

APPENDICES

APPENDIX 1. OBSERVATION PERMIT LETTER



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 : 1867/UN48.7.1/DT/2022

19 Juli 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Semarapura
di Klungkung

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

Nama	: Ni Kadek Windani
NIM	: 1912021203
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: "Teachers' Roles In Remote English Teaching in Senior High School at Klungkung Regency"

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

an. 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



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

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Nomor : 1021/UN48.7.1/DT/2022

22 April 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Pariwisata Saraswati Klungkung
di Klungkung

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

Nama : Ni Kadek Windani
NIM : 1912021203
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NIP. 197609022000031001

Tembusan:

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

APPENDIX 2. BLUEPRINT OF THE INSTRUMENT

RESEARCH INSTRUMENT

BLUEPRINT

Research Title: Teachers' Roles In Remote English Teaching In Senior High School At Klungkung Regency

Research Questions

1. What teacher roles are played by English teachers in remote teaching in senior high school at Klungkung regency?
2. What academic language function do English teachers use to support these roles in senior high school at Klungkung regency?
3. What are the challenges encountered by the teacher in senior high school at Klungkung regency in playing their roles?

Theory

No	Research Question	Theory	Note
1	What teacher roles are played by English teachers in remote teaching in senior high school at Klungkung regency?	Harmer (2001)	Teacher role : a. Controller (Controls students' behavior, language, and attitude. Advises students. takes the lead and helps students in the learning process) b. Organizer (Instruct on how the students are going to do

			<p>the activity. Convey the information about class activities. Put students into pairs or groups)</p> <p>c. Assessor (Corrects students' mistake, tell the quality of students' score and assesses students' assignment)</p> <p>a. Prompter (Encourage students to participate in class. Offer words or phrases to stimulate students and prompt the students with the information they have forgotten)</p> <p>b. Participant (Engage in students' activity. Participate with the students)</p> <p>c. Resource (Supply the information and the explanation about the material. Provide needed information by explaining the materials when students</p>
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			<p>misunderstand)</p> <p>d. Tutor (Help students one by one when they have difficulties. Explain the material to the students who have difficulties and ensure all students are seen in the learning activity)</p> <p>e. Observer (Give individual feedback and investigate students in the class)</p>
2	<p>What academic language function do English teachers use to support these roles in senior high school at Klungkung regency?</p>	<p>Hughes (1990)</p>	<p>Academic Language Function :</p> <p>a. Organization: The language of organizing is used to direct and manage the interaction between a teacher and his/her students. It can involve several sub-functions such as giving instruction, sequencing, and supervision.</p> <p>b. Interrogation: The language of interrogating in the classroom mostly aims at</p>

			<p>eliciting information, ideas, opinion, and reasons from the students. It can include asking the question and replying to the question.</p> <p>c. Explanation: The language of explaining is used on the occasions when a teacher needs to make his/her students translate, paraphrase, summarize, define, or make the correction. For the teacher, it is a language to give information related to people, places, and events, or a verbal commentary accompanying pictures, slides, and films.</p> <p>d. Interaction: The language of interacting here is mostly about the use of expressions to 1) Maintain social relations such as greeting,</p>
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			<p>leaving, apologizing, thanking, and congratulating, etc. 2) Indicate appreciation, pity, sympathy, interest, surprise, anger, disappointment, etc</p>
3	<p>What are the challenges encountered by teachers in senior high school at Klungkung regency in playing their roles?</p>	<p>Hamruni (2011)</p>	<p>There are several components of teaching and learning namely, students, teacher, learning objective, learning material, learning activities, method of teaching, media of learning, source of learning, and evaluation.</p>

APPENDIX 3. RESULT OF EXPERT JUDGEMENT

EXPERT JUDGEMENT CONTENT VALIDITY FORM

1ST EXPERT

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

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

Observation Sheet for Observing the Teachers' Role

Statement In Observation Sheet					Judge's Comments		
Research Question	Roles	Teacher Activity	Ye s	N o	Relevant	Irrelevant	Note
	Controller (Harmer, 2001)	The teacher controls students' behavior, language, and attitude.			√		
		The teacher advises students			√		
		The teacher takes the lead and helps students in the learning process.			√		
	Assessor (Harmer, 2001)	The teacher corrects students' mistake			√		
		The teachers tell the quality of students' score			√		
		The teacher assesses students' assignment			√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			√		
		The teacher					

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

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

Singaraja, 12 November 2022

Expert



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

Nip : 19830402006042001

EXPERT JUDGEMENT CONTENT VALIDITY FORM

1ST EXPERT

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

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

Observation Sheet to Observing Academic Language Function

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

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

Singaraja, 12 November 2022

Expert



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

Nip : 19830402006042001

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1ST EXPERT

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

Observation Sheet to Observing The Challenges in Remote Teaching

Statements in the Observation Sheet				Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the challenges encountered by English teachers in playing their roles?	Teacher			√		
	Students			√		
	Learning objectives			√		
	Learning Material			√		
	Learning Activity			√		
	Method of teaching			√		
	Media Of Learning			√		
	Source of learning			√		
	Evaluation			√		

Singaraja, 12 November 2022

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1ST EXPERT

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

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

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

Statements in the interview guide			Judge's Comments		
Research Question	Question	Answer	Relevant	Irrelevant	Notes
What teacher roles are played by English teachers in remote teaching?	What are the teachers' roles that you play during online learning activities?		√		
	How do you control learning activities as well as students during the learning process?		√		
	How do you organize learning activities and students in class?		√		
	How do you evaluate the learning activities and student performance that have been implemented?		√		
	How do you participate in learning activities so that learning activities run smoothly?		√		
	How do you provide information to students?		√		
	How do you guide students' learning activities either as a		√		

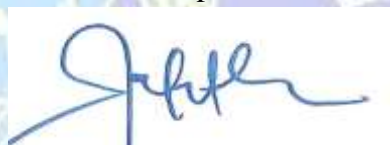
	group or individually?				
	How do you encourage students to participate in class and stimulate students to take a part in the learning activity?		√		
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What academic language function do English teachers use to support these roles in senior high school at Klungkung regency?	What do you usually say to manage the interaction during remote teaching?		√		
	What kind of instruction do you convey to the student in the learning activities?		√		
	How do you arrange the student during learning activities?		√		
	What do you usually say to manage your students during remote teaching?		√		
	How do you give questions to students so students can convey their answers, opinions, or reasons?		√		
	How do you answer the question from students during teaching and learning activities?		√		
	What do you say when you explain certain material or theories to students?		√		
	How do you usually explain the learning		√		

	media (picture, slide, and film)?				
	What do you say to greet, apologize, thank, and, congratulate the students during teaching and learning activities?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, and disappointment to students?		√		
What are the challenges encountered by teachers in playing their roles?	What challenges did you face during the remote English teaching related to the teacher's abilities?		√		
	What challenges did you face during the remote English teaching related to the student's abilities?		√		
	What challenges did you face during remote learning related to the learning material?		√		
	What challenges did you face during the remote English teaching related to the learning activities?		√		
	What challenges did you face during the remote English teaching related to the 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 to the source of learning?		√		
	What challenges did you face during the remote English teaching related to learning objectives?		√		
	What challenges did you face during the remote English teaching related to the evaluation process?		√		

Singaraja, 12 November 2022

Expert



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

Nip : 19830402006042001

EXPERT JUDGEMENT CONTENT VALIDITY FORM

2nd EXPERT

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

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

Observation Sheet for Observing the Teachers' Role

Statement in the Observation Sheet					Judge's Comments		
Research Question	Roles	Teacher Activity	Ye s	N o	Relevant	Irrelevant	Note
	Controller (Harmer, 2001)	The teacher controls students' behavior, language, and attitude.			√		
		The teacher advises students			√		
		The teacher takes the lead and helps students in the learning process.			√		
	Assessor (Harmer, 2001)	The teacher corrects students' mistake			√		
		The teachers tell the quality of students' score			√		
		The teacher assesses students' assignment			√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			√		
	The teacher conveys some			√			

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

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

EXPERT JUDGEMENT CONTENT VALIDITY FORM

2nd EXPERT

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

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

Observation Sheet to Observering Academic Language Function

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

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

Singaraja, 14 November 2022

Expert



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

Nip : 1993091920180322001

EXPERT JUDGEMENT CONTENT VALIDITY FORM

2nd EXPERT

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

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

Observation Sheet to Observering The Challenges in Remote Teaching

Statements in the Observation Sheet				Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the challenges encountered by English teachers in playing their roles?	Teacher			√		
	Students			√		
	Learning objectives			√		
	Learning Material			√		
	Learning Activity			√		
	Method of teaching			√		
	Media Of Learning			√		
	Source of learning			√		
	Evaluation			√		

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

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Statements in the interview guide			Judge's Comments		
Research Question	Question	Answer	Relevant	Irrelevant	Notes
What teacher roles are played by English teachers in remote teaching?	What are the teachers' roles that you play during online learning activities?		√		
	How do you control learning activities as well as students during the learning process?		√		
	How do you organize learning activities and students in class?		√		
	How do you evaluate the learning activities and student performance that have been implemented?		√		
	How do you participate in learning activities so that learning activities run smoothly?			√	
	How do you provide information to students?			√	
	How do you guide students' learning				

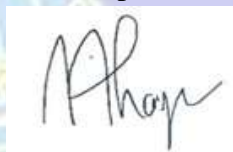
	activities either as a group or individually?		√		
	How do you encourage students to participate in class and stimulate students to take a part in the learning activity?		√		
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What academic language function do English teachers use to support these roles in senior high school at Klungkung regency?	What do you usually say to manage the interaction during remote teaching?		√		
	What kind of instruction do you convey to the student in the learning activities?		√		
	How do you arrange the student during learning activities?		√		
	What do you usually say to manage your students during remote teaching?		√		
	How do you give questions to students so students can convey their answers, opinions, or reasons?		√		
	How do you answer the question from students during teaching and learning activities?		√		
	What do you say when you explain certain material or theories to students?		√		
	How do you usually		√		

	explain the learning media (picture, slide, and film)?				
	What do you say to greet, apologize, thank, and, congratulate the students during teaching and learning activities?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, and disappointment to students?		√		
What are the challenges encountered by teachers in playing their roles?	What challenges did you face during the remote English teaching related to the teacher's abilities?		√		
	What challenges did you face during the remote English teaching related to the student's abilities?		√		
	What challenges did you face during remote learning related to the learning material?		√		
	What challenges did you face during the remote English teaching related to the learning activities?		√		
	What challenges did you face during the remote English teaching related to the 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 to the source of learning?		√		
	What challenges did you face during the remote English teaching related to learning objectives?		√		
	What challenges did you face during the remote English teaching related to the evaluation process?		√		

Singaraja, 14 November 2022

Expert



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

Nip : 1993091920180322001

APPENDIX 3. RAW OBSERVATION DATA

OBSERVATION RESULT

First Observation for Teacher 1

Purpose : To observe the teacher's role played by the teacher during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English teachers in remote teaching in senior high school at Klungkung regency roles?	Controller (Harmer, 2001)	The teacher controls students' behavior, language, and attitude.	✓		- At minute 02:59, the teacher mentioned students' names to answer the question " <i>Putu Nadya please</i> " - At minute 02:59, the teacher mentioned students' names to answer the question " <i>Putu Marisa please</i> "
		The teacher advises students	✓		- At minute 01 : 31, the teacher advised the students to follow the health protocols " <i>I want to remind all of you to follow the role health protocol with 3 M...</i> "
		The teacher takes a lead and helps students in learning process.	✓		- At minute 00 : 35, the teacher leads the students to start the learning activity by praying together " <i>Before I start the lesson let's pray to the god first...</i> "
	Assessor (Harmer,	The teacher corrects		✓	-

	2001)	students mistake			
		The teachers tell the quality of students score		✓	-
		The teacher assess students assignment	✓		- At minute 13 : 04, the teacher gave assignment and formative test to assest students knowledge <i>“the task is to make a biographical text submit it in googleclassroom. complete the formative test through google classroom”</i>
	Organizer (Harmer, 2001)	The teacher gives instruction or demonstrati on on how students are going to do the activity.	✓		- At minute 00: 35, the teacher instructed students to fill in the attendant list <i>“Next, I’ll check your attendant, who is absent today. I’ll send the link. Now please fill in the link in the chat column.”</i> - At minute 04 : 21, the teacher asked students to look at the picture in the slide <i>“Now, I’ll show the picture about famous pigure. Look at the picture”</i> - At minute 06:23, the teacher instructed the students to find out the information about the clas

					<p>activity. <i>"I will ask all of you to find out the information about those picture"</i></p> <ul style="list-style-type: none"> - At minute 07.19-09.05, the teacher asked students to look at the slide. <i>"Look at the slide please !"</i> - At minute 09 : 40, the teacher instructed students to read the text <i>"I'll ask you to read the first text."</i>
		<p>The teacher convey some information about class activities to the students.</p>	✓		<ul style="list-style-type: none"> - AT minute 02.10, the teacher gave information to the students regarding the next activity <i>"Next I'll give you several question related to M the topic that we are going to discuss today"</i> - At minute 10.15, the teacher gave information about the group work to the students <i>"The text one analyze by group 1 and group , the second text analyze by group 3 and 4, and the third text analyze by group 5"</i> - At minute 15.01, the teacher gave information about the material in the next meeting <i>"For the next meeting we will study about biography text for</i>

		The teacher arranges and put the students into group or pairs.	✓		<i>speaking”</i> - At minute 10.10, the teacher devided students into several group “ <i>Next I’ll devide you into five group. Each group consist of five</i>
Prompter (Harmer, 2001)		The teacher encourage 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	✓		- At minute 02.37, the teacher ecourage students to participate to answer the question “ <i>students, who know just rise your hand”</i> - At minute 04. 58, the teacher encourage students to participate in answering the question “ <i>who know, please rise your hand”</i>
		The teacher offers some words, phrases or suggest to stimulate the students involved in learning process		✓	-
		The teacher prompts the student with information they have forgotten.		✓	-
Participant (Harmer,		The teacher join	✓		- At minute 10.56, the teacher

	2001)	students activity as the participant			discussing the result of group work with the student <i>“Well , let’s we discuss together”</i>
	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		<ul style="list-style-type: none"> - At minute 7.12 – 09:05, the teacher gave information to the students regarding the material, at that time he explain about biography text <i>“I’ll explain the topic today, which is about biography text. The definition of biographical text. Biography belong to recount text. It is a text which functions to retell past events in chronological order. Recount text is factual past event.”</i> - At minute 06.30, the teacher gave information about the picture shown in the slide <i>“For the first picture is BJ Habbie and the second picture is Joko Widodo”</i>
		The teacher explains additional information when student misunderstand.	✓		<ul style="list-style-type: none"> - At minute 11.31, the teacher give additional explanation to the students when students still misunderstood about the stucture of biography <i>“Events 1, 2, and 3</i>

					are in the second paragraph after the orientation and reorientation in the last paragraph. To solve the problem, you still need clarification about how to analyze the generic structure of a text.”
Tutor (Harmer, 2001)	Helps students when they have difficulties individually	✓			- At minute 01.26, the students have difficulties to fill the attendant list and the teacher gave explanation regarding students’ difficulties “that’s okay, the most important thing is that you have filled in the attendant list”
	The teacher explains the material for the students who have difficulties		✓		
	The teacher ensures that many individuals are seen in learning activity.		✓		
Observer (Harmer, 2001)	The teacher gives an individual feedback to the students	✓			- At minute 12:38, the teacher gave feedback regarding students answer “Okay good thank you, good answer”
	The teacher investigates students’ performance in class	✓			- At minute 12:22, the teacher investigate students performance by

					asking question about what have been learn in the lesson “ <i>what we have learn today ?</i> , <i>what is the first stucture of biography ,? What is orientation, ?</i> ”
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OBSERVATION RESULT

First Observation for Teacher 1

Purpose : To observe the academic language function used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function do English teacher use to support these roles in senior high school at Klungkung regency	Organization (Hughes, 1990)	The teacher manages the interaction with the students		✓	
		The teacher instructs the students	✓		<ul style="list-style-type: none"> - At minute 04.21 “<i>Look at the picture!</i>” - At minute 06.02 “<i>I will ask all of you to find out the information about those picture</i>” - At minute 07.12 “<i>Look at the slide please !</i>” - At minute 09.40, “<i>I’ll ask you to read the first text</i>” - At minute 10.56, “<i>For the first group please present the result of you discussion</i>” - At 10:56, <i>Let’s we discuss together.</i>
	Teachers		✓		

	supervising the students			
	The teacher arranges the students in the learning activities	✓		- At minute 10:56, <i>“Next I’ll divide you into five group. Each group consist of five students”</i>
Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students	✓		- At minute 02:34, <i>“Have you ever read biography?”</i> - At minute 02:54, <i>“What do you know about biography?”</i> - At minute 04:58 <i>“What do you know about the first picture?”</i> - At minute 06:02, <i>“What do you know about the second picture?”</i> - At minute 12:07, <i>“what we have learn today?”</i> - At minute 12:30, <i>“what is orientation?”</i>
	The teacher reply the question from students regarding the learning activity	✓		
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		- At minute 07:12-09:05. Teacher explain about biography text <i>“I’ll explain the topic today, which is about biography text. The definition of biographical text. Biography belong to recount text. It is a text which functions to</i>

				<p><i>retell past events in chronological order. Recoun text is factual past event.</i></p> <p><i>A biographical recount or biography is a written of the series of event that make up a person's life. The social function of a biographical recount is to inform by retelling past events and achievements in a person's life."</i></p> <ul style="list-style-type: none"> - At minute 11.31, "Events 1, 2, and 3 are in the second paragraph after the orientation and reorientation in the last paragraph. To solve the problem, you still need clarification about how to analyze the generic structure of a text."
		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓	<ul style="list-style-type: none"> - At minute 06:23 "For the first picture is BJ Habbie and the second picture is Joko Widodo"
Interaction (Hughes, 1990)	Teachers maintain social relations such as greeting, leaving, apologizing, thanking and			<ul style="list-style-type: none"> - At minute 00 : 15, "good morning students" - At minute 02 : 49, "Okay, thanks you" - At minute 03:20

		congratulating.			<p>“Okay thank you very much”</p> <ul style="list-style-type: none"> - At minute 03:30 “thank you very much” - At minute 04:55 “Okay thank you” - At minute 15:35 “Thanks for today see you next meeting”
		Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		<ul style="list-style-type: none"> - At minute 03.23 “good answer” - At minute 03:33 “good answer” - At minute 12:38 “okay good”

OBSERVATION RESULT

First Observation for Teacher 1

Purpose : To observe the challenges face by teacher during remote Teaching

Platform : Zoom Meeting

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges encounter by teacher in senior high school at klungkung regency in playing their roles ?	Teacher (Hamruni, 2011)	-	-
	Students (Hamruni, 2011)	-	-
	Learning Material (Hamruni, 2011)	-	-
	Learning Activity (Hamruni, 2011)	Limited time to conduct zoom meeting	The teacher only held the meeting for 25 minutes, and the teacher gave 10 minutes

			for the students to finish their group tasks. That was very limited for the students to discuss in a group, but the teacher also could not hold the meeting for a long time because students had limited internet packages
Method of teaching (Hamruni, 2011)	-	-	-
Media Of Learning (Hamruni, 2011)	-	-	-
Source of learning (Hamruni, 2011)	Unable to access the source form the internet		The teacher did not give any source from the internet to students because they have limited internet packages.
Evaluation (Hamruni, 2011)	-	-	-

OBSERVATION RESULT

Second Observation for Teacher 1

Purpose : To observe the teacher's role played by teacher during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English	Controllor (Harmer, 2001)	The teacher controls students' behavior,	✓		- At minute 01.12, the teacher mentioned students's name

teacher in remote teaching in senior high school at Klungkung regency roles?		language, attitude.			<p>to answer the question “<i>Devita please</i>”</p> <p>- At minute 01.54, the teacher mentioned students’s name to answer the question “<i>Kadek Ayu Darma please</i>”</p> <p>- At minute 02.58, the teacher mentioned students’s name to answer the question “<i>Putu marisa please</i>”</p>
		The teacher advises students	✓		- At minute 00:56, the teacher advised the students to follow the health protocols “ <i>Since the situation is still a pandemic. I ask you to follow the rules of protocols.</i> ”
		The teacher takes a lead and helps students in learning process.	✓		- At minute 0.26, the teacher led the students to pray together before start the class. “ <i>Before the lesson begin let’s pray to the god</i> ”
	Assessor (Harmer, 2001)	The teacher corrects students mistake		✓	
		The teachers tell the quality of students score		✓	
		The teacher assess students assignment	✓		- At minute 15 : 38 the teacher gave a formative test to

					<p>assess students' knowledge <i>"I send the format of text in google form and I'll send the link in whatsapp group"</i></p>
Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	✓			<ul style="list-style-type: none"> - At minute 00: 42, the teacher instructed students to fill in the attendant list. <i>"Now I will ask you to fill google for your attandace"</i> - At minute 05:55 the teacher asked students to presenting the discussion result <i>"Next group two please"</i> - At minute 14.58, the teacher asked students to find out the differences of the text. <i>"I'll ask you to find out the differences between two text"</i>
	The teacher convey some information about class activities to the students.	✓			<ul style="list-style-type: none"> - At minute 01:29, the teacher informed the students regarding the next activity <i>"Now I'll show you two videos about famous figure and next I have two question about those video"</i> - At minute 04:04, the teacher informed the

				<p>students that he will showed the text <i>“Now I’ll show you the text first”</i></p> <p>- At minute 04.25, the teacher informed the students about the group activity <i>“For the activity one, please indentify the languange features of biography text entitled Louis Pasteur. The question for the first text about Louis Pasteus will be analyzed by group 1 and group 2. The Second text about Neil Armstrong for group number 3 and 4”</i></p> <p>- At minute 15.38, the teacher gave information about the material in the next meeting <i>”for the next meeting we will about biography text for listening”</i></p>
		The teacher arranges and put the students into group or pairs.	✓	- At minute 04:17 the teacher devided students into several group. <i>“ I’ll devided you into group. Each group consist of five students”</i>
Prompter (Harmer,		The teacher encourage	✓	- At minute 14:58 the teacher

	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 to do next			encourage students to participate in answering the question <i>“who know, please rise your hand”</i>
		The teacher offers some words, phrases or suggest to stimulate the students involved in learning process	✓		- At minute 0933, the teacher offered phrases for the students agar siswa want to take a part in the discussion and tidak takut untuk memberikan pendapatnay <i>“it’s okay, we discuss here”</i>
		The teacher prompts the student with information they have forgotten.		✓	
	Participant (Harmer, 2001)	The teacher join students activity as the participant	✓		- At minute 05.12, the teacher discussing the result of group work with the students. <i>“Let’s discuss together”</i> - At minute 06:45, the teacher get involved in the discussion session. He gave question to the students

				<p>regarding the group presentation</p> <p><i>“You said that you didn’t find the passive voice in the text. Group one what is your opinion about the discussion from group two ? “</i></p> <ul style="list-style-type: none"> - <i>At minute 07.12, the teacher gave his opinion in the discussion session. “Look at the first paragraph ‘Loius Pasteur was born’</i> - <i>I think this is passive voice”</i>
	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓	<ul style="list-style-type: none"> - <i>At minute 01.29, the teacher give the information from the video “I show you two videos about famous figure”</i>
		The teacher explains additional information when student misunderstand.	✓	<ul style="list-style-type: none"> - <i>At minute 11.43, the teacher explain additional information to the students because they missunderstood about the passive voice “Take a look at the second paragraph “Neil Alden Armstrong was born on August 5, 1930. "was born" is a passive sentence, which means he was</i>

					born on August 5, 1930. Then, in the last sentence of the second paragraph "he was fascinated by aviation" it is also a passive sentence."
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually	✓		- At minute 13:55, the teacher helps the students when students difficult to pronouncing the words "the way of pronunciation is nineteen ninety-eight to nineteen ninety-nine"
		The teacher explains the material for the students who have difficulties	✓		- At minute 08:23, the teacher gave explanation for the students who have difficulties in undstanding the passive voice. One students still confused about passive voice, so at that time the teacher gave aditional explanation for the students "That sentence is passive voice. The pattern is (Subject + to be + verb 3) like the example I gave, "our house was cleaned yesterday", So if it matches the pattern (was cleaned), it

					<i>means it's a passive sentence. Then you can see it on the slide, here the pattern is subject + was+ verb 3 in the pas."</i>
		The teacher ensures that many individuals are seen in learning activity.		✓	-
Observer (Harmer, 2001)		The teacher gives an individual feedback to the students	✓		- At minute 01.12, the teacher gave feedback to the students answer. "okay good"
		The teacher investigates students' performance in class	✓		- At minute 01.06, the teacher investigate students performance by asking question about what have been learn in previous meeting "what do you still remember about the previous lesson ?"

OBSERVATION RESULT

Second Observation for Teacher 1

Purpose : To observe the academic language used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function	Organization (Hughes, 1990)	The teacher manages the interaction with the students		✓	

do English teacher use to support these roles in senior high school at Klungkung regency	The teacher instructs the students	✓	<ul style="list-style-type: none"> - At minute 00.46, “I will give you two minutes for fill the google form” - At minute 07.12 “Look at the first paragraph” - At minute 07:49, “Now look at the sentence” - At minute 02.58, “Putu marisa please - At minute 11.43 “please take a loot the second paragraph” - At minute 15.38, “Please do it until 3Pm after this meeting”
	Teachers supervising the students	✓	<ul style="list-style-type: none"> - At minute 05:12, “Okay, I think the time is up”
	The teacher arranges the students in the learning activities	✓	<ul style="list-style-type: none"> - At minute 04:17, “I’ll divided you into group. Each group consist of five students”
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students	✓

					<p><i>group two ?”</i></p> <ul style="list-style-type: none"> - At minute 07:49 “Is that passive voice ?”
		The teacher reply the question from students regarding the learning activity		✓	-
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material		✓		<ul style="list-style-type: none"> - At minute 11.43, “Take a look at the second paragraph “Neil Alden Armstrong was born on August 5, 1930. “was born” is a passive sentence, which means he was born on August 5, 1930. Then, in the last sentence of the second paragraph “he was fascinated by aviation” it is a - At minute 08:23, “That sentence is passive voice. The pattern is (Subject + to be + verb 3) like the example I gave, “our house was cleaned yesterday”, So if it matches the pattern (was cleaned), it means it's a passive sentence. Then you can see it on the slide, here the pattern is subject + was+ verb 3 in the

					<i>pas.”</i>
		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		<ul style="list-style-type: none"> - At minute 11:43 “Take a look at the second paragraph, children. "Neil Alden Armstrong was born on August 5, 1930. Was born, it's a passive sentence”
Interaction (Hughes, 1990)	Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.				<ul style="list-style-type: none"> - At minute 00:13 “Good Morning students. Nice to meet you” - At minute 00:38 “Okay thank you very much” - At minute 03.15 “Okay, thank you very much” - At minute 05.55 “Okay thank you very much” - At minute 16.13 “Thank you very much for joining this meeting” - At minute 16.19 “Goodbye, see you next week”
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment		✓		<ul style="list-style-type: none"> - At minute 02.58 “Okay good.” - At minute 03.58 “Okay very good”

OBSERVATION RESULT

Second Observation for Teacher 1

Purpose : To observe the challenges faced by the teacher during remote Teaching

Platform : Zoom Meeting

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges encounter by teacher in senior high school at klungkung regency in playing their roles ?	Teacher (Hamruni, 2011)	-	-
	Students (Hamruni, 2011)	-	-
	Learning Material (Hamruni, 2011)	-	-
	Learning Activity (Hamruni, 2011)	Limited time to conduct zoom meeting	The teacher held the meeting for 26 minutes. At that time, the teacher also gave the group activity to the students. The students are also given limited time to complete the task in the group because the teacher could not hold the meeting for a long time
	Method of teaching (Hamruni, 2011)	-	-
	Media Of Learning (Hamruni, 2011)	-	-
	Source of learning (Hamruni,	Unable to access the source from the internet	During the learning process, the teacher only

	2011)		gave the source material from the slide. The teacher did not give the additional source from the internet for students because students could not access the source from the Internet
	Evaluation (Hamruni, 2011)	-	-

OBSERVATION RESULT

Third Observation for Teacher 1

Purpose : To observe the teacher's role played by teacher during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English teacher in remote teaching in senior high school at Klungkung regency roles?	Controller (Harmer, 2001)	The teacher controls students' behavior, language, attitude.	✓		<ul style="list-style-type: none"> - At minute 00.11, the teacher asked students to open the camera "<i>Open your camera please</i>" - At minute 01.51, the teacher asked students to open the camera "<i>Yes putu marisa, open your camera please</i>" - At minute 04:16, the teacher mentioned the students' name to read the text "<i>Kadek ani would</i>"

					<p><i>you like to read the first paragraph"</i></p> <p>- At minute 04:42, the teacher mentioned the students' name to read the text "<i>Kadek Adi, please read the second paragraph"</i></p>
		The teacher advises students	✓		<p>- At minute 01.35, the teacher advised the students to follow the health protocols Since the situation is still a pandemic, "<i>I'll ask all of you to obey the whole protocol"</i></p>
		The teacher takes a lead and helps students in learning process.	✓		<p>- At minute 00:32, the teacher led the students to pray together before start the class. "<i>Before I start the lesson. Let's pray together"</i></p>
Assessor (Harmer, 2001)		The teacher corrects students mistake		✓	
		The teachers tell the quality of students score		✓	
		The teacher assess students assignment	✓		<p>- At minute 15.30, the teacher gave a formative test to assess students' knowledge. "<i>Please do the formatices text. I'll send the link in whatsapp group after this meeting"</i></p>

	Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	✓	<ul style="list-style-type: none"> - At minute 01.08 the teacher instructed students to fill in the attendant list. <i>“I’ll send the link and please recheck your attendance for today in the column chat”</i> - At minute 03.59, the teacher asked students to read the text <i>“Now, I’ll ask you to read the text about Henry Dunant”</i> - At minute 05.29, the teacher asked students to identify the text <i>“Now, I’ll ask you to identify the language features of the text by answering this question”</i> - At minute 06.12, the teacher instructed students to present the group task <i>“I’ll start from group 1”</i> - At minute 11.14 the teacher gave instruction to the student regarding the listening activity <i>“Now please open your camera and use your headset”</i>
		The teacher convey some information about class activities to	✓	<ul style="list-style-type: none"> - At minute 02:21, the teacher informed the students regarding the next activity

		the students.			<p><i>“Next I’ll show you the pictures of symbol”</i></p> <p>- At minute 05.59, the teacher give information about the group activity <i>“I’ll give you ten minutes for that, please do it now and dicuss with your group”</i></p>
		The teacher arranges and put the students into group or pairs.	✓		<p>- At minute 05. 46 the teacher devided students into several group <i>“I’ll devide you into four groups and each group consist of five person”</i></p>
	Prompter (Harmer, 2001)	The teacher encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next	✓		<p>- At minute 03:22 the teacher encourage students to participate in answering the question <i>“who know, please rise your hand”</i></p>
		The teacher offers some words, phrases or suggest to stimulate the students involved in		✓	-

	learning process			
	The teacher prompts the student with information they have forgotten.		✓	-
Participant (Harmer, 2001)	The teacher join students activity as the participant	✓		- At minute 06;12, the teacher discussing the result of group work with the students. <i>"Let's discuss together"</i> - At minute 08.55, the teachert get involved in answering the question in discussion session <i>"Here is the key answer from the quesntion, number 1 is mostly used simple past tense"</i>
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		- At minute 02:40, the teacher gave information from picture for the students <i>"it is the symbol of red cross and the founder"</i>
	The teacher explains additional information when student misunderstand.	✓		- At minute 12.55, the teacher explain additional information when students misunderstand about verb 2 <i>"Became is the second form of become. It means the second form of the verb is used."</i>
Tutor	Helps		✓	-

	(Harmer, 2001)	students when they have difficulties individually			
		The teacher explains the material for the students who have difficulties	✓		- At minute 10.16, the teacher explain the material for the studets about the action verb, because at that time students's didn't know about action verb " <i>so action verb is a verb that shows physical action or activity</i> "
		The teacher ensures that many individuals are seen in learning activity.		✓	
	Observer (Harmer, 2001)	The teacher gives an individual feedback to the students	✓		- At minute 01.51, the teacher gave feedback to the students anwer. " <i>That's good</i> "
		The teacher investigates students' performance in class	✓		- At minute 01.40, the teacher investiaget students performance by asking question about what have been learn in previous meeting " <i>What do you still remember about it ?</i> "

OBSERVATION RESULT

Third Observation for Teacher 1

Purpose : To observe the academic language function used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function do English teacher use to support these roles in senior high school at Klungkung regency	Organization (Hughes, 1990)	The teacher manages the interaction with the students		✓	-
		The teacher instructs the students	✓		- At minute 00.11, <i>“Open your camera please”</i> - At minute 04:42, <i>“Kadek Adi, please read the second paragraph”</i> - At minute 01;35, <i>“I’ll ask all of you to obey the whole protocol”</i> - At minute 03:17, <i>“look at the picture!”</i> - At minute 11:14, <i>“Now please open your camera and use your headset”</i> - At minute 01.51, the teacher asked students to open the camera <i>“Yes putu marisa, open your camera please”</i>
		Teachers supervising the students	✓		- At minute 06.12 - <i>“Okay, I think the time is up”</i>
		The teacher arranges the students in the learning activities	✓		- At minute 05.46 - <i>“Now, I’ll divide you into four groups and each group consist of</i>

					<i>five person”</i>
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students	✓		<ul style="list-style-type: none"> - At minute, 01.40 “<i>Last meeting we have already discuss about the biography text. What do you still remember about it ?</i>” - At minute 02.35 “<i>What is the picture about ?</i>” - At minute 09.34 “<i>Do you still remember about the pattern of passive voice ?</i>” - At minute 10.25 “<i>What is mental verb?</i>”
		The teacher reply the question from students regarding the learning activity		✓	
	Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<ul style="list-style-type: none"> - At minute 12.55, “<i>Became is the second form of become. It means the second form of the verb is used.</i>” - At minute 10.16, “<i>so action verb is a verb that shows physical action or activity</i>” - At minute 14;25 “<i>My focus here is to remind you again about the use of the simple past tense "was educated" is a passive sentence, "enjoyed" is a</i>

					<i>sentence in the past tense, "gave birth" is a simple past"</i>
		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		- At minute 02:40, <i>"the picture is the symbol of red cross and the founder"</i>
Interaction (Hughes, 1990)	Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.				- At minute 00.05 <i>"Good afternoon students. How are you today ?"</i> - At minute 00.58 <i>"Okay thank you very much"</i> - At minute 3.50 <i>"Thank you very much"</i> - At minute 4.38 <i>"Okay thank you very much"</i> - At minute 8.55 <i>"Okay thank you very much"</i> - At minute 16:23 <i>"see you again next meeting"</i>
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment		✓		- At minute 01.51, <i>"That's good"</i>

OBSERVATION RESULT

Third Observation for Teacher 1

Purpose : To observe the challenges faced by the teacher during remote Teaching

Platform : Zoom Meeting

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges encounter by teacher in senior high school at klungkung regency in playing their roles ?	Teacher (Hamruni, 2011)	-	-
	Students (Hamruni, 2011)	-	-
	Learning Material (Hamruni, 2011)	-	-
	Learning Activity (Hamruni, 2011)	Limited time to conduct zoom meeting	The teacher only held the zoom meeting for 26 minutes. But during that time, the teacher also gave group activities to the students. To finish the assignment, the students were given time 10 minutes, that's a very limited time for the students to finish the group task.
	Method of teaching (Hamruni, 2011)	-	-
	Media Of Learning (Hamruni, 2011)	-	-
	Source of learning (Hamruni, 2011)	Unable to access the source from the internet	The teacher did not give the source from the internet. During the learning activity,

			the teacher just used the material source from the slides he had already prepared. The problem is that the students have bad signal and limited packages to access the source
	Evaluation (Hamruni, 2011)	-	-

OBSERVATION RESULT

First Observation for Teacher 2

Purpose : To observe the teacher's role played by teacher during remote Teaching

Platform : WhatsApp group

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	Notes	
What teacher roles are played by English teacher in remote teaching in senior high school at Klungkung regency roles?	Controller (Harmer, 2001)	The teacher controls students' behavior, language, attitude.		✓		
		The teacher advises students		✓		
		The teacher takes a lead and helps students in learning process.	✓		- At 10:23, the teacher asked students to be ready start the lesson "So students be ready"	
	Assessor (Harmer, 2001)	The teacher corrects students mistake			✓	-
		The teachers tell the quality of students score			✓	-
		The teacher			✓	-

		assess students assignment			
	Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	✓		<ul style="list-style-type: none"> - At minute 10:23, the teacher instructed studentst to read the text, <i>"Please read this text"</i> - At minute 11:40, the teacher asked students to open the book, <i>"Next, i want you to open you book on the page number 72"</i>
		The teacher convey some information about class activities to the students.	✓		<ul style="list-style-type: none"> - At minute 10:30, the teacher informed the students about the class activity, <i>"I'll give you 20 minutes to read and I;ll be back with questions"</i> - At minute 11:40, the teacher informed the students about the class activity which is read the structure of the text, <i>"Read the structure news item text there (there are 3 parts) and try to find it in the news"</i>

					<i>that I gave today"</i> - at minute gave instruction about the homework
		The teacher arranges and put the students into group or pairs.		✓	-
Prompter (Harmer, 2001)		The teacher encourage 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		✓	-
		The teacher offers some words, phrases or suggest to stimulate the students involved in learning process		✓	-
		The teacher prompts the student with information they have forgotten.		✓	-
Participant (Harmer, 2001)		The teacher join students activity as the participant		✓	-
Resource (Harmer, 2001)		The teacher should be ready to supply information and language where necessary.	✓		- At minute 11:26, the teacher gave information to the students regarding the

					material “Yes, since it is done by the community, the government has to make sure that it is beneficial for the community (economically) , that way the program will support and hopefully can be suitable”
		The teacher explains additional information when student misunderstand.		✓	-
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually		✓	
		The teacher explains the material for the students who have difficulties		✓	
		The teacher ensures that many individuals are seen in learning activity.		✓	
	Observer (Harmer, 2001)	The teacher gives an individual feedback to the students		✓	
		The teacher investigates students’ performance in class		✓	

OBSERVATION RESULT

First Observation for Teacher 2

Purpose : To observe the academic language function used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function do English teacher use to support these roles in senior high school at Klungkung regency	Organization (Hughes, 1990)	The teacher manages the interaction with the students		✓	
		The teacher instructs the students	✓		- At 10:23, the teacher instructed the students to read the text <i>"please read this text"</i>
		Teachers supervising the students		✓	-
		The teacher arranges the students in the learning activities	✓		- At 11:40 the teacher instructed to open the book <i>"I want you to open the book on page number 72"</i> - At 10:23, the teacher asked students to be ready start the lesson <i>"So students be ready"</i>
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students	✓		- At 10:46, teacher asked question to the students <i>"What is the text about ? can you tell it"</i>

				<p><i>in one sentences only ?”</i></p> <p>At 10:46, the teacher asked question to the students “<i>What about the others?</i>”</p> <p>At 11:03, the teacher asked question to the students “<i>who is Hartono?</i>”</p> <p>At 11:10, the teacher asked question to the student “<i>Why it was to e received of supported by the community ?</i>”</p> <p>At 11:14, the teacher asked question to the students “<i>Beside of the location needed, what does it have to do with community ?</i>”</p> <p>At 11:29, the teacher aksed question to the students “<i>Last question, when did the first accelerated mangrove rehabilitation program start ?</i>”</p>
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		The teacher reply the question from students regarding the learning activity		✓	-
Explanation (Hughes, 1990)		The teacher explains the material and gives information related to the learning material	✓		- At minute 11:40, the teacher gave information regarding the text that has been analyzed <i>“Well done, by answering the question you already found the information about what, who, where, why and how form the next. It means you are able to read a new thoroughly to get some meaningful information”</i>
		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		-
Interaction (Hughes, 1990)		Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.			- At 10:01, the teacher greet the students <i>“Good Morning”</i> - At 11:42. The teacher say leaving expression <i>“ see next meeting”</i>

		Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		<ul style="list-style-type: none"> - At 10:55, the teacher gave appreciation to the students answer “good” - At 11:04, the teacher gave appreciation to the students answer “good” - At 11:21, the teacher gave appreciation to the students answer “great”
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OBSERVATION RESULT

First Observation for Teacher 2

Purpose : To observe the challenges face by teacher during remote Teaching

Platform : WhatsApp Group

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges encounter by teacher in senior high school at klungkung regency in playing their roles ?	Teacher (Hamruni, 2011)	-	
	Students (Hamruni, 2011)	Passive students	Students slow to respond in the class activity. Some students were late to join in the learning process. The teacher already greeted the students at 10:00 but some students replied the teacher at 10:40.

Learning Material (Hamruni, 2011)	-	
Learning Activity (Hamruni, 2011)	-	
Method of teaching (Hamruni, 2011)	-	
Media Of Learning (Hamruni, 2011)	-	
Source of learning (Hamruni, 2011)	-	
Evaluation (Hamruni, 2011)	-	

OBSERVATION RESULT

Second Observation for Teacher 2

Purpose : To observe the teacher's role played by teacher during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English teacher in remote teaching in senior high school at Klungkung regency roles?	Controller (Harmer, 2001)	The teacher controls students' behavior, language, attitude.	✓		<ul style="list-style-type: none"> - At minute 19:15, the teacher mentioned students name to answer the question "I'll just mention the name, What about Eka Saputri?" - At minute

					32:48, the teacher mentioned students name to make sure students were in the zoom meeting active <i>“Govinda do you wanna try ? are you there ?”</i>
		The teacher advises students		✓	-
		The teacher takes a lead and helps students in learning process.	✓		-
Assessor (Harmer, 2001)		The teacher corrects students mistake		✓	- At minute 24:48, the teacher corrects students’ mistake, <i>“Ayu made the same mistake, so we should have used 'were' not 'are”</i>
		The teachers tell the quality of students score		✓	-
		The teacher assess students assignment	✓		- At minute 46:56, the teacher gave assignemnet to the student <i>“ I will convey the assignment, please make the job application letter from the Cv that you made”</i>

	Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	✓		<p>At minute 00:30, the teacher instructed studentst to look at the book page 53 <i>“Look at your book page 53”</i></p> <p>At minute 04:21, the teacher asked studentst to read in the slide <i>“Please read in the slide”</i></p> <p>At minute 50:08, the teacher asked students to turn on the camera <i>“can you turn on the camera ? I will take a photo of us”</i></p> <p>At minute 26:43, the teacher gave instructions to the students about the practice <i>““Alright, now we will have practice. I will give an example of an active voice from several tenses, and you need to make the passive voice”.</i></p>
		The teacher convey some information about class activities to the students.	✓		<p>At minute 15:40, the teacher informed the students regarding the</p>

					<p>learning activity, in which the teacher will give one example and then students will have practice "Okay I will give you one example. After that you will change into passive sentences"</p> <p>At minute 47:05, the teacher gave information about the assignment "So you make it based on your CV. What's on your CV is explained again in the letter section. Don't just mention it, but you also describe it."</p>
		The teacher arranges and put the students into group or pairs.	✓	-	
Prompter (Harmer, 2001)	The teacher encourage students to participate or needs to make suggestions about how students may proceed in an activity	✓		-	<p>At minute 29:10, the teacher encouraged student to participate "How about the other?", "who want to answer?"</p> <p>At minute</p>

		when there is a silence or when they are confused about to do next			32:22, the teacher encouraged students to answer because the students were silent <i>"how about the others ? who want to try"</i>
		The teacher offers some words, phrases or suggest to stimulate the students involved in learning process		✓	-
		The teacher prompts the student with information they have forgotten.		✓	-
Participant (Harmer, 2001)		The teacher join students activity as the participant	✓		- At minute 21:21, the teacher get involved in the discussion session <i>"Let's we discuss the first sentence"</i>
Resource (Harmer, 2001)		The teacher should be ready to supply information and language where necessary.	✓		- At minute 01:27, the teacher showing the slide that contain the leaning material <i>"here is it (showing slide) can you see the slide? It's also on page 53 of your book"</i> - At minute 17:35, the

					<p>teacher explain the information about how to change active sentence to passive sentence</p> <p><i>"The steps to form passive stence,</i></p> <p><i>1. Identify the object, verb and subject</i></p> <p><i>Move the object to a new subject</i></p> <p><i>Change the verb and determine the tenses.</i></p> <p><i>Adjust the "be and verb"</i></p> <p><i>Add the past participle of the verb. Subject in active sentence, whether you want to mention it or not"</i></p>
		The teacher explains additional information when student misunderstand.	✓		<p>At minute 22:02 , teacher gave additional explanation when students misunderstood the use of "were" and "was", . if it is singular, use "was" if it is plural it will use "were"</p>
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually		✓	<p>At minute 38:54, the teacher explain the material to the students when students have difficulty to make passive voice "So you</p>

					<p><i>can pay attention again. Here, Sinta just changes the word 'everyday' to be in front. Next, follow the steps if you want to make a passive voice”</i></p>
		<p>The teacher explains the material for the students who have difficulties</p>	✓		<p>- At minute 41:58, the teacher explained the material that still confused for the students “<i>actually you don't need to change anything in the adverb “by the weekend” means the end of this week” so the meaning will be different. You can use on the weekend or by the weekend depending on what you mean.”</i></p>
		<p>The teacher ensures that many individuals are seen in learning activity.</p>		✓	<p>- At minute 26: 35 ,the teacher makes sure that the student understands what she explained “<i>until that point, do you understad”</i> - At minute 48:34 ,the teacher makes sure that the student understands what she</p>

					explained “do you understand?”
	Observer (Harmer, 2001)	The teacher gives an individual feedback to the students		✓	
		The teacher investigates students’ performance in class	✓		At minute 00:10, the teacher investigate students knowledge “What we have learn last week?”

OBSERVATION RESULT

Second Observation for Teacher 2

Purpose : To observe the academic language function used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function do English teacher use to support these roles in senior high school at Klungkung regency	Organization (Hughes, 1990)	The teacher manages the interaction with the students		✓	
		The teacher instructs the students	✓		At minute 00:49, the teacher intructed students to look at the ook “look at your book page 53” At minute 50:08, the teacher asked students to turn on the camera “can you turn

					<p><i>on the camera ? I will take a photo of us”</i></p> <p>At minute 26:43, the teacher gave instructions to the students about the practice <i>“Alright, now we will have practice. I will give an example of an active voice from several tenses, and you need to make the passive voice”.</i></p>
		Teachers supervising the students		✓	
		The teacher arranges the students in the learning activities	✓		At minute 21:21, the teacher get involved in the discussion session <i>“Let’s we discuss the first sentence”</i>
Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students	✓			<p>AT 03:17, the teacher asked about why students need to use passive voice <i>“Why do we use passive voice?, can anyone guess?”</i></p> <p>At minute 07:00, the teacher asked question to the students <i>“Is this passive or active</i></p>

					<p><i>sentence?”</i></p> <p>At minute 07:50, the teacher asked question to the students <i>“when we change the active setence to the passive sentece, what should we find first ?”</i></p> <p>At minute 16 :25, the teacher asked students <i>“Who want to make the passive form of this sentence ?”</i></p> <p>At minute 24 : 48, the teacher asked student <i>“The others what do you think ?”</i></p> <p>At minute 26 : 35, the teacher asked students <i>“Until that point, do you understand ?”</i></p> <p>At minute 29:15, the teacher asked question to the students <i>“How about the others ?</i></p> <p>At minute 36:00, the teacher asked question to the students <i>“what the tense of that sentence?”</i></p> <p>At minute 29:10, the teacher esked question to the</p>
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				<p>students “<i>How about the other ?</i>”, “<i>who want to asnwer?</i>”</p> <p>At minute 32:22, the teacher asked question to the students “<i>how about the others ? who want to try</i>”</p>
		The teacher reply the question from students regarding the learning activity	✓	<p>At minute 16 : 25, the tacher answer the question from students “<i>The verb bough is verb 2 and verb 3</i>”</p>
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material		✓	<p>At 01:43 the teacher explain about passive voice “<i>In the job application letter we also use passive voice. Let's look at the first example, "I am specifically suited to this position"</i></p> <p>At 05 :03 the teacher explain about passive voice “<i>First, we use passive voice when we don't know the subject. We don't know who does the action. So the focus is on the object or the action, we</i></p>

					<p><i>also use passive voice because the object is the most important part.”</i></p> <p>At minute 17 : 35 the teacher explain the step to make passive voice “<i>The steps to form passive stence,</i> <i>1. Identify the object, verb and subject</i> <i>Move the object to a new subject</i> <i>Change the verb and determine the tenses.</i> <i>Adjust the "be and verb"</i> <i>Add the past participle of the verb</i> <i>Subject in active sentence, whether you want to mention it or not”</i></p> <p>At minute 38:54, the teacher asked question to the students “<i>So you can pay attention again. Here, Sinta just changes the word ‘everyday’ to be in front. Next, follow the steps if you want to make a passive voice”</i></p> <p>At minute 41:58, the teacher asked</p>
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					<p>question to the students “actually you don't need to change anything in the adverb <i>“by the weekend” means the end of this week” so the meaning will be different. You can use on the weekend or by the weekend depending on what you mean.”</i> - At minute 47:47 The teacher explain the assignemnet “ For example, responsible, from what side you are responsible for, such as <i>“when I become a committee member in an organization, I always carry out my duties well.”</i>”</p>
		<p>The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films</p>	✓		<p>- At minute 04:25 , the teacher give explanation regarding the slide that she used <i>“It can be read on the screen ” the apple is eaten by someone” is an example of a passive sentence”</i></p>

	Interaction (Hughes, 1990)	Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓		<ul style="list-style-type: none"> - At minute 00:08, the teacher greet the students “<i>Hy good morning</i>” - At minute 50:08, the teacher say leaving expression “<i>see you next meeting</i>”
		Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		<ul style="list-style-type: none"> - At minute 23 : 57, the teacher gave appreciation to the students “<i>Good Ela</i>”

OBSERVATION RESULT

Second Observation for Teacher 2

Purpose : To observe the challenges face by teacher during remote Teaching

Platform : Zoom Meeting

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges encounter by teacher in senior high school at klungkung regency in playing their roles ?	Teacher (Hamruni, 2011)	Difficult to control the students	The teacher found it difficult to control students in a large number in zoom meetings, when the teacher asked students to open the camera because the teacher wanted to take photos, the students did not directly turn on their cameras, the teacher asked them more than one time and

			mentioned out students name who were not open the camera
Students (Hamruni, 2011)	Passive students		Students are slow to respond in answering questions from the teacher. The teacher repeated the question several times to make students try to answer the question, then the teacher mentioned the student's name to answer because no one student wanted to give their opinion
Learning Material (Hamruni, 2011)	-		
Learning Activity (Hamruni, 2011)	-		
Method of teaching (Hamruni, 2011)	-		
Media Of Learning (Hamruni, 2011)	-		
Source of learning (Hamruni, 2011)	-		
Evaluation (Hamruni, 2011)	-		

OBSERVATION RESULT

Third Observation for Teacher 2

Purpose : To observe the teacher's role played by teacher during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English teacher in remote teaching in senior high school at Klungkung regency roles?	Controller (Harmer, 2001)	The teacher controls students' behavior, language, attitude.	✓		- At minute 01:53, the teacher mentioned students' names to answer the question, <i>"How about Cok Istri? turn on your microphone"</i>
		The teacher advises students		✓	- At minute 06:01 the teacher mentioned students' names to answer the question, <i>"Puspayani do you have something to say?"</i>
		The teacher takes a lead and helps students in learning process.		✓	-
	Assessor (Harmer, 2001)	The teacher corrects students		✓	-

		mistake			
		The teachers tell the quality of students score		✓	-
		The teacher assess students assignment		✓	-
	Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	✓		- At minute 36:27, the teacher asked students to see the text in the book <i>"Please see the text in the book"</i> - At minute 51:52, the teacher instructed students to read the text and understand the text <i>"plase read the text and understand the text more"</i>
		The teacher convey some information about class activities to the students.	✓		- At minute 08:07, the teacher informed students about the material that will be discussed <i>"So the text that we are going to discuss is Analytical exposition text."</i>
		The teacher arranges and put the students into group or pairs.		✓	-

	<p>Prompter (Harmer, 2001)</p>	<p>The teacher encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next</p>	<p>✓</p>		<ul style="list-style-type: none"> - At minute 01;00. The teacher encouraged students to participate <i>"can anyone answer the question?"</i> - At minute 06. 01 The teacher encouraged students to give opinion, <i>"what about the others?"</i>
		<p>The teacher offers some words, phrases or suggest to stimulate the students involved in learning process</p>	<p>✓</p>		<ul style="list-style-type: none"> - At minute 04: 50 , the teacher offers phrases to stimulate students to participate in the learning process <i>"just try it, there's nothing wrong"</i> - At minute 04:55, the teacher offers phrases to stimulate students to participate in the learning process <i>"let's try it, there is nothing wrong with saying"</i>
		<p>The teacher prompts the student with information they have</p>		<p>✓</p>	<p>-</p>

		forgotten.			
	Participant (Harmer, 2001)	The teacher join students activity as the participant		✓	-
	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		- At minute 09:11, the teacher explain the material about analytical exposition <i>“The first is an analytical exposition that evaluates a topic critically but only focuses on one side of an argument. So analytic exposition text evaluates or presents a topic critically which, only focuses on arguments”</i>
		The teacher explains additional information when student misunderstand.	✓		- At minute 07:18, the teacher gave explanation to the students when students misunderstand about who made the opinion in the text - <i>“So the opinions are made by the writer, writers who convey such opinions to readers”</i>
	Tutor	Helps students		✓	-

	(Harmer, 2001)	when they have difficulties individually			
		The teacher explains the material for the students who have difficulties	✓		- At minute 03:44 , the teacher gave additional information when students have no idea regarding what is the text about, then the teacher gave clue and additional information about the text <i>"Alright, banning of motorbikes is said to be needed in residential areas. So from the title, we already know what the text is about and one of the explanations, as Bayu said before motorbikes are the biggest contributor to a revolution in the world"</i>
		The teacher ensures that many individuals are seen in learning activity.	✓		- At minute 26: 35 ,the teacher makes sure that all students understands what she explained <i>"until that</i>

					<i>point about the structure, do you all understand?</i>
	Observer (Harmer, 2001)	The teacher gives an individual feedback to the students		✓	-
		The teacher investigates students' performance in class	✓		- At minute, 00:05 the teacher investigated the students knowledge "Do you still remember about this material"

OBSERVATION RESULT

Third Observation for Teacher 2

Purpose : To observe the academic language function used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function do English teacher use to support these roles in senior high school at Klungkung regency	Organization (Hughes, 1990)	The teacher manages the interaction with the students		✓	
		The teacher instructs the students	✓		- At minute 01:53, the teacher instructed students to turn on the microphone "How about Cok Istri? turn on your microphone" - At minute

					<p>36:27, the teacher asked students to see the text in the book <i>“Please see the text in the book”</i></p> <p>At minute 51:52, the teacher instructed students to read the text and understand the text <i>“plase read the text and understand the text more”</i></p> <p>At minute 08:07, the teacher informed students about the material that will be discussed <i>“So the text that we are going to discuss is Analytical exposition text.”</i></p>
		Teachers supervising the students		✓	-
		The teacher arranges the students in the	✓		At minute 07:40 the teacher

		learning activities			<p>manage the students by asking them to discuss from the book <i>“We will discuss this text directly from your book to page 47”</i></p> <ul style="list-style-type: none"> - At minute 01:53, the teacher mentioned students' names to answer the question, <i>“How about Cok Istri? turn on your microphone”</i>
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students	✓		<ul style="list-style-type: none"> - At minute 01;00. The teacher asked question to the students <i>“can anyone answer the question?”</i> - At minute 06. 01 The teacher asked question to the students <i>“what about the others?”</i> - At minute 03:23, the teacher asked question to the students <i>“what is the text about”</i> - At minute 04:45, The teacher asked question to the students <i>“who</i>

					<p><i>has the opinion in the text ?”</i></p> <p>- At minute 08:07, The teacher asked question to the students “<i>what is analytical exposition text ?”</i> At minute 16:00, The teacher asked question to the students “<i>Can anyone guess the author’s purpose in this text”</i></p> <p>- At minute 17:01 “<i>Then how do you convince the reader?”</i></p> <p>- At minute 26:57 “<i>until that point, is there any question ?”</i></p>
		The teacher reply the question from students regarding the learning activity		✓	-
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material		✓		- At minute 03:44 , the teacher explain about the title of the text “ <i>Alright, banning of motorbikes is said to be needed in residential areas. So from the title, we</i>

					<p><i>already know what the text is about and one of the explanations, as Bayu said before motorbikes are the biggest contributor to a revolution in the world”</i></p> <p>At minute 07:18, the teacher gave explanation to the students about the opinion in the text</p> <p><i>“So the opinions are made by the writer, writers who convey such opinions to readers</i></p> <p>At minute 09:11, the teacher explain the material about analytical exposition</p> <p><i>“The first is an analytical exposition that evaluates a topic critically but only focuses on one side of an argument. So analytic exposition text evaluates or presents a topic critically</i></p>
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					<p><i>which, only focuses on arguments”</i></p> <p><i>“Next, if you have tried to persuade anyone on a specific issue or argue about something with someone, then you have used an exposition. So when you persuade, make that person think the same thing as you. convince them to think what you think, then you already used an exposition”</i></p>
		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		-
Interaction (Hughes, 1990)	Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓			- At minute 00:03 “good morning”
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓			- At minute 02:49 “thank you for trying bayu”

OBSERVATION RESULT

Third Observation for Teacher 2

Purpose : To observe the challenges face by teacher during remote Teaching

Platform : Zoom Meeting

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges encounter by teacher in senior high school at klungkung regency in playing their roles ?	Teacher (Hamruni, 2011)	Difficult to control the students	The teacher had difficulty in controlling the students in the learning activity because not all students joined the zoom meeting. It can be seen from the total number of students in the zoom meeting that only 37 students, from a total of more than 100 students
	Students (Hamruni, 2011)	Passive students	When the teacher asked a question to the students, they were slow to give a response and the teacher needed to mention the student's name to answer because there were no students wanting to answer the question
	Learning Material (Hamruni, 2011)	-	
	Learning Activity (Hamruni, 2011)	-	
	Method of teaching	-	

	(Hamruni, 2011)		
	Media Of Learning (Hamruni, 2011)	-	
	Source of learning (Hamruni, 2011)	-	
	Evaluation (Hamruni, 2011)	-	



APPENDIX 4. INTERVIEW RESULT

INTERVIEW RESULT TEACHER 1

Teacher : Teacher 1

Date : 20th November 2022

Media : Zoom Meeting

No	Question	Answer
1.	Apa peran guru yang Anda mainkan selama kegiatan pembelajaran daring?	Peran saya selama pembelajaran dari adalah sebagai motivator kepada peserta didik,, kenapa motivator, karena selama pembelajaran daring kendala kita adalah jaringan atau sinyal. Saya sebagai guru selalu memotivasi anak-anak agar tidak putus asa dalam mengikuti pembelajaran daring jadi tetap saya memotivasi siswa ketika belajar dan memberikan semangat kepada siswa untuk mengikuti kegiatan pembelajaran dan menganggap bahwa kita sudah seperti di kelas tatap muka meskipun dilaksanakan secara online. selain itu peran saya juga sebagai fasilitator, saya hanya memberikan fasilitas dan siswanya berdiskusi dan memecahkan masalah sendiri, saya sebagai guru memfasilitasi sementara mereka menuangkan ide-ide mereka sendiri. Apabila ada kekurangan bapak akan menambahkan.
2.	Bagaimana cara Bapak/Ibu mengontrol kegiatan pembelajaran serta siswa selama proses pembelajaran?	Ketika ada pertemuan zoom atau google meet, bapak meminta siswa untuk membuka kamera untuk memastikan siswa yang join dalam room tersebut aktif sehingga proses pembelajaran yang bapak laksanakan berjalan dengan lancar. Ketika ada anak-anak yang sinyalnya lemah bapak akan izinkan untuk close kamera. Disamping itu bapak juga memberikan absensi dari link google form kemudian anak mengisi absen sesuai dengan nomor masing-masing.
3.	Bagaimana Anda mengatur kegiatan belajar dan siswa di kelas?	Untuk mengatur siswa bapak memberikan instruksi yang jelas bagaimana siswa melakukan kegiatan pembelajaran dan tugas. Caranya bapak membimbing kelompok adalah dengan menunjuk satu orang siswa menjadi ketua kelompok, apabila sudah ada ketua kelompok, maka dialah yang akan bertanggungjawab atas anggotanya. Apabila ada anggota yang kurang aktive bapak akan tegur mereka. Seperti meminta mereka

		untuk aktif dalam mengerjakan tugasnya.
4.	Bagaimana Bapak/Ibu mengevaluasi kegiatan pembelajaran dan kinerja siswa yang telah dilaksanakan?	Penilaian itu ada penilaian sikap, pengetahuan. Kalo penilaian pengetahuan bapak menilai melalui test, karena setiap selesai pertemuan bapak akan memberikan test untuk mengecek pemahaman anak-anak. Kalo penilaian sikap bapak nilai dari keaktifan bertanya, berdiskusi dll.
5.	Bagaimana cara anda mengikuti kegiatan pembelajaran agar kegiatan pembelajaran berjalan dengan lancar?	Bapak ikut serta mengikuti dan mengawasi kegiatan pembelajaran hingga pembelajaran selesai. saat siswa presentasi saya tetap menyimak dan mengevaluasi bagaimana pekerjaan siswa dalam kelompok. Selain itu agar pembelajaran lancar saya selalu menjadi fasilitator bagi siswa.
6.	Bagaimana cara anda membimbing siswa selama pembelajaran baik secara berkelompok ataupun individu	Dalam membimbing siswa bapak akan memberikan penjelasan tambahan kepada siswa yang masih mengalami kesulitan dalam memahami materi atau masih bingung dengan materi yang dijelaskan dan bapak juga memastikan bahwa semua siswa memahami apa yang bapak jelaskan sehingga tidak ada siswa yang missunderstand tentang materinya.
7.	Bagaimana cara Bapak/Ibu memberikan informasi kepada siswa?	Untuk memberikan informasi tentang materi, bapak biasanya menggunakan powerpoint dan juga video yang berkaitan dengan materi. Disamping itu bapak juga memberikan penjelasan secara langsung kepada siswa saat proses pembelajaran. apabila ada siswa yang belum memahami materi, bapak akan memberikan penjelasan tambahan tentang apa yang siswanya belum paham yang bagian mana, dan bapak memastikan penjelasan yg bapak berikan bisa dipahami oleh siswa
8.	Bagaimana Bapak mengamati kegiatan pembelajaran dan memastikan semua kegiatan pembelajaran berjalan sesuai rencana?	Caranya adalah dengan mengamati tugas yang diberikan apabila tugas sudah dikerjakan dengan baik berarti siswa sudah berdiskusi dan memahami materi dengan baik. Jadi dengan memastikan tugas sudah baik, bagus dan lancar. Setelah itu bapak meminta mereka untuk mempresentasikan hasil diskusi mereka.
9.	Bagaimana cara bapak mendorong siswa untuk berpartisipasi dalam kegiatan	Cara bapak adalah dengan mengatakan anak-anak silakan jawab dulu pertanyaannya jangan takut salah, jangan malu disini kita sama-sama belajar. Cobak saja dulu nanti kita diskusikan bersama) dengan cara seperti itu anak-anak akan

	pembelajaran ?	termotivasi untuk menjawab sehingga mereka tidak merasa takut untuk mengemukakan pendapat mereka.
10	Apa yang biasanya Anda katakan untuk mengatur interaksi selama pengajaran jarak jauh?	Bapak mengatakan pertanyaan-pertanyaan yang serhana, seperti anak-anak apakah sudah siap mengikuti pembelajaran ? apakah anak-anak sudah mendapat sinyal yang baik ? kalo misalnya belum, anak-anak bisa close kamera. Ketika anak-anak nanti ditujuk untuk menjawab dan berdiskusi anak-anak bisa close kamera. Memastika dengan memberikan pertanyaan2 sederhana.
11	Instruksi seperti apa yang Anda sampaikan kepada siswa dalam kegiatan pembelajaran?	Intruksi yang dilaksanakan secara langsung itu diberikan sebelum kelas berlangsung. Untuk intruksinya lainnya itu sudah ada di rpp. Kita buat kegiatan awal, kegiatan utama dan kegiatan akhir. Jadi bapak ikuti saja apa yang sudah direncanakan.
12	Bagaimana anda mengatur siswa selama kegiatan pembelajaran?	Untuk mengatur siswa, bapak memimpin dan memberikan siswa intruski yang jelas terkait kegiatan pembelajaran. misalnya mengatur siswa untuk berdiskusi, mengerjakan tugas kelompok, mengerjakan formative test dll. Bapak memberikan instruksi yang jelas sesuai dengan apa yang sudah direncanakan.
13	Apa yang biasanya Anda katakan untuk mengelola siswa Anda selama pengajaran jarak jauh?	Untuk mengelola bapak membagi siswa ke dalam kelompok kecil, biasanya langsung saja bapak minta siswanya bergabung kelompok kecil sesuai dengan absen mereka biasanya bapak mengatakan <i>“students, I’ll devided you intu several group”</i> , <i>“please make a group that consit of four untuil five students”</i>
14	Bagaimana cara bapak memberikan pertanyaan kepada siswa agar siswa dapat menyampaikan jawaban, pendapat atau alasannya?	Cara bapak memberikan pertanyaan adalah dengan memberikan soal-soal terkait materi dan contoh yang diberikan, misalnya bapak memberikan pertanyaan terkait dengan gambar atau video yang bapakayangkan.
15	Bagaimana cara Bapak/Ibu menjawab pertanyaan dari siswa pada saat kegiatan belajar mengajar?	Cara menjawab pertayaaa dari siswa, sesuai dengan pertanyaanya, jadi bapak akan menjawab sesuai dengan pertanyaanya. Apabila masih ada anak-anak yang malu bertanya bapak akan memotivasi mereka untuk bertanya. Jika tidak ada yang bertanya bapak anggap siswa itu sudah mampu menguasai materi yang diberikan.
16	Apa yang Anda	Bapak akan memberikan pertanyaan terakait

	katakan ketika Anda menjelaskan materi atau teori tertentu kepada siswa?	meteri, seperti (anak-anak coba sebutkan tokoh-tokoh terkenal yang ada di Indonesia yang sudah diketahui) berawal dari pertanyaan itu mereka akan berfikir tentang materi yang akan dipelajari. Kemudian setelah itu bapak baru akan memberikan penjelasan materi secara rinci.
17	Bagaimana biasanya Bapak/Ibu memberikan penjelasan terkait media pembelajaran (gambar, slide, dan film)?	Selama pembelajaran daring bapak menggunakan video dan gambar. Bapak memberikan penjelasan tentang video dan juga gambar yang bapak gunakan dalam mengajar. Setelah siswa melihat dan menonton video itu baru bapak memberikan penjelasan yang lebih jauh terkait video dan gambar tersebut
18	Apa yang Anda ucapkan untuk menyapa, meminta maaf, berterima kasih, dan mengucapkan selamat kepada siswa selama kegiatan belajar mengajar?	Seperti biasa bapak akan mengucapkan terimakasih kepada siswa yang telah berpartisipasi di kelas dan meminta maaf apabila ada kesalahan. Ketika misalnya bapak terlambat, bapak sampaikan apa adanya karena sinyal.
19	Bagaimana cara Bapak/Ibu memberikan apresiasi, simpati, ketertarikan, keterkejutan, kemarahan, kekecewaan kepada siswa?	Cara bapak adalah dengan memberikan apresiasi seperti mengatakan <i>"you are the best student"</i> or <i>"thanks you very much for your opinion"</i>
20	Tantangan apa saja yang Bapak hadapi selama pembelajaran online yang berkaitan dengan <i>teacher ability</i> ?	Terkait dengan kemampuan guru, dalam online learning bapak masih belum lihai dalam menggunakan teknologi digital.
21	Tantangan apa yang Bapak hadapi yang berkaitan dengan <i>learning material</i> selama pembelajaran jarak jauh?	Dalam mendesain materi pembelajaran, tidak ada kendala yang signifikan yang bapak hadapi.
22	Tantangan apa saja yang Bapak hadapi dalam mencapai <i>learning objective</i>	Tujuan pembelajaran tidak bisa dicapai secara maksimal karena pembelajaran jarak jauh karena keterbatasan siswa dalam mengakses pembelajaran sehingga hasil belajar mereka tidak dapat dicapai

	selama pembelajaran jarak jauh	secara maksimal.
23	Tantangan apa yang Bapak hadapi terkait <i>learning activity</i> selama pembelajaran jarak jauh	Kegiatan pembelajaran tidak bisa berjalan dengan maksimal dikarenakan situasi daring siswa terbatas kuota dan jika cuaca buruk, jaringan menjadi lemah sehingga tidak bisa melaksanakan zoom terlalu lama.
24	Tantangan apa yang Bapak hadapi yang berkaitan dengan <i>method of learning</i> selama pembelajaran jarak jauh	Sulit untuk memilih metode pembelajaran yang tepat agar siswa tidak bosan dan tetap bersemangat untuk mengikuti pembelajaran online.
25	Tantangan apa yang Bapak hadapi yang berkaitan dengan <i>media of learning</i> selama pembelajaran jarak jauh ?	Ada beberapa siswa tidak memiliki media berupa smartphone (android) atau laptop sebagai penunjang pembelajaran daring.
26	Tantangan apa yang Bapak hadapi yang berkaitan dengan <i>source of learning</i> selama pembelajaran jarak jauh ?	Keterbatasan sumber belajar karena siswa kurang mampu untuk mengakses materi yang diberikan karena keterbatasan media pendukung pembelajaran online (seperti kuota, sinyal, smartphone)
27	Tantangan apa yang Bapak hadapi yang berkaitan dengan <i>evaluation of learning activity</i> selama pembelajaran jarak jauh ?	Keterbatasan guru dalam menilai siswa dikarenakan sebagian tugas siswa dikerjakan oleh orang tuanya.
28	Tantangan apa saja yang Bapak hadapi selama pembelajaran online yang berkaitan dengan <i>students ability</i> ?	Kendala terkait dengan <i>students ability</i> adalah kesiapan siswa dalam mengikuti pembelajaran daring. Kadangkala siswanya belum siap untuk mengikuti pembelajaran. misalnya jika pembelajaran daring dilaksanakan pagi ada mungkin siswa yang belum siap atau baru bangun.

INTERVIEW RESULT TEACHER 2

Teacher : Teacher 2

Date : 22nd December 2022

Media : Zoom Meeting

No	Question	Answer
1.	Apa peran guru yang ibu perankan selama kegiatan pembelajaran daring?	Menurut saya, saya memerankan semua peran guru seperti, controler, organizer, observer, participant, resource, dll. Karena jika satu peran tersebut tidak diperankan kelasnya tidak berjalan dengan lancar. Apalagi saat situasi online, siswa sangat perlu diperhatikan, jika tidak kegiatan pembelajarannya tidak akan kondusif,
2	Bagaimana cara Ibu mengontrol kegiatan pembelajaran serta siswa selama proses pembelajaran?	Seperti yang sudah saya sampaikan sebelumnya, saya menggunakan dua cara pembelajaran yaitu melalui zoom dan juga whatsapp. Dan paling sering saya menggunakan WA. Untuk kontrol siswa karena satu kali mengajar bisa beberapa memastikan siswa sudah ready untuk mengikuti kelas, kalo semua sudah ready, saya memberikan salam dulu saya memastikan siswanya aktif dulu dengan menanyakan hal-hal yang biasanya terlebih dahulu seperti "kalian sudah sarapan" meskipun online namun saya tetap memastikan mereka aktif dan fokus dan diawasi sampai akhir.
3	Bagaimana ibu mengatur kegiatan belajar dan siswa di kelas?	Untuk mengatur siswa, saya memberikan informasi di jam pembelajarana, selain itu karna saya menggunakan google classroom saya akan memberikan detail intruksi pengerjaan tugasnya bagaimana agar instruksinya lebih jelas. Dan untuk kegiatan berkelompok, karena online lebih fleksibel, bisa berkemlompok dengan teman beda kelas. Dan selalu memberikan intruksi yang lebih detail.
4	Bagaimana Bapak/Ibu mengevaluasi kegiatan pembelajaran dan kinerja siswa yang telah dilaksanakan?	Untuk evaluasi karena saya menggunakan google classroom saya memberikan feedback lewat classroom, karena disana sistemnya sudah lengkap. Jadi ada beberapa yang saya langsung kasi feedback dan komentar terima tugas kelompok. Saya pastikan semua tugasnya periksa dan pahami.
5	Bagaimana cara ibu mengikuti	Of course saya berpartisipasi, sebagai guru kita harus memulai, seperti memberikan kasus, ngasi

	kegiatan pembelajaran agar kegiatan pembelajaran berjalan dengan lancar?	pertanyaan, dan mengklarifikasi jawaban siswa.
6	Bagaimana cara Ibu memberikan informasi kepada siswa?	Selama masa pandemic dan saya menggunakan zoom saya biasanya pakai powerpoint, karena semua tidak bisa join zoom saya upload remakanya di gc agar semua siswa bisa menonton,, biasanya saya juga membuat video pembelajaran di youtube sendiri. Tapi kan publish karena saya buat materii khusus dan di akhir video saya meminta mereka untuk berdiskusi.
7	Bagaimana Bapak/Ibu membimbing kegiatan belajar siswa baik secara kelompok maupun individu?	Biasanya kalo ada yang kurang memahami saya selalu miminta mereka untuk menanya saya, bisa di personal chat karena biasanya siswa malu untuk bertanya di zoom meeting. Kalo misalnya saya rasa semua siswa perlu tau penjelasnya saya akan share kepada siswa yang lain.
8	Bagaimana Bapak mengamati kegiatan pembelajaran dan memastikan semua kegiatan pembelajaran berjalan sesuai rencana?	saya lebih ke mengobservasi siswanya selama pembelajaran berlangsung. untuk masalh keaktifan dapat dengan mudah dilihat saat proses pembelajaran berlangsung. Dan saya lebih memberikan feedback di google classroom.
9	Bagaimana cara ibu mendorong siswa untuk mau berpartisipasi dalam menjawab pertanyaan dan berdiskusi saat kelas berlangsung	Biasanya saya meyakinkan siswa untuk dapat mengungkapkan opininya. Biasanya saya mengatakan jangan takut untuk menjawab, tidak ada yang salah dengan bertanya, tetap mencoba dan kata lainnya yang dapat memotivasi siswa
10	Apa yang biasanya Anda katakan untuk mengatur interaksi selama pengajaran jarak jauh?	Misalnya saya bertanya " <i>what do you thing</i> ", kemudian saya mention yang lain untuk menanggapi.
11	Instruksi seperti apa yang Anda sampaikan kepada siswa dalam	Biasannya saya memberikan instruksi untuk mengikuti pembelajaran dari awal sampai akhir, setelah ikuti kegiatan saya sampaikan di akhir ada tugas

	kegiatan pembelajaran?	
12	Bagaimana anda mengatur siswa selama kegiatan pembelajaran?	Dalam mengatur siswa saya memberikan informasi di whatsapp group tentang kegiatan pembelajaran. saya memberikan intruksi apa yang harus dilakukan siswa dalam kegiatan pembelajaran, saya memberikan pertanyaan sehingga siswa mau berpartisipasi dalam kegiatan diskusi
13	Apa yang biasanya Anda katakan untuk mengatur siswa Anda selama pengajaran jarak jauh?	Kalo saya mengadakan zoom, benar-benar tidak kondusif meskipun ada beberapa yang aktif kadang-kadang banyak siswa yang ngeleg karna sinya. Biasanya saya hanya untuk mereka untuk menjawab dengan cara mention name.
14	Bagaimana cara anda memberikan pertanyaan kepada siswa agar siswa dapat menyampaikan jawaban, pendapat atau alasannya?	Untuk membuat siswa mau memberikan opininya, saya akan kasi pertanyaan seperti <i>"what do you think ?"</i> <i>"if you were this person what you do dll ?"</i>
15	Bagaimana cara Bapak/Ibu menjawab pertanyaan dari siswa pada saat kegiatan belajar mengajar?	Biasananya saya akan menjawab dengan menggunakan bahasa yang lebih gampang.
16	Apa yang Anda katakan ketika Anda menjelaskan materi atau teori tertentu kepada siswa?	Untuk menjelaskan materi saya mulai dengan contoh baru ke pembahasan materi
17	Bagaimana biasanya Bapak/Ibu memberikan penjelasan terkait media pembelajaran (gambar, slide, dan film)?	Iya saya memberikan penjelasan tambahan saya memberikan contoh tambahan membuat contoh yang relate dengan kehidupan sehari-hari.
18	Apa yang Anda ucapkan untuk menyapa, meminta maaf, berterima	Saya selalu mengucapkan selamat pagi atau selamat siang dan mengucapkan leaving saat menutup pelajaran.

	kasih, dan mengucapkan selamat kepada siswa selama kegiatan belajar mengajar?	
19	Bagaimana cara Bapak/Ibu memberikan apresiasi, simpati, ketertarikan, keterkejutan, kemarahan, kekecewaan kepada siswa?	Biasanya saya pernah membuat apresiasi top ten untuk mengapresiasi siswa. biasanya <i>thank you for submitting your task, thank you for being active, good job, great</i>
20	Tantangan apa yang Ibu hadapi yang berkaitan dengan <i>teacher ability</i> selama pembelajaran jarak jauh?	Keputusan sekolah untuk mengajar sekalian sehingga siswanya tidak kondusif dan saya sebagai guru kesulitan untuk mengontrol siswa karena jumlah siswa yang banyak dalam satu kali pembelajaran
21	Tantangan apa yang Ibu hadapi yang berkaitan dengan <i>learning material</i> selama pembelajaran jarak jauh?	Saat PJJ, <i>learning material</i> sangat bergantung pada bagaimana kelas itu terlaksana, apakah menggunakan <i>zoom</i> , melalui WA, GC, atau YouTube. Tantangan yang saya hadapi terkait bagaimana menyesuaikan dan mendesign materi sesuai dengan dengan platform pembelajaran dan bagaimana agar materi tersebut bisa menarik perhatian siswa yang belajar sendiri di rumah. materi yang disiapkan juga dituntut <i>accessible</i> untuk siswa yang belajar secara <i>asynchronous</i> .
22	Tantangan apa yang Ibu hadapi yang berkaitan dengan <i>students ability</i> selama pembelajaran jarak jauh?	Karena process pembelajaran dilaksanakan di jam yang sama untuk satu angkatan banyak siswa yang malu untuk berpartisipasi di kelas. Kadang-kadang ketika saya bertanya siswa hanya diam dan lambat menanggapi pertanyaan saya.
23	Tantangan apa saja yang Ibu hadapi dalam mencapai <i>learning objective</i> selama pembelajaran jarak jauh	Masalah yang sangat sering terjadi, terus berulang, dan susah ditanggulangi adalah sehingga sulit melihat apakah <i>learning objective</i> tercapai atau tidak karena ketidak seragaman siswa saat melaksanakan PJJ (<i>synchronous</i> dan <i>asynchronous</i>),
24	Tantangan apa yang Ibu hadapi	Pada area ini, tantanganya sama seperti <i>learning material</i> yaitu harus menyesuaikan dengan media

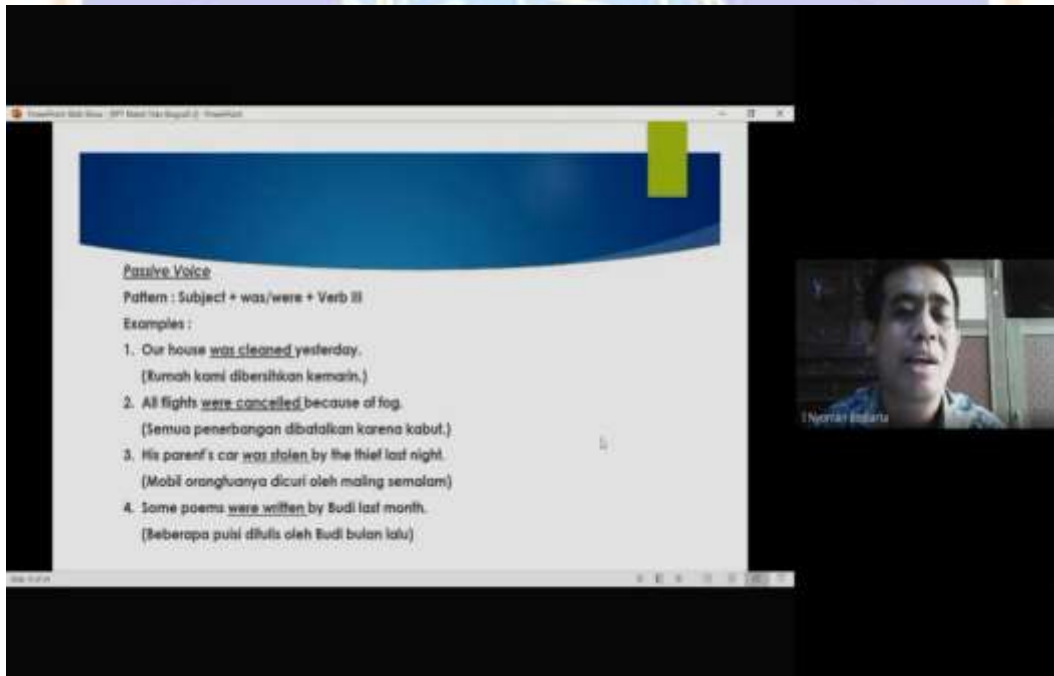
	terkait <i>learning activity</i> selama pembelajaran jarak jauh	yang digunakan untuk PJJ tersebut. Guru harus men-survei kesiapan siswa terkait media apa yang setidaknya bisa mereka akses kemudian barulah guru harus mendesain aktivitas belajar yang sesuai.
25	Tantangan apa yang Ibu hadapi yang berkaitan dengan <i>method of learning</i> selama pembelajaran jarak jauh	Selain menyesuaikan dengan media PJJ, untuk metode pembelajaran, tantangan terbesar adalah bagaimana menyiapkan metode yang tidak membuat siswa bosan dan tetap <i>engaged</i> . Karena keterbatasan media dan keterbatasan siswa untuk mengakses PJJ (keterbatasan HP, ekonomi untuk kuota, keterbatasan sinyal, hingga keterbatasan pengetahuan terhadap teknologi)
26	Tantangan apa yang Ibu hadapi yang berkaitan dengan <i>source of learning</i> selama pembelajaran jarak jauh ?	Untuk <i>source of learning</i> saya rasa tidak ada tantangan yang terlalu signifikan.
27	Tantangan apa yang Ibu hadapi yang berkaitan dengan <i>evaluation process</i> selama pembelajaran jarak jauh?	Selama online learnin banyak sekali tantangan, utamanya ketika memberkan siswa tugas, untuk memeriksa tugas siswa memerlukan waktu yang lama karena harus mengecek satu per satu.
28	Tantangan apa yang Ibu hadapi yang berkaitan dengan <i>media of learning</i> selama pembelajaran jarak jauh?	Saya mencoba untuk menggunakan zoom agar proses membelajaran menjadi lebih interaktif, namun zoom tidak bisa mengapai semua siswa dan banyak siswa yang tidak masuk ke zoom karena keterbatasan alat pendukung pembelajaran. Siswa terhambat dengan alat penunjang pembelajaran. Banyak siswa yang sulit mendapatkan sinyal yang bagus, dan terbatas kuota

APPENDIX 5. RESEARCH DOCUMENTATION

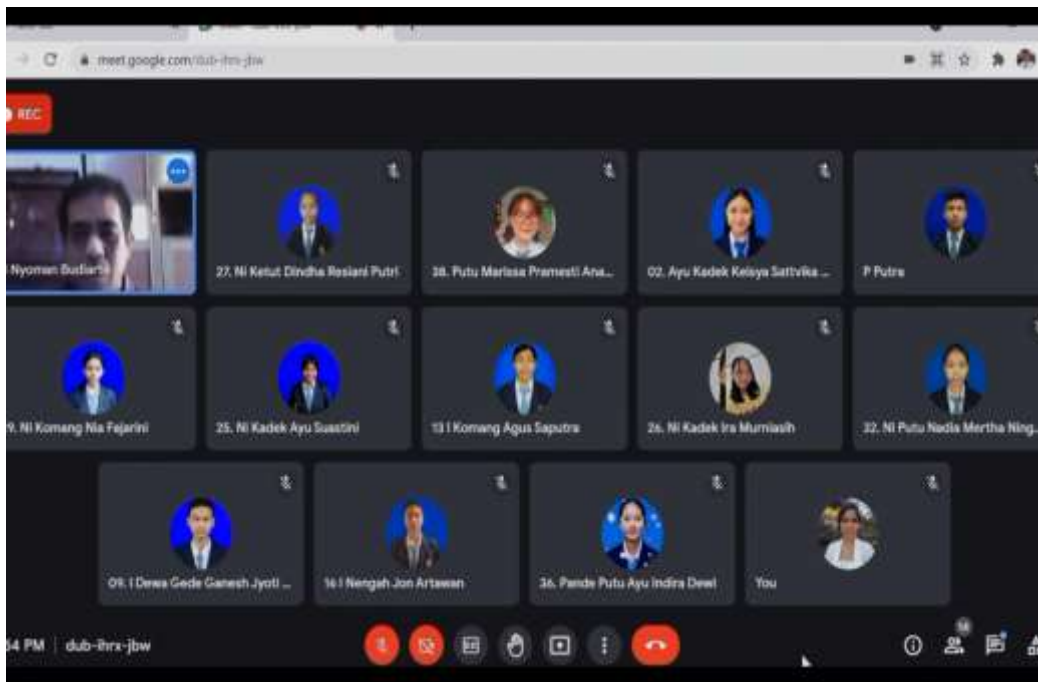
First Observation (Teacher 1)



Second Observation (Teacher 1)



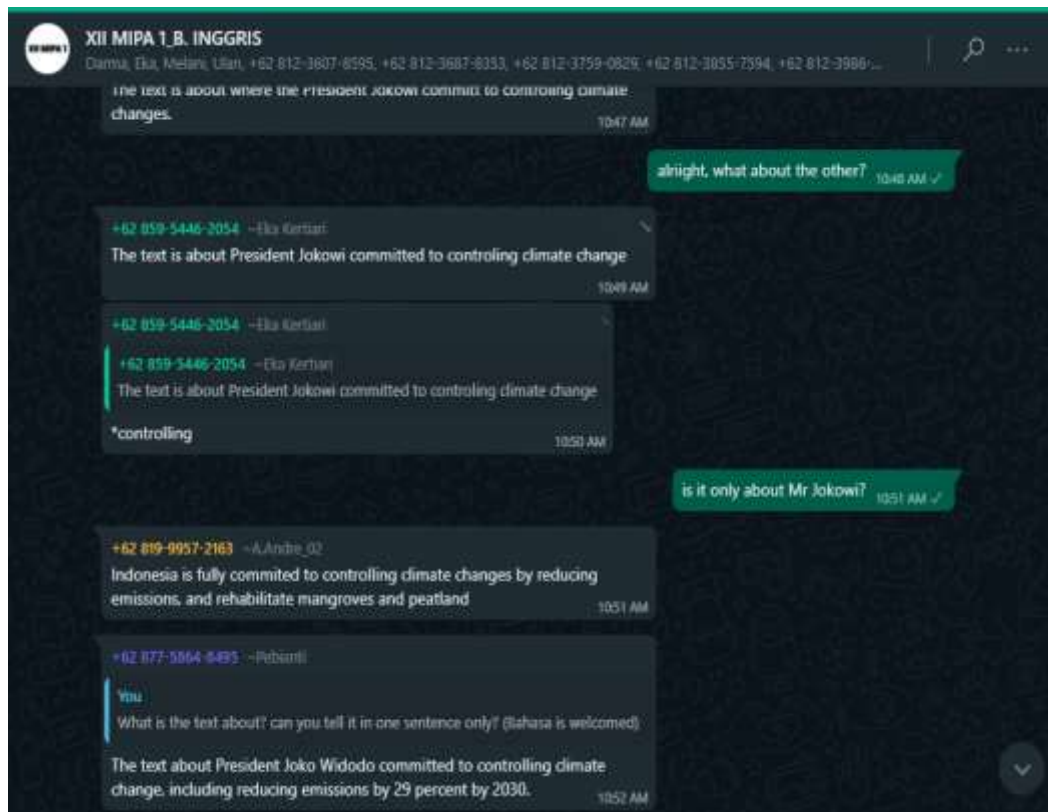
Third Observation (Teacher 1)



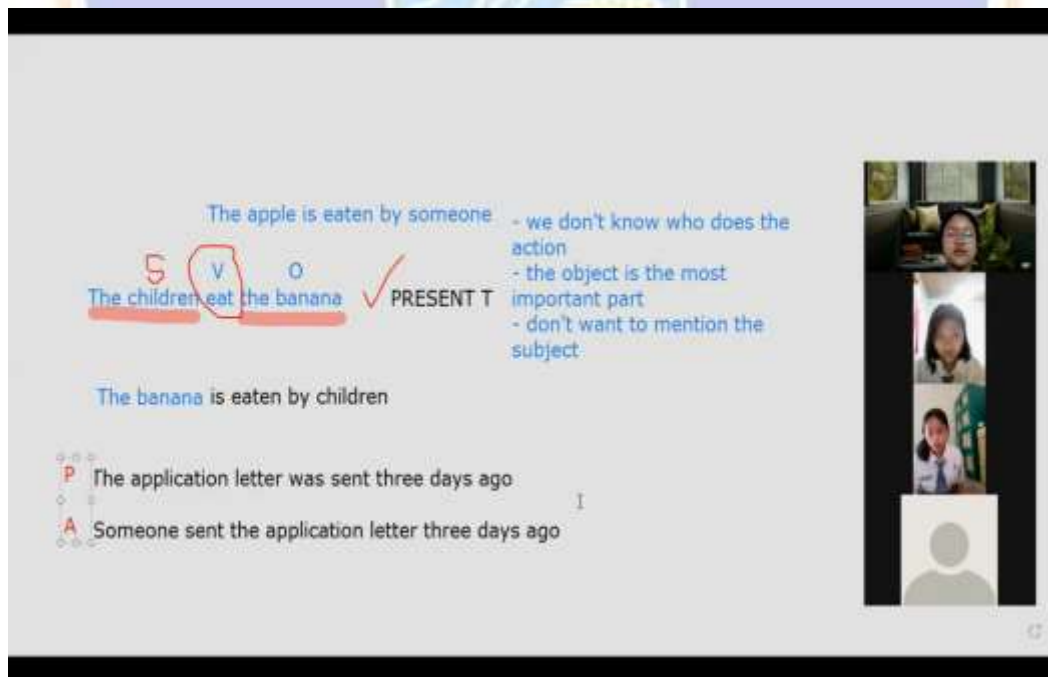
Interview (Teacher 1)



First Observation (Teacher 2)



Second Observation (Teacher 2)



Second Observation (Teacher 2)

Text Organization	Analysis of motorbikes in text/org. errors	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes is a deadly gas that is dangerous for the environment. Consequently, long term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Consequently Consequently
Argument 2 + elaboration	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic references Accidents

Interview (Teacher 2)