asked,
	\$ 2	(98)	"…have you <mark> made your</mark>
10		12	conversation?"
(2)	// m	(3. At minute 27:18 the
			teacher supervised
6000		1777	students in group work,
			by asking about the
UN	Windson or	a b	progress of the task,
3/2/			during this part, she
	A Property	The second second	asked "…have you
			made the
			conversation?"
The teacher arranges the	√		1. At minute 17:12, the
students and learning			teacher arranged the
activities			students by giving an
			explanation to the
			students, she said
			"saya akan membagi

				kalian menjadi empat
				kelompok"
				2. At minute 17:55, the
				teacher started to break
				·
				"okay I will break
				your now into four"
				3. At minute 18:54, the
		A		teacher helped students
			Sec.	who have not joined the
				group in zoom, she said
		NDIA		"apa bisa masuk?
	" AB L		MAN	Okay kamu masuk room
	(4)		200	4"
Interrogation	The teacher asks	√	5 .	1. At minute 03:25, the
(Hughes,	questions to obtain	1		teacher asked a question
1990)	information, ideas,	34	X	to the students to obtain
	opinion, and reason from			their idea, the question
	the students			used Bahasa Indonesia,
	7 (000)	YYY	Y/J	namely "Apa itu offer?"
				2. At minute 05:27, the
	17.			teachers also ask
	VD	IKS		questions to the students
				by giving them polling
				in the chat feature. The
				polling contained of two
				questions, namely "Like
				asking for
				suggestions?" or "Like
				giving suggestions?"
				3. At minute 09:01, the
				·
				teacher asked the

				students about the
				polling result, because
				the result show more
				students prefer asking
				for suggestions, and
				then she asked, "why
				is that?"
				4. At minute 15:10, the
				teacher gave a question
			a.	to students to obtain
				their idea about the
		NATA		video, "do you
	TAS PE	N. P.	KAN	unde <mark>rs</mark> tand
	(80)	A	200	backstre <mark>e</mark> t?"
No.				5. Starting from minute
1		32	(8)	21:00-28:00, the teacher
		7	N.	while joining the room,
	(3)			the teachers also joined
				the students' discussion,
	7 (000	777	YYJ	"…kalia <mark>n</mark> meminta
				saran s <mark>eb</mark> agai pasangan
	1			yang backstreetif you
	ND.	IKS		ha <mark>ve</mark> any questions you
				can ask meany
				questions?"
	The teacher replies to		✓	Based on the observation
	the question from			in meeting 1, there were
	students regarding the			no students who asked
	learning activity			questions, so the academic
				language of this feature
				cannot be identified.
Explanation	The teacher explains the	√		1. At minute 02:27, and

(Hughes,	material and gives			also starting from 03:48
1990)	information related to			to 04:22, while
	the learning material			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 "So we
			Barrer.	are going to discuss
		S (1)		Suggestions and
		NDIA	, .	OfferIt has been
	TASTE		MAN	discussed in the
			556.0	previous meeting, so we
7			2 6	move to the
		1	(9%)	expression <mark>"</mark> .
	W ₀		12	2. At minute 03:46, the
			(4)	teacher responded the
			\Rightarrow	students answer as
	6666		112	feedback and explain
				the meaning of Offer
	σ_{N_B}	William P.	a 1	"Yes offer in Indonesia
	No.			you can say saran or
			THE PERSON NAMED IN	maybe nasihat, ini
				penjelasan dari offer. It
				is used for advice or
				recommendations to
				someone"
	The teacher gives an	✓		1. Starting from minutes
	explanation or a verbal			03:56 to 04:18, the
	commentary			teacher gives a verbal
	accompanying pictures,			explanation about the

	slides, and films			power-point slide.
				2. Starting from minutes
				05:42 to 05:50, the
				teacher gave a verbal
				explanation about the
				polling,
				she said, "I give you a
				question in the polling,
				my question is kalian
			Barrer.	tipe yang mana, kalian
				suka memberi saran
		NDIA	7.	atau kalian suka minta
	TAST		MAN	saran"
	49		30.0	3. At minute 08:54, the
			2 6	teacher gave verbal
:				commentary about the
	The Was		12	result of the polling,
				"so the r <mark>e</mark> sult is most
				of you like to ask for
	6000			suggestions"
				4. At minute 14:36, the
	D_{N-}		4 1	teacher gave a verbal
	The state of the s			explanation regarding
			The state of the s	the video, so the
				students can understand
				it, "Have you seen the
				video just now?so the
				story was about
				backstreet"
Interaction	The teacher maintains	✓		1. In minute 00:04, the
(Hughes,	social relations such as			teacher greeted the
1990)	greeting, leaving,			student such as by

apologizing, thanking saying "Good afternoon" and congratulating. and "How are you?". The teacher said thank you to the students who already be able to attend the meeting. 2. At minute 04:00, the teacher apologized because she read a mentioned wrong term, she said "...sorry that was suggestions..." 3. At minutes 29:13 to 29:40, the teacher opened the activity again as a continuation of the learning activity, she said "Hello good afternoon, thank you for attending this meeting, so we will continue the assignment that we have not finished yet..." 4. At minutes 33:12, 36:16, and 38:43, the teacher said thanking who the students already presented their task, for example "...okay thank you for the first group..."

			5. At minute 38:39, the
			teacher apologize to the
			students because the
			teacher forgot to unmute
			herself, she said
			"Okay,maaf ya saya
			lupa unmute"
Teacher gives students	✓		1. At minute 03:27, the
appreciation, pity,			teachers give feedback
sympathy, interest,			as appreciation to the
surprise, anger,			student's answer, she
disappointment	MATA		said "yes offer in
MAS PE	MILL	RAN	Bahasa Indonesia is
1481L	â,	- 54	saran"

MEETING 2. MRS. ROSE TEACHERS' ROLES

	17.7	1.000		N .
Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller	The teacher controlled	√	257	1. At minute 00:25, the
(Harmer,	the students' behavior,	DIE	SIL	teacher controlled the
2001)	language, attitude			students' behavior by
				asking the students to turn
				on their cameras and
				mentioning the students'
				names who have not
				turned on their cameras.
				2. At minute 06:08, because
				the students only remain
				silent and there were no

				students who want to try to
				answer the question, the
				teacher mentioned
				randomly the students'
				•
	The transfer of the	✓		names.
	The teacher advises the	•		1. At minute 03:41, the
	students			teacher told the students to
				answer the question
				through column chat if
			Name of the local division in the last of	there was any difficulty in
				answering it directly.
		END	Dra	2. At minute 15:16, the
	EATT.			teacher asked the students
	69		\	to join each break-out
1		-}	S .	room so every student can
			16	gather with their member
	7 (1)	lb.	50	group.
	The teacher takes a	√	milita /	1. At minute 00:18, the
	lead and helps the			teacher took the lead in the
	students in the learning	\sim	YYY.	opening activity by saying
	process.			hello and greeting the
	100		25	students.
Assessor	The teacher corrects	DIE	✓	
(Harmer,	the students			
2001)	mistake			
	The teacher tells the	✓		1. At minute 14:09, the
	quality the of students			teacher told the students
	score			points that student should
				be focused on in doing the
				assignment namely
				arranging the text, and
				aranging the text, that

				making one question as
				well as the answer.
	The teacher assesses	✓		1. At minutes 32:31 to 33:07,
	students			the teacher shared the
	assignment			correct answer by showing
				the whole paragraph of the
				text that is already
				arranged into the right
				form.
Organizer	The teacher gives	1		1. At minute 03:05, the
(Harmer,	instructions	-		teacher give instruction to
2001)	demonstrations on how	TND	Dr.	the students to read the
	students are going to			report text that has been
	do the activity.	-CIA	\	shared by the teacher.
4		-}	b.	2. At minute 12:56 the
			$\mathcal{L}_{\mathcal{G}}$	teacher expla <mark>i</mark> ned what
	- NA		5 V	students are going to do
	(6	7//	mite)	after reviewing the
				learning material which is
	666	940		students need to work in
				groups.
	DA	-	- 1	3. At minutes 13:29 to 14:21,
			SP	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.
				4. At minute 34:02, the
				teacher gave instructions
				to the student to send the

	1			novt anaryon through the
				next answer through the
				WhatsApp group because
				the time is already out.
	The teacher conveys	✓		1. At minute 02:04, the
	some information			teacher conveyed
	about class activities to			information about the class
	the students.			activities which reviewed
				the previous learning
				material.
				2. At minute 15:17, the
		=		teacher informed the
		TND	Dr	students to join the
	SATE.			breakout room.
	The teacher arranges	√	١,	1. At minute 14:21, the
7	and puts the students		b.	teacher arranged and
	into groups or pairs.		1700	divided the students into
			\$ V	four groups by using the
		7//		break-out room.
		<u></u>		2. At minute 23:18, the
	(60)	$\gamma\gamma$	YYY	teacher started to divide
				again the students into the
	Do			break-out room, because
	ON	DIE	SF	previously there were
				some students who have
				not joined the room.
Prompter	The teacher encourages	√		1. At minute 01:58, the
(Harmer,	students to			teacher encouraged the
2001)	participate or needs to			students to respond to the
	make			question before starting the
	suggestions about how			learning activity.
	students			2. At minute 03:35, the
	may proceed in an			teacher stimulated the
<u> </u>	1		<u> </u>	<u> </u>

activity when			students to give more
there is a silence	e or		responses to the question
when they are			given about the report text.
confused about wh	at to		3. At minute 05:23, the
do next			teacher encouraged the
			students to answer the
			question by guiding them
			and give hints for the
			students.
			4. At minute 06:47, the
			teacher stimulated the
	TAND	Dra	students to try answering
775	18 mm		the question given.
The teacher o	ffers 🗸	_	1. At minute 05:15, the
some words, phra	ases,	b.	teacher offered students
or suggestions	to	1700	plus points for the students
stimulate the stud	lents	3 V	who can answer the
i <mark>n</mark> volved in	the		question that has been
learning process			given by the teacher.
			2. At minute 08:53, the
			teacher offer opportunity
	7	- 7	for the students to make a
	ADIK	8 12	question from the text with
			the purpose to understand
			the text and being involved
			in the learning process.
The teacher pro-	mpts 🗸		1. At minute 02:08, the
the student with			teacher stimulated the
information they	have		students so involved in the
forgotten.			conversation by asking a
			general question for
			students, for example,

				"kita belajar apa di
				pertemuan lalu?"
D				1
Participant	The teacher joins the	✓		1. At minutes 15:20, 24:39 to
(Harmer,	student's activity as			29:02, the teacher
2001)	the participant			participated in each group
				to see their activity and
				discussion.
Resource	The teacher should be	✓		1. At minutes 02:40, and
(Harmer,	ready to supply			09:57 to 10:41 the teacher
2001)	information and			supplied the students with
	language where			learning material namely
	necessary.	z ND	100	PowerPoint about Report
	- MA8		THE REAL PROPERTY.	Text which has been
			1	prepared before.
Y			S .	2. At minute 07:09, the
			16	teacher gave additional
				information as feedback
	(_	1//		for the student's answer.
		ے	IIIOA	3. At minute 32:47, while
	7 (666	\sim	YYY	showing the correct
			+	answer to the students, she
			E .	explained also the reason
	UN	Dir	SH	and connect it with the
				learning material.
	The teacher avaleins	The same of	√	learning material.
	The teacher explains		V	
	additional			
	information when			
	student			
	misunderstand.			
Tutor	The teacher helps		✓	
(Harmer,	students when they			
2001)	have difficulties			

	individually			
	The teacher explains	✓		1. At minute 06:05, the
	the material to the			teacher pointed out one
	students who have			student to answer the
	difficulties			question, however,
				because the student cannot
				answer the question, the
				teacher gave hints to help
				the student answer the
				question
	The teacher ensures	✓		1. At minute 14:03, the
	that many individuals	END	Dra	teacher makes sure that
	are seen in the learning			each group understand
	activity.	all N	١,	about the instruction that
4				has been given before.
Observer	The teacher gives	✓	4	1. At minute 04:40, the
(Harmer,	individual feedback to		a V	teacher observed the
2001)	the students			replies from the students
			5	through the chat feature,
	1000	de la la la la la la la la la la la la la	11/1/4	and give feedback for the
		1		answers.
	The teacher	✓	- II	1. At minutes 09:16 to 09-42,
	investigates students'			the teacher observed the
	performance in class	-		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	Teacher Learning	Tl Resear		
Academic	Activity	Comment		Notes
Language		Yes	No	
	The teacher manages	√		1. At minute 03:40, the teacher
Organization	the interaction with			asked the students to answer
(Hughes,	the students			the question through the
1990)		A		chat column, so the teacher
				can the students' answers
				and interact with them, she
		SEND	IDIR	said, "coba kalian tulis di
	ATTA.			kolom chat
ved.	The teacher gives	√ -(7	1. At minute 02:02, the teacher
	instructions to the	10	17.	informed the general activity
	students		2	that will be conducted
	V/		201	during the meeting, she said,
		Щ_	THEY	"Ini say <mark>a</mark> cuma
	7	MA	MY	<mark>me</mark> ngulang <mark>ap</mark> a yang sudah
		TATAL	4	kita pelajari"
		-		2. At minute 03:06, the teacher
	1 01	DIE	SI	instructed the students to
				read and identify the text
				shared by the teachers, she
				said, "sekarang ada 2
				teks, coba kalian baca teks
				nya"
				3. At minute 12:56, the teacher
				gave instruction to the
				students about the learning
				activity, she said,

				"sekarang saya kasi tugas
				dan kalian akan saya bagi
				menjadi empat kelompok"
				4. At 13:29 to 14:21, the
				·
				teacher gave detailed
				information about the
				instruction assignment, she
				explained, "jadi kalian
				mengurutkan teks acak, dan
			No. of the last of	membuat satu pertannyaan
		-		dan juga mencari jawaban
		- N.D.		dari pertanyaan tersebut"
	A.S	SEVI	IN IR	5. At minute 34:02, the teacher
	(80	â	1	gave instructions to the
*	2		3	student to send the next
		17.	1/g	answer through the
	2 (1)	dis		WhatsApp group because
	(10///	mileto I	the time is already out, she
		<u> </u>	Illier	said, "Ulfa dan temen-
		()	$\gamma\gamma\gamma$	temennya <mark>d</mark> an kelompok
				lain, apa pertanyaannya
	1		150	silahkan kirim melalui
		DIT	SH	WhatsApp group karena
				waktunya sudah habis"
	The teacher	√		1. At minute 03:58, the teacher
		ľ		supervised the students'
	•			•
	students			answers through chat
				feature, she said, "saya
				lihat di chat jawabannya"
				2. At minutes 15:20, 24:39 to
				29:02, the teacher
				supervised the students in
		1	I.	

				doing the assignment in
				each group.
	The teacher arranges	✓		1. At minute 14:21, the teacher
	the students and			arranged and divided the
	learning activities			students into four groups by
				using the break-out room,
				she said, " sekarang
				kalian akan saya bagi
				menjadi empat kelompok"
				2. At minute 23:18, the teacher
		-		started to divide again the
		es ND	In.	students into the break-out
	8ATL	STATE OF	THE STATE OF	room, because previously
	100	a a	1	there were some students
1		2	6	who have not joined the
			3/4	room, she said, "jadi saya
		(b)	31	bagi ulang ya, <mark>y</mark> ang dapet
		3 7//	THE PARTY	undangan langs <mark>u</mark> ng klik aja,
				soalnya ta <mark>di</mark> beberapa
	Section 1			masih ada ya <mark>n</mark> g tercecer"
Interrogation	The teacher asks	1		1. At minute 01:41, the teacher
(Hughes,	questions to obtain	ATTEN AND A	- 0	first ask the students
1990)	information, ideas,		9.7	whether they have any
	opinion, and reason			question before the teacher
	from the students			start the learning activity,
				she asked, "okay sebelum
				saya mulai ada pertanyaan
				kah?"
				2. At minute 02:08, the teacher
				ask students whether they
				still remember the previous
				learning material or not, she

- asked, "...kita mengulang aja, kita pertemuan lalu belajar tentang apa?..."
- 3. At minutes 03:15, while presenting the learning material, the teacher asked the students to get their opinion, she asked, "...ada 2 teks ini, yang mana yang termasuk report text?..."
- 4. At minute 04: 55, the teacher asked to the students about their opinion, she asked, "...mengapa teks orange yang termasuk report text?..."
- 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, what is the Latin name of cat?
- 6. At minute 09:17, the teacher make sure students understand by asking them, she asked, "...okay ada pertanyaan?..."
- 7. At minute 13:17, the teacher asked the students to guess about the next activity, she asked, "...kira-kira bisa

				tebak gak apa kegiatannya
				kalau dikasi teks acak?"
	The teacher replies		✓	
	to the question from			
	students regarding			
	the learning activity			
Explanation	The teacher explains	✓		1. At minute 02:56, the teacher
(Hughes,	the material and			explained the PowerPoint
1990)	gives information			material that is about Report
	related to the		The second second	Text, she said, "namanya
	learning material	-		juga report text, jadi ini
		e a N I	Inc	seperti melaporkan
	EATT.			sesuatu"
	1 S. S. S. S. S. S. S. S. S. S. S. S. S.	CHA	3	2. At minute 06:05, the teacher
1		de	S	pointed out one student to
			2/4	answer the question,
		130	51	however, because the
		37//	The same	student cannot answer the
				question, the teacher gave
	Call	1000		hints to help the student
				answer the question "ayo,
	U A		- 4	jangan <mark>m</mark> alu-malu kucing,
			9.74	cobak <mark>d</mark> iinget lagi ciri-ciri
		100		report text"
				3. At minute 07:09, the teacher
				gave an explanation more as
				feedback to the student's
				answer, she explained,
				"karena teks ini
				membahas kucing secara
				keseluruhan"
				4. At minute 09:57 to 10:41,

AND STEAM	Charles and a second a second and a second a	DIK	the teacher explained the learning material in the screen which is about general structure of report text, she explained, "jadi report text itu ada structurenyaclassification nya membahas tentang sesuatu objek yang umum" 5. At minute 10:44 to 12:14, the teacher explained about the language features of report text, she explained, "report text itu memakai simple present namanya" 6. At minute 32:47, while showing the correct answer
			general classification namanya, kalimat pembuka yang menjelaskan ciri-ciri
(TD)			umum objek"
The teacher gives an	✓		1. At minute 24:05, the
explanation or a			teacher gave the students
verbal commentary			picture of report text that
accompanying			was still in random order
pictures, slides, and			through WhatsApp group.

	films				
Interaction	The teacher	✓		1.	At minute 00:20, the teacher
(Hughes,	maintains social				open the activity by saying
1990)	relations such as				hello and greeting the
	greeting, leaving,				students, she said "Hi, how
	apologizing,				are you today?"
	thanking and			2.	At minute 02:00, the teacher
	congratulating.				thanking students who
		Δ.			already response to the
			No. of Concession, Name of Street, or other parts of the Concession, Name of Street, or other pa		question, "tidak?, okay
		= "		8	terima kasih"
		e e N D	Inte	3.	At minute 06:40, the teacher
	TAS	TO STATE OF	T. A.	Q	apologized to the students
	1 33	e (ita	2	200	because she cannot see the
N. Carlotte		de			whole students' faces
			4/4		through the screen, she said,
		(b)	31	X	"siapa yang n <mark>g</mark> omong tadi
		, ///	THE PARTY		ya? maaf ini <mark>l</mark> ayar saya
				Ņ	sedikit yang ke <mark>li</mark> atan"
	Cale			4.	At minute 35:37, the teacher
					thanking the students for
	D_{λ}	area was	- 0	E	joining the class, and
			332		participate in class, she said,
				100	"…bye-bye, terimakasih
					sudah mau join"
	Teacher gives	✓		1.	At minute 04:52, the
	students				teacher gave appreciation
	appreciation, pity,				to the students by giving
	sympathy, interest,				compliment the students'
	surprise, anger,				answers, "okay semua
	disappointment				text orange jawabannya,
					good"

				2.	At minute 05:14, the
					teacher offer bonus point
					for the students as
					appreciation. "siapa
					yang mau jawab, dapet
					nilai plus"
				3.	At minute 07:29, the
					teacher compliment the
		A.			students by saying
			-		compliment for the
		3		87	students' answer, she said,
		a v N D	In.		"good, thank you give
	AAm.	4517	THE REAL PROPERTY.	10	applause for martha (name
	(S)		7	ž	students)"
1			8	4.	At minutes 07:59, 08:43,
3		Tr.	2/9		the teacher appreciated the
		dby >		X	students by giving
		1 ///	नारिक		compliment as well to the
		<u> </u>		S)	students, for example, she
		XX	(1)		said, "yes, that's good"

MEETING 1 & 2 MRS. ROSE, CHALLENGES IN REMOTE TEACHING

Teaching and Learning Components	Challenges	Notes
Teacher	a. In meeting 2, the teacher had	The effect of this bad connection
(Hamruni,	a bad connection so the	make the instruction is not clear,
2011)	teacher's voice cannot be	because during this part the
	heard clearly.	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 Meeting 1 Meeting 1 1. At minutes 02:26, a. The challenges are risked make (Hamruni, and 17:42, 2011) the students the class noise because sometimes forgot to unmute sometimes the teacher forgot to their mic and vice versa, so mute their mic while talking the teacher often reminds out of learning topic. challenge, students to unmute b. The next the microphone. students seemed passive and 2. At minute 03:31, the teacher lack of interest in participating reviewed the class. (Used for the points the previous material by asking "...what is 2,3,4,5,6) offer?..." However, most of the students remained silent, and only one responded, which is a slow response. 3. At minute 09:00, the teacher asked about the result polling, however, there were no students who respond it. 4. At minute 32:09, the student had a connection problem so the student cannot join the conversation. 5. At minute 04:47, the teacher gave polling to the students however through chat, because of a bad signal, the students slowly responded to the poll. 6.At minute 31:13, the learning

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

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

TEACHER 2: MRS. MAYA MEETING 1 MRS. MAYA TEACHERS' ROLES

Controller (Harmer, 2001) The teacher controlled the students' behavior, language, attitude 1. At minute 05:01, teacher asked students to turn on the mic, she said, "turn your audio please" 2. At minute 03:50, teacher checked students whether they already done filling the attendance list or mic. have you do guys?" 3. At minute 12:10, teacher also checked students to make students to make students to make students can the learning mater "all of you can see Bisa dilihat tan nya?"	Teacher's Role	Teacher's Learning Activity	Resear Com	cher's ment	NOTES
teacher asked question and cho directly the student answer it. ", Constitution (student' name), do student' name), do student name), do student name name name name name name name name	(Harmer,	the students' behavior,	Yes V	No No	teacher asked the students to turn on their mic, she said, "turn on your audio please" 2. At minute 03:50, the teacher checked the students whether they are already done filling out the attendance list or not. "have you done guys?" 3. At minute 12:10, the teacher also checked the students to make sure that the students can see the learning material. "all of you can see it? Bisa dilihat table nya?" 4. At minute 15:21, the teacher asked the question and choose directly the student to answer it. ", Okta (student' name), do you know?" 5. At minute 16:33, the teacher pointed out some students to read the material. 6. At minute 18:14, the teacher also pointed out the students to read the material. 7. At minute 22:20, the teacher asked the

	remained silent. "have you find it?"
	8. At minute 24:45, the
	teacher pointed out the
	student to answer the
	question. "how about
	Wina?"
	9. At minute 26:48-30:55,
	*
	the teacher also pointed
	some student to read the
	material, for example,
	"next number two,
	please read the verb one
	Okta!"
	10. At minute 29:59, the
	teacher asked the student
	whether the student in the
	room or not, because the
I S I PUNTILL	student give no response.
	"Anjas, are you
54(0)	here?"
	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.
一 一 一 一 一 一 一 一 一 一	"hello <mark>e</mark> veryone, are
	you here? Ya turn on
	your camera please"
The teacher advises the ✓	1. At minute 00:56, the
students	teacher asked the students
	to check the attendance
W D T T T D	list that is already sent.
	before we start the
	class, please check your
	absence on the google
	form that I sent it"
	2. At minute 21:53, the
	· · · · · · · · · · · · · · · · · · ·
	teacher informed the
	students to raise hands if
	they already find the
	answer. "if you already
	find it, raise your
	hand"
	3. At minute 39:38, the
	teacher told the students
	to inform the teacher if
	they have difficulties.

				"if you have any question, unmute your
				audio, and asked to Miss"
	The teacher takes a lead and helps the students in the learning process.	✓		 At minute 00:12, the teacher took a lead in learning activity by opening the activity with greetings with the students. At minute 04:23, the
				teacher took a lead the students to pray together before they start the learning activity.
Assessor	The teacher corrects	✓		1. At minute 22:57, the
(Harmer, 2001)	the students mistake	ENDI	IIR.	teacher corrected the students' mistake which
	RATIAN	Â		was in the pronunciation of the word as an
**	The teacher tells the			example of verb 1. 2. At minute 35:06, the teacher corrected the students' answer because the students still have a misunderstanding about the question. 3. At minute 25:41, the teacher also corrected the student's pronunciation, when the student spell the word as example of verb 1. 1. At minute 37:38, the
	quality the of students score			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!"
	The teacher assesses students	✓		1. At minute 32:15 to, the teacher was having

	assignment			practice together with the students, and during that, the teacher directly assessed the students
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	WINDI WINDI WINDI WINDI	THE SHAPE OF THE S	 At minute 08:04, while explaining the material, the teacher give instruction to the students to read the example of simple present tense material. At minute 13:17, the teacher asked the students to give example of verb 1 used in simple present tense. "can someone give me the example of verb 1? Give me one example" At minute 21:18, the teacher asked the students to find example of verbs that have ending "s" or "es". At minute 32:19, the teacher gave instruction to the students to practice completed the sentence of simple present tense. "nah sekarang kita langsung praktekkan apa yang sudah Miss jelaskan tadi" At minute 36:23, the teacher informed the students to make practice again about simple present tense. "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" At minutes 37:12 to

				39:20, the teacher gave
				the example to the
				students about the task
				should be done.
	The teacher conveys	√		1. At minute 6:32, the
	some information	*		teacher conveyed some
	about class activities to			information to the
	the students.			students about the lesson
	the students.			during the meeting, she
				said, "that's right,
				today we are going to
				learn about simple
				present tense"
	The teacher arranges		√	During the learning process,
	and put the students		Name of the last o	the teacher did not show any
	into groups or pairs.	E CONTRACTOR OF THE PARTY OF TH		roles to arranges the
	into groups of pans.			students, because there was
	O. D.	ENDI	IID.	no activity in group or pairs.
Prompter	The teacher	✓	43.00	1. At minute 06:16, the
(Harmer,	encourages students to	A.	35.0	teacher stimulates the
2001)	participate or needs to	5(((1)))		students by asking
**	make		3 .	question. "so do you
	suggestions about how		/ (4)	know what our lesson
	students		78	today?"
	may proceed in an		114	
	activity when			
	there is a silence or	$\angle $	BY	3/1
	when they are	AVALANA	N	
	confused about to do	0.000	797.5	
	next	SALAN	-	
	The teacher offers	✓	200	1. At minute 17:41, the
	some words, phrases,	DITE	3 1 1 2 2	teacher gave a
	or suggestions to		The same of the sa	compliment to the
	stimulate the students	The same of the sa	1000	students and applause
	involved in the			because the student
	learning process			already answered the
				question rightly.
				2. At minute 32:49, the
				teacher also gave
				compliments and thanked
				the students for
	The teacher prompts		✓	answering the question.
	The teacher prompts the student with		•	
	information they have			
	forgotten.			
Participant	The teacher joins the	√		
1 di di Cipulit	The teacher joins the		<u> </u>	L

(Harmer, 2001)	student's activity as the participant				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. The teacher explains additional information when student misunderstand.			2.	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. 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. 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. At minutes 26:05 and 29:38, the teacher showed the table of verbs that can be added with "s" as well as "es" At minute 31:53, the teacher showed table also, with verb that end with "y"
		l .	<u> </u>		

Tutor	The teacher helps	✓		1.	At minute 15:35, the
(Harmer,	students when they				teacher helps the student
2001)	have difficulties				by guiding it to the
	individually				answer, because the
					student has difficulty
					answering the question.
				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
		Δ.			students by guiding it.
				2	"you can spell it"
			The state of the s	3.	At minute 23:35, the
				b	teacher helped the student to spell the word
		e ND ti		18	of "wish", as the example
	181	BIATIT	III a		of word that can be added
	ALL D.	A		7	with "es". "for the
	0.2	MAIN			wish, we spell it like w, i,
16				N.	s, h
	The teacher explains	100	/		3,
	the material to the		7 250		
	students who have		101		
	difficulties		The		
	The teacher ensures		V		
	that many individuals				
	are seen in the learning	YYYY		7	
	activity.	SP 64/17	\perp		
Observer	The teacher gives	1	7	1.	At minutes 05:17 to
(Harmer,	individual feedback to		250.00		05:50, the teacher asked
2001)	the students	111111111111111111111111111111111111111			the students to answer the
					q <mark>u</mark> estion while also
		The same of the sa	1000		observing what's the
					students answer. "he is
				_	eating? Eating what?"
	(TDI			2.	1
	The teacher	✓		1.	At minutes 32:27 to,
	investigates students'				the teacher observed the
	performance in class				students' comprehension
					by asking the students to
					directly answer some questions.
				2	At minute 39:12, the
				۷.	teacher checked the
					students by asked a
					question whether the
<u> </u>	1	l		<u> </u>	question whether the

		students	already
		understand the	e instruction
		or not. "yoi	ı got it?"

MEETING 1 MRS. MAYA ACADEMIC LANGUAGE FUNCTIONS

Category of	Teacher Learning	The Researcher's		Notos		
Academic	Activity	Commen		Notes		
Language		Yes	No			
Organization (Hughes, 1990)	The teacher manages the interaction with the students The teacher gives instructions to the students		IKANA BA	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" 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" 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" 2. At minute 08:04, while explaining the material, the teacher give instruction to the students to read the		



	The teacher supervises the students	√		minutes to change the sentence into positive, negative, and interrogative" 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	INDID AND AND AND AND AND AND AND AND AND AN	I A TO THE TO THE TOTAL PROPERTY OF THE TOTA	 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?" 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?" At minute 07:18, the teacher also asked question to discover students' idea, she asked, "when we use simple present tense? Do you know?" At minutes 07:52 to 10:30, in the middle of explaining the material, the teacher actively asked question to the



				students is clear with the information that is given by the teacher. "now before Miss close the class, do you have any
	The teacher replies to the question from students regarding the		√	question?"
	learning activity			
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	INDID A STATE OF THE STATE OF T	A SECONDARY OF THE SECO	1. At minutes 06:54:11:22, the teacher explained the learning material to the students which is about Simple Present Tense, she explained, "look at this (learning material)" we use the simple present to talk about facts, habits, feeling and emotions, and general truth" 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. "we are going to focus to learn about simple present tense, look at this the formula" 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. "we add "s", when we talk about for the verbs, when talk about the third person" 4. The teacher informed the student to spell the word of "wish", as an
				example of word that can be added with "es".

"for the wish, we spell it like w, i, s, h" 5. At minutes 26:05 and 29:38, the teacher explained more specifically the table of "s", and "es", for example: "let's see the table herewhen the last letter is consonant letter atau huruf mati we just add "s" 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. "special for the "y" ending, change it with the letter "i" and you have to add it with "es"" The teacher gives an 1. At minutes 04:59 to
5. At minutes 26:05 and 29:38, the teacher explained more specifically the table of "s", and "es", for example: "let's see the table herewhen the last letter is consonant letter atau huruf mati we just add "s" 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. "special for the "y" ending, change it with the letter "i" and you have to add it with "es""
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ending, change it with the letter "i" and you have to add it with "es""
with the letter "i" and you have to add it with "es""
you have to add it with "es""
"es""
The teacher gives an $\sqrt{}$ 1 At minutes 04.59 to
explanation or a verbal 06:17, the teacher
commentary gave verbal comments
accompanying to the students answer
pictures, slides, and while the teacher
films showing some pictures
to the students. "what
do you think about this
picture?he is
eating?"
Interaction The teacher maintains 1. At minutes 09:00-00:43,
(Hughes, social relations such as the teacher gave some
1990) greeting, leaving, greetings for the
apologizing, thanking students as the opening
and congratulating. students as the opening activity, she said, "Hello
good afternoon
everybody, how are you
today? Have you got
your lunch?"
2. At minute 4:20, the
teacher thanking the
students for joining the
class, she said,
"welcome to our class

	applause as appreciation for the students who
	already answer the
	questions right.
	"that's correct
	(applause), thank
	you"



MEETING 2 MRS. MAYA TEACHERS' ROLES

Teacher's	Teacher's Learning	T] Resear	he cher's	
Role	Activity		ment	NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude		IN GARAGE	 At minute 01:16 and 01:33, the teacher controlled the students by asking whether they already done making the previous assignment. At minute 13:56, the teacher controlled the students by mentioning the students who already joined the quizzes. At minute 23:32, the teacher asked the students whether they already finish or not. At minute 28:16, the teacher informed the students stay in the quizzes while waiting the other
	The teacher advises the students	1		friends. 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. 2. At minute 24:20, the teacher informed that students must finish the quiz

	1	1	I	
				within five minutes.
	The teacher takes a lead and	✓		1. At minute 00:07, the
	helps the students in the			teacher started and
	learning process.			take a lead in the
				learning activity by
				doing greeting with
				the students.
				2. At minute 00:47, the
				teacher also took a
				lead in starting the
				class activity with
				praying.
		Δ.		3. At minute 38:26, the
				teacher close the
				activity with
				praying and
	I A STATE OF THE S			thanking the
	4 B C V	DIDIE		students.
Assessor	The teacher corrects the	✓	1.65	1. At minute 07:29, the
(Harmer,	students	4		teacher corrected
2001)	mistake	40	100	the students'
2001)	mstake			mistake with the use
		017		F Soft Control of the
		4/4	S)	of do and does for
	~ (1)		R	third person
	V3 (15)		1	singul <mark>a</mark> r.
	The teacher tells the quality	V		1. At minute 13:26, the
	the of students	THE SA	8	teacher informed the
	score	NATIONAL PROPERTY.		students the main
	400000	2000		focus of the material
	1 2 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	1722		about the quizzes.
	The teacher assesses	1		1. At minute 03:25, the
	students	V-		teacher showed the
	assignment	11	150	answer for the
	assignment	1.0		number one to the
	September 1	100	-	students.
		All the		2. At minutes 03:52 to
				, the teacher with
				the students
				assessed the
				previous
				assignment.
				3. At minute 04:27, the
				teacher asked the
				students whether
				their answer is
				already correct or
				not.
				4. At minute 30:46, the
		1	<u> </u>	1

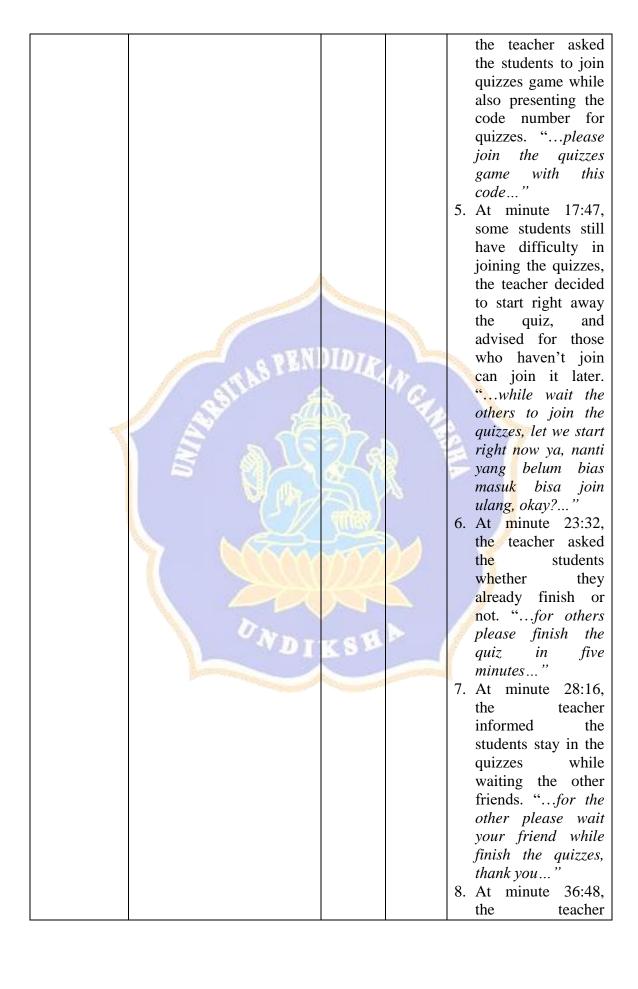
			I	l	
Organizer	The teacher gives	✓			teacher showed the students answer, so they can know which answer is right or wrong. At minute 31:01-36:18, the teacher assessed the answers with the students. At minute 03:59, the attitudents
(Harmer,	instructions or				students gave
2001)	demonstrations on how	ā.			instructions to some
	students are going to do the				students to read
	activity.		Day.		their answers.
				2.	At minutes 04:24,
		Direction of			06:38, 08:05,and
	O LEV				09:14 the teacher
	TAU		Wa		asked the students
	33				to check their
146	N 52	2	1	À.	answers if it is
4				2	correct or not.
		1/4		٥.	At minute 12:12, the
			R	1	teacher instructed
			AS .		the students to
		THE PARTY			prepare their
			S	1	quizzes app. At minute 12:41, the
		NOW	ΔO	4.	teacher asked the
	September 1				students to join
		4			quizzes game while
					also presenting the
	U a.		N-	1/3	code number for
		KSF	VI.289	No.	quizzes.
	The teacher conveys some	√		1	At minute 12:01, the
	information about class	The said	and the same	1.	teacher informed the
	activities to the students.				students that the
	delivities to the students.				class activity will
					move to quizzes.
				2	At minute 36:48, the
					teacher informed the
					students about an
					activity they are
					going to have for
					the next meeting.
	The teacher arranges and		√		
	put the students into groups				
	or pairs.				
	- Parro		<u> </u>	l	

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 minutes 28:30-28:44, the teacher encouraged one student to answer the quiz slowly even though the other friends already finished the quizzes.
	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.	KSB	SANNER AND A	 At minute 10:21, the teacher gave a compliment to a student who already answered the question right. At minute 11:53, the teacher gave applause to the students as appreciation. At minute 30:18, the teacher gave congratulation students who got high scores. At minutes 30:48, and 36:22, the teacher complimented again the students for answering all the quizzes.
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	✓		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.

Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		 At minute 03:15, the teacher shared the PowerPoint again to the students and showed the task of the previous meeting. At minute 11:13, the teacher gave explanation to the students why the answer is used verb 1 added with s.
	The teacher explains additional information when student misunderstand.	DIDIR		
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually		CANO To COME	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.
	The teacher explains the material to the students who have difficulties	YIII IY	√	the statent.
	The teacher ensures that many individuals are seen in the learning activity.	X	✓	Coba cari pada saat assess the quizzes
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	KSB		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.
	The teacher investigates students' performance in class	✓		1. At minute 18:20-36:18, the teacher was observing the students' performance in answering the quiz through the screen.

MEETING 2 MRS. MAYA ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	Resear Comi	cher's	Notes
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. "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"
	The teacher gives instructions to the students	K S H	TO THE TOTAL OF THE PARTY OF TH	1. At minutes 03:59, 06:38, 08:05, 09:14, the students gave instruction to some students to read their answers, for example: "number two, please read you answer Okta!" 2. At minute 04:24, the teacher gave instruction to the students after the answer is announced. "for all of you, another students, check your answer please!" 3. At minute 12:01 to, the teacher informed the students with the learning activity. "okay let's move to the quizzes game, everybody prepare your quizzes please" 4. At minute 12:41,



				informed students about activity they	
				going to have the next meet "for	
				meeting, you h the exam al	have bout
				simple present, this is th ex	
				Miss will shar	
				on class group the next meet	-
				prepare your	_
		The second		and don't forge	et to
				practice as	_
	THE STATE OF THE S	Mar		about sin present tense'	nple ''
	The teacher supervises the	/	2.3	1814	3:56,
	students		"C		cher
	/ S 5(!!	7)5	1	supervised	the
1	A . 65		. 5	students by see	_
		1/4			nany
			Š.	members already joined	who the
	7.147	$\rightarrow \mathcal{U}_{\mathcal{X}}$	~	quizzes. "	
		Allies \		alre <mark>ad</mark> y join	
		A-1/4		2. At minute 18	
	666668	7000			cher
		4		supervised student score w	the
				also presenting	
	ONDE	1	2	the students.	
	The teacher arranges the	100	✓		
	students and learning		CO.		
Interrogetica	activities The teacher asks questions	✓		1. At minute 01	:16,
Interrogation (Hughes,	The teacher asks questions to obtain information,	•			cher
1990)	ideas, opinion, and reason			controlled	the
ĺ	from the students			students by asl	king
					they
				•	lone
				making previous	the
				-	<i>so</i> ,
				=	lone
				•	ask?
				The last	task

everybody?" 2. At minute 04:27, 06:38 the teacher asked the students whether they have same answer or not. "check you answer please, it is correct?" 3. Ar minute 08:17, the teacher asked a question to make sure the students' answer. "Dom cooks or cook?"
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"check you answer please, it is correct?" 3. Ar minute 08:17, the teacher asked a question to make sure the students' answer. "Dom cooks or cook?"
answer please, it is correct?" 3. Ar minute 08:17, the teacher asked a question to make sure the students' answer. "Dom cooks or cook?"
answer please, it is correct?" 3. Ar minute 08:17, the teacher asked a question to make sure the students' answer. "Dom cooks or cook?"
correct?" 3. Ar minute 08:17, the teacher asked a question to make sure the students' answer. "Dom cooks or cook?"
3. Ar minute 08:17, the teacher asked a question to make sure the students' answer. "Dom cooks or cook?"
the teacher asked a question to make sure the students' answer. "Dom cooks or cook?"
question to make sure the students' answer. "Don't cooks or cook?"
sure the students' answer. "Done cooks or cook?"
answer. "Dom cooks or cook?"
cooks or cook?"
4. At minute 10:54,
the teacher asked a
question to measure
the students'
understanding.
"why do we use
does not? Why not
do not?"
5. At minute 23:32.
the teacher asked
the students
whether they
already finish or
not. "Okta
finish? Risma
also?"
The teacher replies to the
question from students observation, there was
regarding the learning no students who asked
activity questions to the
teacher so, this
particular category of
academic language
cannot be identified.
Explanation The teacher explains the 1. At minute 03:25.
(Hughes, material and gives the teacher showed
1
learning material the answer for the
number one to the
students. "let's
discuss it one by
one for the first
one, for the first, "saya makan nasi

				goreng di kantin". For the positive sentence is I eat friend rice in
				cafeteria" 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
	SPEN)IDIR	7	Okta!"we are study at the library, good for the positive
***	A RAITA DE		NOAN	sentence" 3. At minute 06:12, the teacher
				explained the answer as feedback. "you can use
			Y)	room or bed room boleh yang mana aja" 4. At minute 11:13,
		***************************************	\leq	the teacher explained to the students why the
	ONDI	KSH		answer is used verb 1 added with s. "because the
				subject is he, and then the verb 1 is added "s" in the ending…"
	The teacher gives an explanation or a verbal	✓		1. At minute 13:26, the teacher
	commentary accompanying			informed the students
	pictures, slides, and films			the material about the quizzes. "the
				quiz is still about the simple present, just
				answer the question by choose the correct

				answer"
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	NIDIK SE E	TO STATE OF THE ST	1. At minute 00:07 to 00:16, the teacher opened the activity by saying hello and doing greeting with the students. "Hello, good afternoon everybody? How are you today? 2. At minute 00:29, the teacher also greeted the students by asking their readiness. "before we start the class, have you get your lunch?" 3. At minute 08:00, 09:09, the teacher thanking the students for answering the question number 3. "okay thank you Risma" 4. At minute 30:18, the teacher gave congratulation for students who got high scores. "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" 5. At minute 38:30, the teacher closed the activity by thanking the students. "thank you so much for today guys, have a nice day, byebye"

Teacher gives students 1. At minute 10:21, the teacher gave appreciation, pity, compliment for a sympathy, interest, surprise, anger, student who already disappointment answered question right. "...okay, that's good..." 2. At minute 11:53, the teacher gave applause to the students as appreciation. "...okay thank to all of you, give applause to your friends please..." 5. At minute 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 "...be quizzes. careful to answer the question Wina, you have two minutes again, just relax and enjoy..." 6. At minute 30:48, 36:22, the teacher gave appreciation for students because they already finish the "...really quiz. great job to all of you.." and "...wow nice everybody you did a great job..."

MEETING 1 & 2 MRS. MAYA CHALLENGES IN REMOTE TEACHING

Teaching and Learning Components	Challenges	Notes
Teacher	-	-
Students	Meeting 1	Meeting 1
	1. At minute 30:00, the students gave slow response to the teacher. Meeting 2	1. During the learning activity, the teacher pointed out students to answer, however, the students gave slow response in answering teacher.
	1. At minute 17:42, some students	Meeting 2
	have difficulty in joining the quizzes because of having bad connection.	1. During this challenges many students were having trouble connection which made the teacher have to wait some students to join Quizzes
Learning Material		A 7
Learning Activity	() AAAAAAAAA	-
Method of teaching		-
Media of Learning	Meeting 1 & 2 1. The use of media zoom that still have limited time, which become obstacle in the learning media	1. The limitation time makes the learning activity also become limited
Source of learning	-	-
Evaluation	Meeting 1	Meeting 1
	1. At minute 46:47, the teacher cannot finished the assessment because of limited time	1. This challenges make the assessment activity is continued in the next meeting.

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 sebelummnya 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 walapun 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 utnuk bicara, yang enggan atau masih malu dalam mengemukakan pendapat, jadi benar harus ditanya satu-satu. Kalau di whatsaap 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 melalu 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)

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-itu 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?

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 nnati 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?

Lalo 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 belom? 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 explaiantion 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 kebawa untuk express feeling itu penting. So giving appreciation dgn kata2 iyaa, 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, suprise, 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 bis abaca, 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. Contoh nya misalnya siswa yang gak bisa abaca, 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 kyak 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 say aitu-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 kyak 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. Penyesuainnya 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.

NDIKSHA

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 ngasi 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 menage the intraction during remote teaching?

♣ Untuk memanage 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 activites ?

♣ 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 explaiantion 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, sperti 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, suprise, anger, disappointment to students?

♣ Kalo saya berusaha untuk ngasi apreasiasi 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, congratulaion 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 sinya 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)

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)

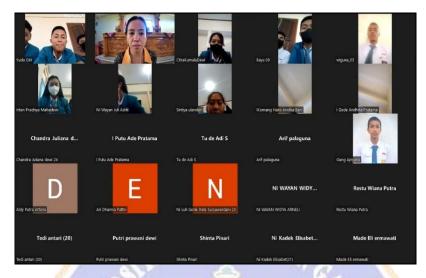
♣ Jadi dari sumber pembelajaran itu sendiri, karena kalo untuk saya sumber mengajarnya itu dari LKS sudah bisa mengajar siswa, dan dari internet pun sudah banyak ada untuk materi2 yang saya ajarkan ke siswa

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

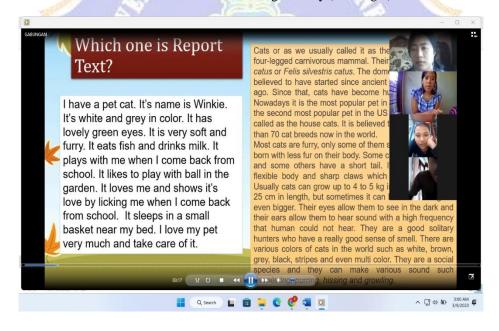
↓ Kalo untuk di evaluasinya kendala dari pengumpulan tugas siswa itu sendiri, jadi susah untuk mengevalusi tugas mereka, karena siswa banyak yang mengirim tugas terlambat, dan untuk memberikan feedback langsung juga menurut saya terkendala, karena kita dibatasi dengan waktu yang terbatas jadi untuk memberikan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

DIKSEL



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.