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

Perihal : Permohonan Izin Penelitian

19 Juli 2022

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	: \$1
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.



Tembusan:

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



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 : 1021/UN48.7.1/DT/2022 Perihal : **Permohonan Izin Penelitian** 22 April 2022

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
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: \$1
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.



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

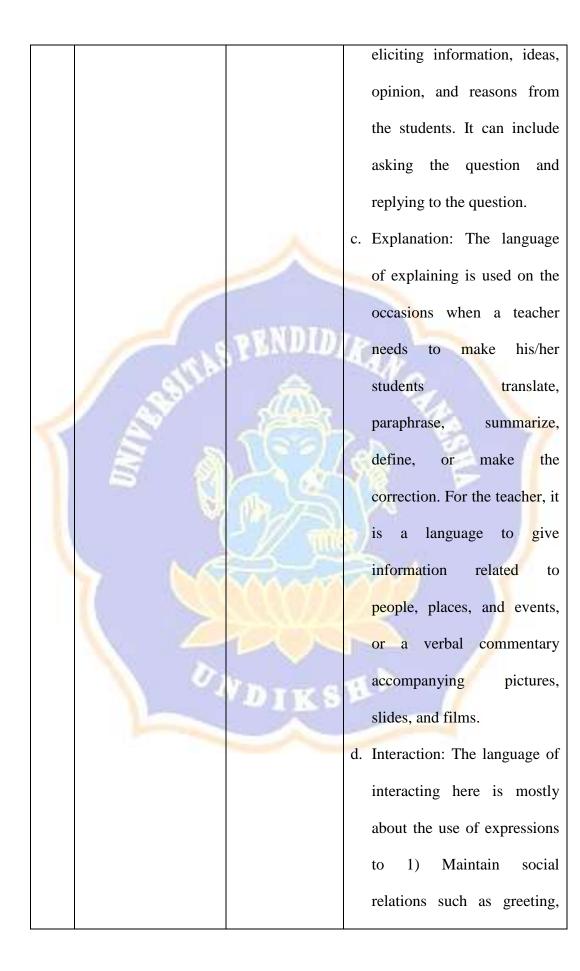
- 1. What teacher roles are played by English teachers in remote teaching in senior high school at Klungkung regency?
- 2. What academic language function do English teachers use to support these roles in senior high school at Klungkung regency?
- 3. What are the challenges encountered by the teacher 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	Harmer (2001)	Teacher role : a. Controller (Controls students' behavior, language,
	remote teaching in senior high school at	DIKS	and attitude. Advises students. takes the lead and
	Klungkung regency?		helps students in the learning process)
			b. Organizer (Instruct on how the students are going to do

	the estivity Convey the
	the activity. Convey the
	information about class
	activities. Put students into
	pairs or groups)
	c. Assessor (Corrects students'
	mistake, tell the quality of
	students' score and assesses
	students' assignment)
181	a. Prompter (Encourage
and the second	students to participate in
	class. Offer words or phrases
	to stimulate students and
	prompt the students with the
	information they have
	forgotten)
	b. Participant (Engage in
41	students' activity. Participate
1 V 1V	with the students)
	c. Resource (Supply the
	information and the
	explanation about the
	material. Provide needed
	information by explaining
	the materials when students

			misunderstand)
			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)
		PENDID	e. Observer (Give individual
	1 alle	余	feedback and investigate
1	2	1000	students in the class)
2	What academic	Hughes (1990)	Academic Language Function :
	B (2)	inglies (1990)	
	language function do	(Maria)	a. Organization: The language
	English teachers use	新 11 5	of organizing is used to
	to support these roles	Read	direct and manage the
	in senior high school		interaction between a teacher
	at Klungkung	20	and his/her students. It can
	regency?	Drvs	involve several sub-
		R	functions such as giving
			instruction, sequencing, and
			supervision.
			b. Interrogation: The language
			of interrogating in the
			classroom mostly aims at



			leaving, apologizing,
			thanking, and congratulating,
			etc. 2) Indicate appreciation,
			pity, sympathy, interest,
			surprise, anger,
			disappointment, etc
3	What are the	Hamruni	There are several components of
	challenges	(2011)	teaching and learning namely,
	encountered by	PENDID	students, teacher, learning
	teachers in senior	余	objective, learning material,
<	high school at	1 martin	learning activities, method of
	Klungkung regency	1521	teaching, media of learning,
	in playing their		source of learning, and
	roles?		evaluation.

IKST

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		
Roles	Teacher Activity	Ye s	N 0	Relevant	Irrelevant	Note
Controller (Harmer, 2001)	The teacher controls students' behavior, language, and attitude.		4 1	V		
5	The teacher advises students	4		V		
	The teacher takes the lead and helps students in the learning process.	の酸		V		
Assessor (Harmer, 2001)	The teacher corrects students' mistake	3		V		
	The teachers tell the quality of students' score	s 1		V		
	The teacher assesses students' assignment		-	V		
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			\checkmark		
	Controller (Harmer, 2001) Assessor (Harmer, 2001) Organizer (Harmer,	ActivityControllerThe teacher(Harmer,controls2001)students'behavior,language, andattitude.The teacheradvises studentsThe teacheradvises studentsThe teachertakes the leadand helpsstudents in thelearning process.AssessorThe teacher(Harmer,corrects2001)students'mistakeThe teachers tellthe quality ofstudents' scoreThe teacherassessesstudents' scoreThe teacherThe teacherassessesstudents' scoreThe teacherassignmentThe teacherOrganizerThe teacher(Harmer,gives2001)instructions ordemonstrationson how studentswill do thewill do the	ActivitysControllerThe teacher(Harmer, 2001)controls2001)students'behavior, language, and attitudeIanguage, and attitudeThe teacher advises students-The teacher takes the lead and helps students in the learning processAssessorThe teacher takes the lead and helps-(Harmer, 2001)corrects students'-2001)students' mistake-The teachers tell the quality of students' score-The teacher assesses students' score-The teacher assignment-Organizer (Harmer, 2001)The teacher sore-Organizer (Harmer, 2001)The teacher sor assignment-Organizer (Harmer, 2001)The teacher sor sor demonstrations on how students will do the activity	ActivitysoControllerThe teacherI(Harmer, 2001)students'Ibehavior, language, and attitude.IThe teacher advises studentsIThe teacher advises studentsIThe teacher takes the lead and helps students in the learning process.IAssessorThe teacher takes the lead and helpsIAssessorThe teacher takes the lead and helpsIThe teacher takes the lead and helpsIStudents in the learning process.IImistakeIThe teacher the quality of students' scoreIThe teacher 	ActivitysoController (Harmer, 2001)The teacher students' behavior, language, and attitude.I \checkmark The teacher advises studentsI \checkmark The teacher advises studentsI \checkmark The teacher takes the lead and helps students in the learning process.I \checkmark Assessor (Harmer, 2001)The teacher takes the lead and helps students in the learning process.I \checkmark Assessor (Harmer, 2001)The teacher the teacher the quality of students' scoreI \checkmark The teacher assesses students'I \checkmark \checkmark The teacher (Harmer, 2001)II \checkmark The teachers tell the quality of students' scoreI \checkmark The teacher assignmentII \checkmark Organizer (Harmer, 2001)The teacher students'I \checkmark Organizer (Harmer, assignmentII \checkmark Organizer (Harmer, uistructions or demonstrations on how students' will do the activity.IIWill do the activity.III	ActivitysoController (Harmer, 2001)The teacher controlsIStudents'IVbehavior, language, and attitude.IThe teacher advises studentsVThe teacher advises studentsVThe teacher takes the lead and helps students in the learning process.VAssessor (Harmer, 2001)The teacher takes the lead and helpsVThe teacher takes the leadVThe teacher takes the leadVThe teacher takesVThe teacher torrectsVThe teacher mistakeVThe teacher the quality of students' scoreVThe teacher tassignmentVThe teacher givesVThe teacher tassignmentVThe teacher tassignmentVThe teacher tassignmentVVVMinstructions or demonstrations on how students will do the activity.V

	1	ſ			,	
		conveys some			\checkmark	
		information				
		about class				
		activities to the				
		students.				
		The teacher			\checkmark	
		arranges and				
		puts the students				
		into groups or				
		pairs.				
		Puillo				
	Prompter	The teacher			N	
	(Harmer,	encourages			· ·	
	2001)	students to	1000			
	2001)		115			
	A	participate or	1.11		2	
		needs to make		-	6	
110	660	suggestions			1000	
	A.V	about how			11	
		students may	-			
		proceed in an	M			N4 7 7 7
	1	activity when	1.16		1 15	
		there is silence	1			
		or when they are		\sim	4	
		confused about	ML.		8	
1.1		what to do next	11/1			11
		A LA	0.00			
	100	The teacher	-			
		offers some	1		\checkmark	
		words, phrases,	100		1	
		or suggestions to			100	
	/ 🦛	stimulate the	<1			
	1	students				
		involved in the		21.	2 /	
		learning process	2012		· //	
		The teacher				
	-	prompts the	المتر الم			
		student with				
		the information				
		they have				
		forgotten.				
	Participant	The teacher				
	(Harmer,	joins the				
					2	
	2001)	students' activity			v	
		as the				
	D	participant				
	Resource	The teacher				

	/						
	(Harmer,	should be ready			1		
	2001)	to supply			\checkmark		
		information and					
		language where					
		necessary.					
		The teacher					
		explains					
		additional					
		information					
		when students					
		misunderstand.					
	Tutor	Helps students					
	(Harmer,	when they have			\checkmark		
	2001)	difficulties					
	2001)	individually	1000				
		The teacher	136	25			
		explains the	Cast.		1		
				1			
100	100	material to the			1000		
	A.Y	students who	1		44		
1 A A A A A A A A A A A A A A A A A A A	1-1-1-1	have difficulties					
		The teacher	MA	5		N 7.1	
	1	ensures that			V		
		many	1	12			
		individuals are		\sim			
		seen in the			2		
1.1		learning activity.	10.0			11.1	
	Observer	The teacher	1000		\checkmark	7.1	
	(Harmer,	gives individual	1		121		
7.6	2001)	feedback to the	1	1			
	,	students	10		1		
	1	The teacher			V	N/	
	/ 24	investigates	-	_			
	1	students'					
	Sec. 1	performance in	1	34.			
		class	2	24			
		class					

Singaraja, 12 November 2022 Expert

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

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 to Observering Academic Language Function

Statements In the Observation Sheet					Jı	ıdge's Comn	ients
Research Question	ROLES	TEACHER ACTIVITY	Y E S	N O	Relevant	Irrelevant	Notes
What academic language function	Organization (Hughes, 1990)	The teacher manages the interaction with the students	Ŋ		V		
do English <mark>te</mark> achers	N. S. S.	The teacher instructs the students	È.,		V		7
use to support th <mark>es</mark> e		Teachers supervising the students	4	W.	\checkmark	MA	
roles?		The teacher arranges the students in the	家	Y	\checkmark		
	Interrogation	learning activities The teacher			Y)		
	(Hughes, 1990)	asks the question to obtain			V		
	2	information, ideas, opinion, and reason	s 1	R		1	
		from the students					
		The teacher replies the question from students			V		
		regarding the learning activity					
	Explanation (Hughes,	The teacher explains the			\checkmark		

1000	
1990)	material and
	gives
	information
	related to the
	learning
	material
	The teacher
	gives an
	explanation or $$
	a verbal
	commentary
	accompanying
	pictures, slides,
	and films
Interaction	Teachers
(Hughes,	maintain social
1990)	relations such $$
	as greeting,
	leaving,
	apologizing,
- SI	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

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 to Observering The Challenges in Remote Teaching

Stat	ements in th	e Observatior	Judge's Comments			
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the	Teacher			V		
challenges encounter ed by	Students	V2 5RV	DIDIKA	V		
English teachers in playing	Learning objectives	and the second s		V	1	
their roles?	Learning Material	8) L		V		
	Learning Activity			\checkmark		
1	Method of teaching			V	1	
	Media Of Learning	No.	4	V		
	Source of learning	VND1	KSH	V		
	Evaluation		\sum	V		

Singaraja, 12 November 2022 Expert

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

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

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.

Staten	nents in the interview ş	guide	Ju	ıdge's Comme	nts
Research	Question	Answer	Relevant	Irrelevant	Notes
Question	TT 11				
What	What are the	margarian a	4.4.20		
teacher	teachers' roles that	-			
roles are	you play during	100	ν		
played by	online learning	5995			
English teachers in	activities?		200		
remote	How do you control		- AA	1	
teaching?	learning activities as well as students	 A)⁴ 			
teaching?	during the learning		N N	100	
	process?	JAN N	V ^s		
	How do you	1			
	organize learning			y	
	activities and			1	
77	students in class?	ANA AL			
	How do you evaluate				
	the learning				
	activities and student			1	
	performance that	20	\checkmark		
	have been	S 17 6	11 52	11	
	implemented?		1		
	H <mark>ow do you</mark>		-		
	participate in				
	learning activities so		1		
	that learning				
	activities run				
	smoothly?				
	How do you provide		I		
	information to		N		
	students?				
	How do you guide				
	students' learning				
	activities either as a		ν		

				1	
	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	\sim	N		
	and ensure that all				
	learning activities				
	have gone according				
	to plan?				
What	What do you usually	NOT	V		
academic	say to manage the	NUUU	1. 1.8		
language	interaction during	1 desi	20		
function	remote teaching?	t		10 A A A	
do English	What kind of	$(13)_{2}$			
teachers	instruction do you	100			
use to	convey to the student	BAI	2.5	10. I	1 C C
support	in the learning		(42)		
these roles	activities?	C. VICENS	N 163	1	
in senior	How do you arrange	ſ	$\overline{\mathbf{v}}$		
high	the student during		N P		
school at	learning activities?	11			
Klungkun	What do you usually		V	7.7	
g regency?	say to manage your			1	
88,-	students during	1000	VYY J		
	remote teaching?	2.69.01	S 18 1		
			2		
	How do you give	a se	V		
	questions to students				
	so students can				
	convey their	TTO S	1000		
	answers, opinions, or	100			
	reasons?				
	How do you answer	-	V		
	the question from				
	students during				
	teaching and				
	learning activities?		1		
	What do you say		\checkmark		
	when you explain				
	certain material or				
	theories to students?				
	How do you usually				
	explain the learning				
k				1	

r		r	ſ		
	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	What challenges did	NAME AND	V		
the	you face during the	NUDD	Pan -		
challenges	remote English	in all the second	1. A. A.		
encountere	teaching related to				
	the teacher's	20155			
d by teachers in	abilities?	5000	1		
playing	What challenges did		N N	5 I	_
their	you face during the	an and	1992	A set	
roles?	remote English		1.16		
	teaching related to	1 am			
	the student's	7/201	171 C		
1 N.	abilities?			11	
	What challenges did	S	V		
	you face during	1000		5	
	remote learning	10111			
1.000	related to the				
	learning material?				
	What challenges did			7.6	
	you face during the	20			
	remote English	S 17 14	11 32	1	
	teaching related to	1 1 2 3	1		
	the learning				
	activities?				
	What challenges did		\checkmark		
	you face during the				
	remote English				
	teaching related to				
	the method of				
	teaching?				
	What challenges did		V		
	you face during the		, v		
	remote English				
	teaching related to				
	waching related to				

Singaraja, 12 November 2022 Expert

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

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

Stat	tement in the	e Observation Shee	et		Ju	dge's Comme	ents
Research	Roles	Teacher	Ye	Ν	Relevant Irrelevant Not		Note
Question		Activity	S	0			
	Controller	The teacher	1000				
	(Harmer,	controls	110	200			
	2001)	students'	1. C. L.		2		
		behavior,		-	60		
	60	language, and	_		116		
	1.45	attitude.	R.		12		
1		The teacher	Ú			V T	
		advises students					
		The teacher		8	1 1		
		takes the lead			\checkmark		
		and helps		1	3		
		students in the					
		learning process.	161	1_		9.1	
	Assessor	The teacher		ĥ	20	1	
76	(Harmer,	corrects	200	1	\checkmark		
	2001)	students'					
		mistake					
	/ <u>/</u>	The teachers tell	- 1	_			
	10 7	the quality of			\checkmark		
		students' score		24	9		
		The teacher	S 1	24			
		assesses			\checkmark		
	-	students'					
		assignment					
	Organizer	The teacher					
	(Harmer,	gives			,		
	2001)	instructions or					
		demonstrations					
		on how students					
		will do the					
		activity.					
		The teacher					
		conveys some					

	information				
	about class				
	activities to the				
	students.			1	
	The teacher			\checkmark	
	arranges and				
	puts the students				
	into groups or				
	pairs.				
D (
Prompter	The teacher		-	N	
(Harmer,	encourages				
2001)	students to				
	participate or	A140			
	needs to make	110	-		
1		Cont. 1		1	
	suggestions			100	
	about how		- 94	6	
1.50	students may			1.1.1	
 1.50	proceed in an	5			
	activity when		12	17	
		1102		1	
	there is silence	100	1.0	1. 2.5	
	or when they are	1000	128		
	confused about		\sim	8	
	what to do next		× 1	2	
	The teacher	1163	0-		
120		-	2		
	offers some	1	1	N	
	words, phrases,	1111		178	
	or suggestions to	17 12		1	
1	stimulate the	-	-		
, 1 4	students	1	_		
S. 77	involved in the				
1			35.7	× /	
	learning process		163	1 1	
	The teacher	210	-		
	prompts the			\checkmark	
-	student with		-	-	
	the information	and the second			
	they have				
	forgotten.				
Participant	The teacher				
(Harmer,	joins the				
2001)	students' activity			\checkmark	
/	as the				
	participant				
Resource	The teacher				
(Harmer,	should be ready				
	J			i	

r	:				,		
	2001)	to supply					
		information and					
		language where					
		necessary.					
		j·					
		The teacher					
		explains			\checkmark		
		additional					
		information					
		when students					
		misunderstand.					
	Tutor						
		Helps students					
	(Harmer,	when they have			N		
	2001)	difficulties					
		individually					
		The teacher	17				
		explains the	21	0			
		material to the	and the second	- 3			
		students who		02	10		
		have difficulties			100		
		The teacher	1				
		ensures that		1	1	V V	
			100		· ·		
		many		10	1. 1.	2	
		individuals are		16		6	
		seen in the		1.22			
		learning activity.	М.,				
100	Observer	The teacher	TYS:		\checkmark	15 1	
	(Harmer,	gives individual	1000	-	100		
	2001)	feedback to the					
77		students			198		
		The teacher			V		
		investigates		-			
		students'	- 1	_	1.14	1	
		performance in					
			-	21			
		class		-			

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					Jı	ıdge's Comn	ients
Research Question	ROLES	TEACHER ACTIVITY	Y E S	N O	Relevant	Irrelevant	Notes
What academic language function	Organization (Hughes, 1990)	The teacher manages the interaction with the students	Ŋ		A C		
do English teachers		The teacher instructs the students	5		\checkmark		<u>,</u>
us <mark>e</mark> to support th <mark>es</mark> e		Teachers supervising the students	4	Ň	\checkmark	άN	
rol <mark>e</mark> s?		The teacher arranges the students in the learning		Ś	V		
1	Interrogation	activities The teacher	2		9		
	(Hughes, 1990)	asks the question to obtain information,			V		
		ideas, opinion, and reason from the students					
		The teacher replies the question from students regarding the learning			\checkmark		
	Explanation (Hughes,	activity The teacher explains the					

100					1	
199	/	naterial and			N	
	0	ives				
	i	nformation				
	r	elated to the				
	10	earning				
	n	naterial				
	Т	he teacher				
	g	ives an				
	e	xplanation or				
		verbal				
	с	ommentary				
		ccompanying				
		ictures, slides,		-		
		nd films		-		
Inte	eraction 7	eachers				
(Hu			100			
	0 /		11	2		
	,	a second s	Chil	1	Nr.	
					100	
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- 1 3			5			_
				3.1	1	<u>/</u>
			15	26	N (1	
				13	<u></u>	
					\checkmark	
			110			
			10	20	1.00	
	ighes, n 0) r a b b a t t c r r s a p i i s	reachers naintain social elations such s greeting, eaving, pologizing, nanking, and ongratulating. reacher gives tudents ppreciation, ity, sympathy, nterest, urprise, anger, isappointment				

Singaraja, 14 November 2022 Expert

(Luh Gd Rahayu Budiarta, S.Pd., M.Pd) Nip : 1993091920180322001

0,

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

Stat	ements in th	e Observation	n Sheet	Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the	Teacher		The second second			
challenges encounter ed by	Students	PS LW		V		
English teachers in playing	Learning objectives	. A		V		
th <mark>e</mark> ir roles?	Learning Material			V		
	Learning Activity		Title	\checkmark		
1	Method of teaching	(Tree)		V	1	
	Media Of Learning	20	4	V		
	Source of learning	NDI	KSH	V		
	Evaluation					

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

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.

Staten	nents in the interview g	guide	Judge's Comments		
Research	Question	Answer	Relevant	Irrelevant	Notes
Question	What are the				
What teacher	teachers' roles that	100			
roles are		SR.	1	10	
	you play during	$(23)_{5}$	N Se		
played by English	online learning activities?	1.00			
teachers in	How do you control			100	
remote	learning activities as	$\lambda = L I$	1000	1.2	
teaching?	well as students	1.1	1		
tedening.	during the learning				
	process?	7/5			
1.1	How do you	THE	N/A		
	organize learning				
- 77	activities and	1.1.17	\checkmark	500	
	students in class?				
1.00	How do you evaluate	1100		1	
	the learning	1			
	activities and student				
	performance that		\checkmark		
	have been	116.5	10.00	7 /	
	implemented?			1.1	
	How do you				
	participate in				
	learning activities so				
	that learning				
	activities run				
	smoothly?				
	How do you provide		1		
	information to		\checkmark		
	students?				
	How do you guide				
	students' learning				

group or individually? N Image: Second				1	1	1
individually? Image: students in the students in the learning activities and stimulate students to take a part in the learning activities and ensure that all learning activities have gone according to plan? Image: students in the student is in the student is the student in the student is the student in th		activities either as a		N		
How do you Image: students to participate in class and stimulate and stimulate students to take a part in the learning activities activity? How do you observe learning activities How do you observe learning activities Image: students to take a part in the learning activities have gone according to plan? Image: students that all learning activities to plan? Image: students that all learning activities function remote teaching? function remote teaching? function remote teaching? function activities? in the learning activities? Image: students that all learning activities? support in the learning activities? these roles activities? in struction do you Image: student that all learning activities? these udent during learning activities? Image: student that all learning activities? klungkun g regency? say to manage to students so students can convey their answers, opinions, or reasons? gregency? say to manage to students so students can convey their answers, opinions, or reasons? How do you answer the question from students during teaching and learning activities? Image: students during teaching and learning activities?						
encourage students to participate in class and stimulate students to take a part in the learning activity? How do you observe learning activities nad ensure that all learning activities nade ensure that all learning activities nave gone according to plan? what do you usually gregorities What ido for the student use to convey to the student support in the learning use to convey to the student use to convey to the student support in the learning activities? in senicor How do you uariage high the student during remote teaching? How do you give				1		
to participate in class and stimulate students to take a part in the learning activity? Image: Construction of the learning activity? How do you observe learning activities and ensure that all learning activities have gone according to plan? Image: Construction of the learning activity? What academic language function remote teaching? Image: Construction of the learning to plan? Image: Construction of the learning to plan? What academic language function remote teaching? Image: Construction of the learning tinteraction during teachers Image: Construction of the learning tinteraction during teachers Image: Construction of the learning tinteraction do you use to convey to the student support in the learning activities? Image: Construction of the learning the student during teachers Image: Construction of the learning teachers Image: Construction of the learning the student during teachers Image: Construction of the learning teachers Image: Construction of the learni		•				
and stimulate and stimulate students to take a part in the learning part in the learning v activity? v How do you observe v learning activities v and ensure that all learning activities have gone according v to plan? v What What do you usually v academic say to manage the v interaction during interaction during v function remote teaching? v do English What kind of v tteachers instruction do you v use to convey to the student v support in the learning v ins senior How do you arrange v high the student during v g regency? say to manage your v sudents during v v remote teaching? v v How do you give v v questions to students v v		encourage students				
students to take a part in the learning activity? 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 What do you usually say to manage the interaction during remote teaching? Interaction during remote teaching? What What kind of instruction do you use to convey to the student support in the learning activities? Klungkun g regency? How do you usually what do you usually say to manage your students during remote teaching? How do you arrange in kes todent during school at g regency? What do you usually say to manage your say to manage your students during remote teaching? How do you arrange remote teaching? V How do you usually g regency? What do you usually say to manage your students during remote teaching? V How do you answer reasons? V How do you answer the question from students during reasons? V How do you answer teaching and learning activities? V <td></td> <td>to participate in class</td> <td></td> <td></td> <td></td> <td></td>		to participate in class				
part in the learning activity?		and stimulate				
activity? Image: set of the set		students to take a				
How do you observe learning activities and ensure that all learning activities have gone according to plan? ✓ What academic language function What do you usually say to manage the interaction during remote teaching? ✓ What academic language function Interaction during remote teaching? ✓ What academic language function Interaction during remote teaching? ✓ What kind of teachers Interaction do you use to convey to the student support in the learning activities? ✓ How do you arrange high school at Klungkun g regency? How do you arrange the student during learning activities? ✓ How do you give questions to students so so students can convey their answers, opinions, or reasons? ✓ ✓ How do you answer the question from students during teaching and learning activities? ✓ ✓		part in the learning				
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these roles in senior activities? ✓ high the student during ✓ school at learning activities? ✓ Klungkun What do you usually ✓ g regency? 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? ✓			C	10	1.00	
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students during students during? 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 ✓	-		110	V	3.5	
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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? √	1.00		1. V F F .		11	
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?						
so students can so students can convey their answers, opinions, or answers, opinions, or reasons? How do you answer √ the question from students during teaching and learning activities?				N		
convey their answers, opinions, or reasons? How do you answer the question from students during teaching and learning activities?				201		
answers, opinions, or reasons? ✓ How do you answer the question from students during teaching and learning activities? ✓			1 10 5			
reasons? √ How do you answer √ the question from √ students during ✓ teaching and ✓ learning activities? ✓			The second		100	
How do you answer the question from students during teaching and learning activities?					-	
the question from students during teaching and learning activities?						
students during teaching and learning activities?		•		N		
teaching and learning activities?						
learning activities?		-				
What do you say $$				1		
		What do you say		\checkmark		
when you explain						
certain material or						
theories to students?						
How do you usually $$		How do you usually		\checkmark		

[ſ				
	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	5			
	disappointment to				
	students?	STATISTICS.			
What are	What challenges did				
the		m.2722200	14 A A		
	you face during the	1	10		
challenges	remote English	2000			
encountere	teaching related to	$((0,0))_{7}$	1		
d by	the teacher's		A 10		
teachers in	abilities?		(C. 1)	34	
playing	What challenges did		N	1-2	
their	you face during the	S. V. 15	108	100	
roles?	remote English		$\Lambda \lambda$	1000	
	teaching related to	12			
	the student's	// 			
	abilities?			y - j	
	What challenges did		V		
77	you face during	VAR	MY Y J	20. S	
	remote learning	2.69.01	S 18 1		
	related to the	1110			
	learning material?	1. 1.	Des la constante de la constan		
	What challenges did		V		
	you face during the	1 10 6			
	remote English	1 10.00	and the second		
	teaching related to		200		
	the learning	~			
	activities?		1		
	What challenges did		\checkmark		
	you face during the				
	remote English				
	teaching related to				
	the method of				
	teaching?				
	What challenges did				
	you face during the				
	remote English				
	Temote 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		V		
you face during the	ALC: NO.	· · · ·		
remote English	NUUU	KAN -		
teaching related to	100			
 the evaluation	Ser.	0110	100 N N N N	
process?	$a_{\rm AD_{a}}$	1	1	

Singaraja, 14 November 2022 Expert

Non

(Luh Gd Rahayu Budiarta, S.Pd., M.Pd) Nip : 1993091920180322001

DIKS

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	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What teacher	Controller	The teacher	1		- At minute 02:59,
roles are	(Harmer,	controls			the teacher
played by	2001)	students'	0.000		mentioned
English	- 6	behavior,	1112	S	students' names to
teachers in	1.1	language,	Contract of	1. A.	answer the
remote		and attitude.			question "Putu
teaching in	-9-2 ⁻¹	- /////		1.1	Nadya please"
senior high	6 C	5422	8		- At minute 02:59,
school at	80	662			the teacher
Klungkung	SA		1.2		mentioned
regency roles?	- 871		-4-53	8	students' names to
				2	answer the
	35	112-7-5	a V	<u> As</u>	question "Putu
		31/1/2			Marisa please"
	A	The teacher	× _	-	- At minute 01 : 31,
	NA	advises	Contra la		the teacher advised
77		students	2		the students to
				1.1	follow the health
				<	protocols "I want
	14	1	1		to remin <mark>d</mark> all of
	755				you to follow the
	0.5	-	1	1	role health
	1 200	A Date	6 6	2.20	pr <mark>oto</mark> col with 3
		and the second second		1.00	<i>M</i> "
		The teacher	1	-	- At minute 00 : 35,
		takes a lead	-		the teacher leads
		and helps			the students to start
		students in			the learning
		learning			activity by praying
		process.			together "Before I
		-			start the lesson
					let's pray to the
					god first"
	Assessor	The teacher		✓	- •
	(Harmer,	corrects			

	2001)		1		ſ
	2001)	students			
		mistake			
		The		✓	-
		teachers tell			
		the quality			
		of students			
		score			
			 ✓ 		A 4 ma 1 2 + 04
		The teacher	v		- At minute 13 : 04,
		assess			the teacher gave
		students			assignment and
		assignment			formative test to
					assest students
			-		knowledge "the
					task is to make a
	16				biographical text
			A CONTRACTOR	1	submit it in
	- 1 a	DANDI	1100		
	3.5	P. S. ministration	S	115	googleclassroom.
	1000	1		80.0	complete the
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		5775-		6	formativ <mark>e t</mark> est
		- ((B))	1		through go <mark>ogle</mark>
- A 13		192.00	S		classroom"
	Organizer	The teacher	~		- At minute 00: 35,
	(Harmer,	gives			the teacher
	2001)	instruction	1531	2	instructed students
1000		or	- 1 K	10	to fill in the
		demonstrati		749 I	attendant list
					"Next, I'll check
N.	Δ	on on how	LISV/		
	A VIE	students are	-	N.d.	your attenda <mark>nt</mark> ,
		going to do	100	2.2	who is absent
		the activity.		17	today. I'll <mark>se</mark> nd the
			1.27.8		link. Now <mark>p</mark> lease
				1	fill in the <mark>lin</mark> k in
	1		< 1e		the chat column."
					- At minute 04 : 21,
					the teacher asked
		#12 htte	200	1.20	students to look at
		and the second			
			-		the picture in the
			-		slide "Now, I'll
					show the picture
					about famous
					pigure. Look at the
					picture"
					- At minute 06:23,
					the teacher
					instructed the
					students to find out
					the information
					about the clas

	The teacher convey some information about class activities to the students.			activity. "I will ask all of you to find out the information about those picture" • At minute 07.19- 09.05, the teacher asked students to look at the slide. "Look at the slide please !" • At minute 09 : 40, the teacher instucted students to read the text "I'll ask you to read the first text." • AT minute 02.10, the teacher gave information to the students regarding the next activity "Next I'll give you several question related to M the topic that we are going to discuss
	the students.		×.	several question related to M the topic that we a <mark>r</mark> e
				<i>going to discuss</i> <i>today</i> " At minute 10.15, the teacher gave
	20	4	\leq	information about the group work to the students " <i>The</i>
01	DIK	SH		text one anlyze by group 1 and group , the second text anlyze by group 3
				and 4, and the third text anlyze by group 5"
			-	At minute 15.01, the teacher gave information about
				the material in the next meeting "For the next meeting we will study about
				biography text for

			I		anoglino"
		The test less	 ✓ 		speaking"
		The teacher	•		- At minute 10.10,
		arranges			the teacher devided
		and put the			students into
		students			several group "Next
		into group			I'll devide you into
		or pairs.			five group. Each
					group consist of
					five
	Prompter	The teacher	✓		- At minute 02.37,
	(Harmer,	encourage			the teacher
	2001)	students to			ecourage students
		participate			to participate to
		or needs to	-		answer the
	16	make			question <i>"students,</i>
		suggestions	11425400		who know just rise
		about how	1112	S	your hand"
	1.60	students	Condition of	Sec.	- At minute 04. 58,
1		may		110	the teacher
	-S.C.	proceed in		- 52	encourage students
		-	8		
1 2		an activity			to participate in
	SA SA	when	NO?		answering the
	1 (SA	there is a	1.1.5		question "who
	16	silence or	1000	8	know, please <mark>rise</mark>
	51	when they		\mathbf{A}	your hand"
	S7.	are	SL_1	111	
10		confused	Ref. 1		
	Sec. 30	about to do		5	
		next	-		
		A 4 4 4	-		
		The teacher		1	-
	1	offers some		100	
	200	words,		-	
	1	phrases or		-	
		suggest to	-	10	
		stimulate	200		
		the students			
		involved in			
		learning			
		process			
		The teacher		✓	-
		prompts the			
		student with			
		information			
		they have			
		forgotten.			A 10 FC
	Participant	The teacher	✓		- At minute 10.56,
	(Harmer,	join			the teacher

		-	1	1 1	
	2001)	students			discussing the
		activity as			result of group
		the			work with the
		participant			student "Well,
					let's we discuss
					together"
	Resource	The teacher	✓		- At minute 7.12 –
	(Harmer,	should be			09:05, the teacher
	2001)	ready to			gave information
	,	supply			to the students
		information			regarding the
		and			material, at that
		language	-		time he explain
		where			about biography
	1				text "I'll explain
	10	necessary.	10000		-
		TONDE	11 >	10 B.	the topic today,
		P. Annahilter	Call 1	1.1	which is about
	11 1 S S			110	biography text. The
	- C	275			definition of
		5 ((13))			biographical text.
- B		-	-		Biography belong
		100	1		to recount text. It is
	SA		1.6		a text which
	18		1-0	8	functions to re <mark>te</mark> ll
	1.1	Alls -		$\mathbf{\lambda}$	past events in
		107/5	SL Y	111	chronological
1		- 1/ 1	125		order. Recount text
			10192	- · · ·	is factual past
		0000	-		event."
		A AMA	200		- At minute 06.30,
			1000		the teacher gave
	1				information about
	100		10		the picture shown
					in the slide "For
		Sector sector	-	1.2	the <mark>firs</mark> t picture is
	1	DIK	2 2		BJ Habbie and the
		5000			se <mark>c</mark> ond picture is
			100	_	Joko Widodo"
		The teacher	√		- At minute 11.31,
		explains			the teacher give
		additional			additional
		information			explanation to the
		when			students when
		student			students still
		misundersta			missunderstoon
		nd.			about the stucture
		11 0 .			
					of biography
					<i>"Events 1, 2, and 3"</i>

Tutor (Harmer, 2001)	Helps students when they have difficulties individualy The teacher explains the material for the students who have difficulties The teacher ensures that many individuals are seen in learning activity. The teacher gives an individual		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." - 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" - At minute 12:38, the teacher gave feedback regading
2001)	individual feedback to the students		feedback regading students answer "Okay good thank you, good answer"
	The teacher investigates students' performanc e in class	~	- At minute 12:22, the teacher investiaget students performance by

		asking question about what have been learn in the lesson "what we have learn today ?, what is the first stucture of biography,? What
		is orientation, ?"

OBSERVATION RESULT

First Observation for Teacher 1

- Purpose : To observe the academic language function used during remote Teaching
- Platform : Zoom Meeting

D	DOLTO		TTO	NO	NOTES
Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What	Organization	The teacher		\checkmark	20 11
academic	(Hughes,	manages the	1.2		
language	1990)	interaction	1501	2	
function		with the		2	
do English		students	6 Y	749.	
teacher use		The teacher	1		- At minute 04.21
to support		instructs the	1017		"Look at the
these roles	N/A	students			picture!"
in senior		m m			- At minute 06.02 "I
high			1.22		will ask al <mark>l</mark> of you
school at	~	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		< C	to find out the
Klungkung	1 10	- 1 ×	- 1-	-	informa <mark>tio</mark> n about
regency	11 775				those picture"
. 8			1		- At minute 07.12
		AV DITTON		20	"Look at the slide
		and the second se		100	please !"
				_	At minute 09.40,
					"I'll ask you to
					read the first text"
					- At minute 10.56,
					<i>"For the first</i>
					group please
					present the result
					of you discussion"
					- At 10:56, <i>Let's we</i>
		Tasalas		~	discuss together.
		Teachers		v	-

		supervising the			
		students			
		The teacher	\checkmark		- At minute 10.56,
		arranges the			"Next I'll devide
		students in the			
					you into five group.
		learning			Each group consist
		activities			of five students"
I	interrogation	The teacher	✓		- At minute 02:34,
	Hughes,	asks the			"Have you ever
	(1990)				-
1	(990)	question to			read biography?"
		obtain			- At minute 02:54,
		information,			"What do you
		ideas, opinion,	A DESCRIPTION OF		know about
		and reason			biography?"
		from the			- At minute 04:58
	1 (P)		Name of Contract	1	<i>"What do you</i>
	R	students	112		
	1	S L DATION	600	125	know about the
	2018	26		20	first picture?"
· · · / / ·		6		201	At minute 06:02,
		-774		20	"What do you
	140	5 H H	1		know about the
			-		the second se
		NISC/	V PA		second picture?"
1	E (8		1.63		- At minute 12:07,
	5 (2)	1	100	2	"what we have
		Care Care	- 1 C	A	learn today ?"
	2	5 112 11	av	753 I	- At minute 12:30,
1 V.			16.7		"what is
	S			5	orientation?"
	1816	The teacher	1		-
7.6		reply the	100	100	0
		question from	1.51	120	
1.83		-	1 St. 10		11
		students	1		7
		regarding			
	S 83	the learning		-	
		activity	100	100	
F	Explanation	The teacher	\checkmark		- At minute 07:12-
	Hughes,	explains the			09:05. Teacher
		-	ain a		
	1990)	material and	-		explain about
		gives			biography text
		information			"I'll explain the
		related to the			topic today, which
		learning			is about biography
		material			0 1 1
		material			text. The definition
					of biographical
					text. Biography
					belong to recount
					text. It is a text
					which functions to

				retell past events
				in chronological order. Recoun text
				is factual past
				event.
				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
		COLUMN TO THE OWNER.		by retelling past events and
		s PRNDIDI		achievements in a
			A. Ar	person's life."
		<u></u>	2.6	• At minute 11.31,
		salary -		"Events 1, 2, and 3
	1			are in the second
	S			paragraph after the orientation and
	5 👂		N 8	reorientation in the
		Mar Car	18	last paragraph. To
		107/30	$\chi \sim$	solve the problem,
1.0		レジョ酸		you still need
	The de			clarification about
77		MAAAK	NYY.	how to analyze the generic st <mark>ru</mark> cture
				of a text."
	~			5
		The teacher		- At minute 06:23
		gives an	200	<i>"For the first</i>
		explanation or a verbal	AL 37	pict <mark>ur</mark> e is BJ Habbie and the
		commentary	1 222	second picture is
		accompanying		Joko Widodo"
		pictures,		
		slides, and		
	Testa en al di	films		At minut 00 15
	Interaction (Hughes,	Teachers maintain social		• At minute 00 : 15, <i>"good morning</i>
	(110gnes, 1990)	relations such		students"
		as greeting,		• At minute 02 : 49,
		leaving,		"Okay, thanks
		apologizing,		you"
		thanking and		- At minute 03:20

	. 1 .		"01 1 1
	congratulating.		"Okay thank you
			very much"
			- 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	~	- At minute 03.23
	students		"good answer"
	appreciation,		- At minute 03:33
	pity,		"good answer"
and from the second sec	sympathy,	Sec. 1	- At minute 12:38
	interest,	LIK as	"okay good"
	surprise, anger,	11	
	disappointment	240	200

First Observation for Teacher 1

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

Research	Teaching and	Challenges	Notes
Question	Learning		
	Components		
What are	Teacher		-
challenges	(Hamruni,		
encounter by	2011)	17.6 1	
teacher in	Students		
senior high	(Hamruni,		
school at	2011)		
klungkung	Learning	-	-
regency in	Material		
playing their	(Hamruni,		
roles ?	2011)		
	Learning	Limited time to	The teacher only
	Activity	conduct zoom meeting	held the meeting
	(Hamruni,		for 25 minutes,
	2011)		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,	NDID-	
	2011)	NUULRA,	
	Media Of	-	-
16	Learning		
	(Hamruni,	(/A)-	
- 18	2011)		
	Source of	Unable to acsess the	The teacher did
	learning	source form the	not give any
	(Hamruni,	internet	source from the
	2011)	momot	internet to students
	2011)		because they have
			limited internet
N.	A. 9	Z JUNEY Z	packages.
	Evaluation		packages.
		ANTOWY I	3.
	(Hamruni,		
	2011)		

'n,

С

Second Observation for Teacher 1

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

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

teacher in remote		language, attitude.			to answer the question <i>"Devita</i>
teaching in senior high school at					<i>please"</i> - At minute 01.54, the teacher
Klungkung					mentioned
regency roles?					students's name
					to answer the
					question "Kadek Ayu Darma
					please"
		-			- At minute 02.58,
			-		the teacher
					mentioned
					students's name
-		TRNDID	12.0		to answer the
		Participation of the second	44		question "Putu marisa please"
16	- AV.	The teacher	1	TRU.	- At minute 00:56,
	99°	advises			the teacher
18	9	students			advised the
		MOG	25		students to follow
8	64	A shall	Sin		the health
					protocols "Since the situation is
		(Martin	V^{A}	5	still a pandemic. I
	1				ask you to follow
	- A			1.1	the rules of
				24	protocols."
		The teacher	~	17	- At minute 0.26,
1.00		takes a lead			the teacher led
		and helps students in		1	the students to pray together
	78	learning			before start the
	<u> </u>	process.	1		class. "Before the
		201185	1		<mark>le</mark> sson begin let's
					pray to the god"
	Assessor (Harmor	The teacher		~	
	(Harmer, 2001)	corrects students			
	2001)	mistake			
		The teachers		✓	-
		tell the quality			
		of students			
		score	 ✓ 		At minute 15 - 20
		The teacher assess students	•		- At minute 15 : 38 the teacher gave a
		assignment			formative test to
	I	assignment	I	1	ionnum ve test to

					assess students'
					knowledge "I
					send the format
					of text in google
					form and I'll send
					the link in
					whatsapp group"
	Organizer	The teacher	✓		- At minute 00: 42,
	(Harmer,	gives			the teacher
	2001)	instruction or			instructed
		demonstration			students to fill in
		on how			the attendant list.
		students are	-		"Now I will ask
		going to do the		-	you to fill google
	100	activity.			for your
		TO MORE			attandace"
		AND D	1100	-	- At minute 05:55
	199.53	the second second	-	Sec.	the teacher asked
16.	- 50	A.	22	12	students to
	~ ~	- (A)-		180	presenting the
1 13	97 - C	12455			discussion result
		2641	2.5	. 8	"Next group two
	20		.62		please"
6	(Z)	1.0	16		- At minute 14.58,
	12	at the	\mathbf{X}	4	the teacher asked
	807			2	students to find
					out the
	- A		No.	100	differences of the
	N/S			12.1	text. "I'll ask you
77	L YY	VVVAT	100		to find out the
			01183		differences
	7	2 N N N	_		between two text"
	100	The teacher	1		- At minute 01:29,
		convey some			the teacher
		information	101	2	informed the
		about class	-		students
		activities to the			regarding the
		students.		-	next activity
			-		"Now I'll show
					you two videos
					about famous
					figure and next I
					have two question
					about those
					video"
					- At minute 04:04,
					the teacher
					informed the
L	1		1	1	

				[]	students that he
					will showed the
					text "Now I'll
					show you the text
					first"
					- At minute 04.25, the teacher
					informed the
					students about the
					group activity
					<i>"For the activity"</i>
		~			one, please
					indentify the
					languange
	1				features of
	P				biography text
	- 3	P WEDT DI	120		entitled Louis
	1.100	the second second	S. A.	÷	Pasteur. The
16		A		100	question for the
	~ ~	-11AN-		100	first text about
	10 C	1			Louis Pasteus
		CIS AT	2.00		will be analy <mark>ze</mark> d
			.e C)		by group 1 and
6	(Z)	100	10		group 2. The
	12	ats Sh		4	Second text about
	37			2	Neil Armstr <mark>o</mark> ng
		- 川 前部	3 .		for group n <mark>u</mark> mber
			190	100	3 and 4"
		VIVOUN			- At minute 15.38,
		A A A A A		17/	the teacher gave
			87.0X	1	information about
			-	10	the material in
					the next meeting
	100	20		0	"for the next
		DIKS	1. 5	2	meeting we will
	-	10 1 10 10	1		about biography
					text for listening"
		The teacher	*		- At minute 04:17
		arranges and			the teacher
		put the			devided students
		students into			into several
		group or pairs.			group. " <i>I'll</i>
					devided you into
					group. Each group consist of
					five students"
	Prompter	The teacher	✓		- At minute 14:58
	(Harmer,	encourage			the teacher
L	(manner,	chounde			

	2001)	students to participate or needs to make suggestions			encourage students to participate in answering the
		about how students may proceed in an activity when there is a silence or when they are confused about to do next			question "who know, please rise your hand"
	SPRITE N	The teacher offers some words, phrases or suggest to stimulate the students involved in learning process		AS AN	- At minute 0933, the teacher offered phrases for the students agar siswa want to take a part in the discuussion and tidak takut untuk memberikan pendapatnay " <i>it</i> 's okay, we discuss
		The teacher prompts the student with information they have forgotten.	RXL'		here"
	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. "Let's discuss together" At minute 06:45, the student of the student
					the teacher get involved in the discussion session. He gave question to the students

		1	1	r	· · · · · · · · · · · · · · · · · · ·
					regarding the
					group
					presentation
					"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?"
			e 111111		- At minute 07.12,
			-		the teacher gave
					his opinion in the
	10				discussion
		- CONTRACTOR	49.		session. "Look at
			120		the first
	11 21	the summer su		2	paragraph 'Loius
16		A		CR.	Pasteur was
	~	-7/4/		1	born'
	£7	1			- I think this is
		6521			passive voice"
	Resource	The teacher	1		- At minute 01.29,
	(Harmer,	should be		10	the teacher give
1000	2001)	ready to supply	1.8	2	the information
		information	V^{*}	5	from the video "I
		and language			show you two
	A	where	S.A.	-	videos about
	N/S	necessary.		12.0	famous figure"
7/	L VYY		1		<i>y y g</i>
		The teacher	1	1	- At minute 11.43,
	7	explains			the teacher
	1 de	additional	1		explain additional
	155	information			information to the
		when student		3	students because
	1 Second	misunderstand.	1	C1	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
					means ne was

			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 individualy	- 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
ANNO A		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 undestanding 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

					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."
		The teacher		✓ .	-
		ensures that many			
		individuals are			
		seen in			
		learning			
	Observer	activity. The teacher	1		• At minute 01.12,
	(Harmer,	gives an	Ra		the teacher gave
	2001)	individual	- 2	100	feedback to the
18	A	feedback to the		9	students anwer.
	S.	students The teacher		- 4	<i>"okay good"</i> • At minute 01.06,
<u> </u>		investigates	\geq L		the teacher
	a la	students'	62		investiaget
5		performance in	18		students
	1	class			performance by
	1	19/2		(1) (1)	asking ques <mark>ti</mark> on about what have
	A		S.L.		been learn in
				24	previous meeting
		AAAAA		7	"what <mark>do</mark> you still
				63	remme <mark>m</mark> ber about the
	14	1 A A	I		about the previ <mark>ou</mark> s lesson ?
	100				previous lesson :

Second Observation for Teacher 1

Purpose : To observe the academic language used during remote Teaching

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

1				r	
do English		The teacher	✓		- At minute 00.46,
teacher use		instructs the			" I will give you
to support		students			two minutes for
these roles					fill the google
in senior					form"
					- At minute 07.12
high					
school at					"Look at the first
Klungkung					paragraph"
regency					- At minute 07:49,
					"Now look at the
					sentence"
			-		- At minute 02.58,
					"Putu marisa
					please
					- At minute 11.43
	and free	- TONOTO	1		"please take a
	1	S MADIO	1.00		loot the second
			19	Ser.	paragraph"
		A	0	1100	- At minute 15.38,
		-77455-		100	" Please do it
1	140	588-83C		10	until 3Pm after
1			1.1		this meeting"
	-	T 1			
	< <u>s</u>	Teachers	1		- At minute 05:12,
		supervising the	118		<i>"Okay, I th<mark>in</mark>k the</i>
		students			time is up"
		The teacher	\checkmark	3	- At minute 04:17,
		arranges the	1.1		" I'll devid <mark>ed</mark> you
		students in the	200	100	into group. Each
	1876	learning		12.0	group consist of
7.6		activities		100	five students"
	Internecestion				5
1.00	Interrogation	The teacher asks			- At minute 01;09
	(Hughes,	the question to		10	"What <mark>d</mark> o you
	1990)	obtain			still <mark>re</mark> mmember
		information,			ab <mark>ou</mark> t previous
		ideas, opinion,	1.1	2	lesson?"
		and reason from			- At minute 03.15
		the students			"What do you
				100 million (1990)	know about the
			-		picture ?"
					- At minute 3.43,
					-
					"What do you
					know about BJ
					Habibie ?"
					- At minute 06:45
					"Group one what
					is your opinion
					about the
					discussion from
					aiscussion from

					group two ?"
					- At minute 07:49
					"Is that passive
		I I			voice ?"
		The teacher reply		✓	-
		the question from			
		students			
		regarding			
		the learning			
		activity			
	E				A 4 m 2 m 4 a 11 42
	Explanation	The teacher	v		- At minute 11.43,
	(Hughes,	explains the			"Take a look at
	1990)	material and			the second
		gives			paragraph "Neil
		information			Alden Armstrong
		related to the			was born on
		learning material	120		August 5, 1930.
	A	icarining material	A. A.	b.	
	S. 11. 11.			100	"was born" is a
		200		5	passive sentence,
	AN	d(A))-		5.6	which means he
1	1200	1212			was born on
		S RESEL			August 5, 19 <mark>30</mark> .
			- 62	1	Then, in the last
	S (8)				sentence of the
		A COLORADO			second
				1	
				11	paragraph "he
1 L C					was fascinated by
	2.3			1.00	aviation" it is a
	186	A STATISTICS			- At minute 08:23,
7.6		A A A A A A A A A A A A A A A A A A A		100	"That sentence is
					passive voice.
1.83					The pattern is
		1 1 1	The second		
	Sec. 1995				(Subject + to be
	1. 1.	200	3245	.	+ verb 3) like the
		NBERG	1.1	2	example I gave,
			1		"our house was
		20 20 R		-	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
L		1	1	I	

					pas."
					A
		The teacher gives	•		- At minute 11:43
		an explanation or			"Take a look at
		a verbal			the second
		commentary			paragraph,
		accompanying			children. "Neil
		pictures, slides,			Alden Armstrong
		and films			was born on
					August 5, 1930.
					Was born, it's a
					passive sentence"
	Interaction	Teachers			- At minute 00:13
	(Hughes,	maintain social			"Good Morning
	1990)	relations such as			students. Nice to
		greeting, leaving,			meet you"
		apologizing,	120		- At minute 00:38
	191	thanking and	- A.	Ser.	"Okay thank you
		congratulating.		110	very much"
		0		100	- At minute 03.15
	2.90				"Okay, thank you
		1968A			very much"
				1	- At minute 05.55
	5 8		10	10	"Okay thank you
			1.8		very much"
		9 (D. J.A.)	V^{*}	5	- At minute 16.13
					"Thank you very
			S. A.	-	much for joining
	18/2			1211	this meeting"
7.6		MAAN	1	1	- At minute 16.19
				1	"Goodbye, see
1.00					you next week"
	14	Teacher gives	1		- At minute 02.58
	75	students			"Okay good."
		appreciation,	201	~	- At minute 03.58
				6	"Okay very good"
		pity, sympathy,			Okuy very good
		interest, surprise,		-	
		anger,			
		disappointment			

Second Observation for Teacher 1

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

Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges encounter by	Teacher (Hamruni, 2011)		-
teacher in senior high school at	Students (Hamruni, 2011)	NDIDIRA	-
klungkung regency in playing their roles ?	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)		

SPENDIDIKA

OBSERVATION RESULT

Third Observation for Teacher 1

Purpose

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

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 00.11, the teacher asked students to open the camera "Open your camera please" At minute 01.51, the teacher asked students to open the camera "Yes putu marisa, open your camera please" At minute 04:16, the teacher mentioned the students' name to read the text "Kadek ani would

	The teacher advises students The teacher takes a lead and helps students in	×	 you like to read the first paragraph" At minute 04:42, the teacher mentioned the students' name to read the text "Kadek Adi, please read the second paragraph" At minute 01.35, the teacher advised the students to follow the health protocols Since the situation is still a pandemic, "I'll ask all of you to obey the whole protocol" At minute 00:32, the teacher led the students to pray together before
Assessor (Harmer, 2001)	takes a lead and helps		the teacher led the students to pray
			"Please do the formatice text. I'll send the link in whatsapp group after this meeting"

	<u> </u>	T 1			
	Organizer	The teacher	*	F	At minute 01.08
	(Harmer,	gives			the teacher
	2001)	instruction or			instructed students
		demonstratio			to fill in the
		n on how			attendant list. "I'll
		students are			send the link and
		going to do			please recheck you
		the activity.			attendance for
					today in the colum
					chat"
				_	At minute 03.59,
					the teacher asked
			-		students to read the
			-		text "Now, I'll ask
	10				you to read the text
	-16	ALL NUMBERS			about henry
	6	ANALD D	112	114	dunnat"
	11 20	re- comover-	100	10 -	At minute 05.29,
1 fee	-	A		100	the teacher asked
		-7/4/1-		100	students to
- 1	9 C	2		100	indentify the text
	50	G621	> .		"Now, I'll ask you
	SA.		1.2		to identify the
	- SZ1	100	-3%	20	languange features
200	121	an los	114	S	of the text by
	37	1 JA		14 A	answering this
					question"
	A		81	_	At minute 06.12,
	N/S			121	the teacher
77	L Y Y	VVVV	V Y	101	instructed students
			24		to present the
			100		group task "I'll
	14		1		start from group
	755				1"
	100	E			At minute 11.14
	and a	AIN MASS		20	the teacher gave
					instruction to the
			1000		student regarding
121			-		the listening
					activity "Now
					please open your
					camera and use
					you headset"
		The teacher	✓		
			•	ſ	At minute 02:21, the teacher
		convey some information			
					informed the
		about class			students regarding
		activities to			the next activity

		the students.			"Next I'll show
		the students.		-	you the pictures of symbol" At minute 05.59, the teacher give information about the group activity "I'll give you ten minutes for that,
					please do it now and dicuss with
		The teacher			your group" At minute 05. 46
		arranges and		- T	the teacher devided
	10	put the			students into
		students into	100		several group "I'll
	3.5	group or pairs.	44.4	1	devide you into
16		pans.		R	four groups and each group consist
	88°	- allan			of five person"
	Prompter	The teacher	√		At minute 03:22
	(Harmer,	encourage	12	8	the teacher
8	2001)	students to participate or	4.5%	le –	encourage students to participate in
		needs to			answering the
	100	make		2	question "who
N.		suggestions			know, please rise
	NE	about how students		12A	your hand"
	L CYY	may proceed	A A A		
		in an activity			
		when		1	× /
	755	there is a silence or			
		when they	1	5	
		are			
		confused		-	
		about to do			
		next			
		The teacher		✓ -	
		offers some			
		words,			
		phrases or suggest to			
		stimulate the			
		students			
		involved in			

	1				1
		learning			
		process			
		The teacher		✓	-
		prompts the			
		student with			
		information			
		they have			
		forgotten.			
	Participant	The teacher	✓		- At minute 06;12,
	(Harmer,	join students			the teacher
	2001)	activity as			discussing the
	2001)	the			result of group
					• •
		participant			work with the
					students. "Let's
	10				discuss together
		TO MID DO	1		- At minute 08.55,
		A MADU	112		the teachert get
	1999	and and a second	and the second second	Ar -	involved in
16		A		100	answering the
	100 m	. 1000		1	
		5(((-)))7			question in
		- (min			discussion session
		A B S J	10.5		<i>"Here is the</i> key
			1.60		answer from the
		1 1 1 1	- 76		quesntion, number
1000		and the second	. 344		<i>1</i> is mostly used
	35	(AL	$\sim v$	1	simple past t <mark>en</mark> se"
	December	The treater			
N.	Resource	The teacher			- At minute $02:40$,
	(Harmer,	should be			the teacher gave
	2001)	ready to	100.0		information from
		supply	1.00		picture for the
		information	1000		students " <i>it is the</i>
	7	and language		S	symbol of red cross
	10	where	1		and the founder"
	7755				and the jounder
	10.8	necessary.	235	~	
	1 200	A CONTRACTOR		30	
		The teacher	-		- At minute 12.55,
		explains			the teacher explain
		additional			additional
1		information			information when
		information when student			information when students
		when student			students
		when student misunderstan			students misunderstand
		when student			students misunderstand about verb 2
		when student misunderstan			students misunderstand about verb 2 "Became is the
		when student misunderstan			students misunderstand about verb 2
		when student misunderstan			students misunderstand about verb 2 "Became is the
		when student misunderstan			students misunderstand about verb 2 "Became is the second form of become. It means
		when student misunderstan			students misunderstand about verb 2 "Became is the second form of become. It means the second form of
	Tutor	when student misunderstan			students misunderstand about verb 2 "Became is the second form of become. It means

	/11				
	(Harmer,	students			
	2001)	when they			
		have			
		difficulties			
		individualy			
		The teacher	✓	-	• At minute 10.16,
		explains the			the teacher explain
		material for			the material for the
		the students			studets about the
		who have			actioon verb,
		difficulties			because at that
					time students's
					didn't know about
			-		action verb <i>"so</i>
	100				action verb is a
		-	-		verb that shows
		\mathbf{D} \mathbf{M} \mathbf{D} \mathbf{D}	$1 \ge$		
		P. Standy Street	- A. A	1.	physical action or
	100 M	The treates			activity"
1100	- C	The teacher		×	
		ensures that		2	
		many			
		individuals	10.5	N	
145	SA SA	are seen in	1.05		A second
	18	learning	110	÷	100 C
	1.1	activity.	119	\mathbf{x}_{-}	
	Observer	The teacher	1	111	• At minute 01.51 ,
	(Harmer,	gives an	201		the teacher gave
	2001)	individual	200		feedback to the
		feedback to	100		students anwer.
7.6	10 Y	the students	Y	19	"That's <mark>go</mark> od"
		The teacher	1		• At minute 01.40,
	1	investigates		1	the teacher
	1	students'	1000	10.00	investiaget
		performance			students
		in class	5.81	2	performance by
	1		1		asking question
				S. Common	about what have
				-	been learn in
					previous meeting
					"What do you still
					<i>remember about it</i> ?"
					?

Third Observation for Teacher 1

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

Research	ROLES	TEACHER	YES	NO	NOTES
Question	Oneniation	ACTIVITY		✓	
What	Organization	The teacher		×	-
academic	(Hughes,	manages the			
language	1990)	interaction with			
function		the students			A 00.11
do English	and film	The teacher	~		- At minute 00.11,
teacher use	-	instructs the	112	110	"Open your
to support		students		m_{-}	camera please"
these roles		<u>A</u>		1173	- At minute 04:42,
in senior		-(A)-		100	"Kadek <mark>Adi</mark> , please
high	259	12121			read the second
school at			2.5	÷	paragraph"
Klungkung (1997)			/ et.		- At minute 01;35, "
regency	5 2	1	- 76	20	I'll ask all of <mark>y</mark> ou
			. 113	S	to obey the <mark>wh</mark> ole
		1 12/2	\mathbf{V}	S	protocol"
					- At minute $03:17$,
			21		<i>"look at the</i>
	186			1.4	picture!"
7.6		NAMO NO	V Y		- At minute 11:14,
			1000	1	"Now pl <mark>e</mark> ase open
1.20				<	your ca <mark>me</mark> ra and
	100	112	-		use yo <mark>ur</mark> headset"
	10 75				- At minute 01.51,
		1. Contraction 1. Con			the teacher asked
		AV DATES	1.1	20	students to open
		Contraction of the second	1-1-1-1		the camera "Yes
				_	putu marisa, open
					your camera
					please"
		Teachers	✓		- At minute 06.12
		supervising the			- "Okay, I think the
		students			time is up"
		The teacher	✓		- At minute 05.46
		arranges the			- "Now, I'll devide
		students in the			you into four
		learning			groups and each
		activities			group consist of
					group consist of

				five person"
Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students	*	-	five person" At minute, 01.40"Last meeting we have already discuss about the biography text. What do you still remember about it ?" At minute 02.35 "What is the picture about ?" At minute 09.34 "Do you still remember about
ALLANTA S	The teacher reply the question from students regarding the learning activity		 ✓ 	the pattern of passive voice ?" At minute 10.25 "What is mental verb?"
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material			At minute 12.55, "Became is the second form of become. It means the second form of the verb is used." At minute 10.16, "so action verb is a verb that shows physical action or activity" At minute 14;25 "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

		The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	•	po bi po - A - Sy	entence in the ast tense, "gave irth" is a simple ast" t minute 02:40, the picture is the ymbol of red cross nd the founder"
	Interaction (Hughes, 1990)	Teachers maintain social relations such as greeting, leaving, apologizing, thanking and	IKA	- A ve	t minute 00.05 Good afternoon rudents. How are ou today ?" t minute 00.58 Okay thank you ery much"
	THE SECOND	congratulating.		- A - A - A - A	t minute 3.50 Thank you very puch" t minute 4.38 Okay thank you ery much" t minute 8.55 Okay thank you
7		Trivi		- A , no	ery much" t minute 16:23 see you again ext meeting"
	40	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment			t minute 01.51, That's good"

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	Teacher (Hamruni, 2011) Students (Hamruni, 2011) Learning Material	ENDIDIKAN	
regency in playing their roles ?	(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)	-	-
	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)	-

Λ.

First Observation for Teacher 2

Purpose

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

Platform : WhatsApp group

	ACTIVITY	YES	NO	Notes
Controller (Harmer, 2001)	The teacher controls students' behavior, language, attitude.		✓)	
15 /	The teacher advises students The teacher takes a lead and helps students in learning process.	× A	-	- 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		✓ ✓	-
	(Harmer, 2001) Assessor (Harmer,	(Harmer, 2001)controls students' behavior, language, attitude.The teacher advises studentsThe teacher advises studentsThe teacher takes a lead and helps students in learning process.Assessor (Harmer, 2001)The teacher corrects students mistakeThe teacher takes a lead and helps students in learning process.	(Harmer, 2001)controls students' behavior, language, attitude.The teacher advises studentsThe teacher advises studentsThe teacher takes a lead and helps students in learning process.Assessor (Harmer, 2001)Assessor the teacher takeThe teacher takes a lead and helps students in learning process.Assessor the teacher takeThe teacher takeThe teacher takeThe teacher takeThe teacher take	(Harmer, 2001)controls students' behavior, language, attitude.Image (Controls) students' behavior, language, attitude.The teacher advises studentsImage (Controls) studentsThe teacher takes a lead and helps students in learning process.Image (Controls) Image (Controls)Assessor (Harmer, 2001)The teacher corrects students mistakeThe teacher the quality of students scoreImage (Controls) Image (Controls)

			1		
		assess students			
		assignment			
	Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	•	-	At minute 10:23, the teacher instructed studenst to read the text, <i>"Please read</i> this text"
					At minute 11:40, the teacher asked students to open the book, <i>"Next, i want</i>
	SALLAS	A COLOR	AN,	2	you to open you book on the page number 72"
1	10 C	The teacher	✓		At minute
1		convey some	5. C.	13	10:30, the
	20	information	ea -	3	teacher
S	- EZI	about class	16		informed the
100	1.21	activities to the	R		students about
	37	students.	V^{∞}		the class
		stadents.			activity, "I'll
N.	- A		10-		give you 20
	NA		200		minutes to
77		VALAN	11 Y Y		read and I;ll
					be back with
				a	
	100	1 1 1			questions"
	7755				At minute
	110		255		11:40, the teacher
		DIKS	19.36	7	informed the
	-	ALL AND A			students about
					the class
					activity which is read the
					structure of
					the text, " <i>Read</i>
					the structure
					news item text
					there (there
					are 3 parts)
					and try to find
					it in the news

-				[
					that I gave
					today"
					- at minute gave
					instruction
					about the
					homework
		The teacher		1	nomework
				•	-
		arranges and put			
		the students into			
		group or pairs.			
	Prompter	The teacher		✓	-
	(Harmer,	encourage			
	2001)	students to			
		participate or			
	100	needs to make			
		suggestions			
	- 0	about how	20		
	100	students	2.4.10		
1			11	1	
1000	- B	may proceed in		214	
	1.1	an activity when		1973	
		there is a silence			
		or when they are	2.5	3	
	130	confused about	683	5.	
	121	to do next	1103	1	
	121	at the	1 2		0.0
	307	The teacher	Y 9	✓	-
		offers some			
	A	words, phrases	S.L.		9.
	NA	or suggest to	233.0	A 1	
77		stimulate the	17 Y 1		
				1	
1.00		students	12	3	
		involved in			V. (
	2	learning process			
	100	The teacher	2000	\checkmark	
	90	prompts the	18 52	1	
		student with	1		
		information they			
		have forgotten.			
	Participant	The teacher join		✓	-
	(Harmer,	students activity			
	(11a111c1, 2001)	as			
	2001)				
	D	the participant	 ✓ 		
	Resource	The teacher	•		- At minute
	(Harmer,	should be ready			11:26, the
	2001)	to supply			teacher gave
		information and			information to
		language where			the students
		necessary.			regarding the
L	1		1	I	

					material "Yes, since it is done by the community, the goverenment has to make sure that it is beneficial for the community (economically) , that way the program will support and hopefully can be suitanable"
	SPILL	The teacher explains additional information when student misunderstand.		Carling	-
Ē	Tutor (Harmer, 2001)	Helps students when they have difficulties individualy	<u>a</u>	1	
	V	The teacher explains the material for the students who have difficulties			
	01	The teacher ensures that many individuals are seen in learning		-	
	01	activity.			
	Observer	The teacher		•	
	(Harmer, 2001)	gives an individual feedback to the students			
		The teacher investigates students' performance in		•	
		class			

First Observation for Teacher 2

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

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What	Organization	The teacher		✓	
academic	(Hughes,	manages the			
language	1990)	interaction with			
function		the students		_	
do English		The teacher	✓		- At 10:23, the
teacher use		instructs the	2.1		teacher
to support		students	-4.4	-	instructed the
these roles	10 A.Y.			æ)	students to
in senior		- (11A)		- 11	read the text
high	1.46	54993		899	"please read
school at	22		212	1	this text"
Klungkung	S 2		2	1	
regency	5 8	Teachers	362	✓	-
		supervising the	1.8		
		students	VA.		
		The teacher	1		- At 11:40 the
		arranges the	J.L		teacher
	TN/	students in the	- 2	A .	instructed to
77		learning activities	17 Y Y	17	open the book
				1	"I want you to
1.00		11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	12	a	open the book
		4 1 1 1			on page
	75				number 72"
		10 C	255		At 10:23, the
		ADTES .	1.20	19	teacher asked
		14. A 17. 18			students to be
	_				ready start the
			-		lesson "So
					students be
					ready"
	Interrogation	The teacher asks	✓		- At 10:46,
	(Hughes,	the question to			teacher asked
	(110glics, 1990)	obtain			question to the
	1770)	information, ideas,			students "
		opinion, and			What is the
		reason from the			text about ?
		students			can you tell it
		SUUCIIIS			can you tett ti



		The teacher reply		v	-
		the question from			
		students regarding			
		the learning			
	E	activity			A 4
	Explanation	The teacher	v		- At minute
	(Hughes,	explains the			11:40, the
	1990)	material and gives			teacher gave
		information			information
		related to the			regarding the
		learning material			text that has
					been analyzed
					"Well done, by
					answering the
		The second s			question you
	in the second se	~ ~ % ND D 7	200	-	already found
	1	Stownord	115		the
	1111		311	8	information
1.10		ATC.		201	about what,
	AN	$s((2))_{2}$		173	who, where,
	1		100		why and how
		NIS617	2		form the next.
	S (\$		100	2	It means you
			128	100	are able to
			LA.		read a new
			10		thoroug <mark>hl</mark> y to
			14		get some
	The P		5		meaningful
		The teach on sizes	1		information"
		The teacher gives	v		-
1.00		an explanation or a	194	2	
		verbal			
	75	commentary			
		accompanying	255		
		pictures, slides,	12.20	1	
	Interaction	and films			A + 10.01 +1 -
	Interaction	Teachers maintain			- At 10:01, the
	(Hughes,	social relations	-		teacher greet
	1990)	such as greeting,			the students
		leaving,			"Good
		apologizing,			Morning"
		thanking and			- At 11:42. The
		congratulating.			teacher say
					leaving "
					expression "
					see next
					meeting"

Teacher gives students	√	-	• At 10:55, the teacher gave
appreciation, pity,			appreciation to
sympathy, interest,			the students
surprise, anger,			answer
disappointment			"good"
			• At 11:04, the
			teacher gave
			appreciation to the students
			answer
			"good"
	-		• At 11:21, the
			teacher gave
			appreciation to
- CNDTD:		-	the students
S A MUNITUL	Sec.		answer
	-11		"great"
27	Seat	200	
20805		582.1	

First Observation for Teacher 2

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

Platform

: WhatsApp Group

2.22

Research Question	Teaching and	Challenges	Notes
	Learning Components		
What are challenges encounter by	Teacher (Hamruni, 2011)	DIKSH	_
teacher in senior high school at klungkung regency in playing their roles ?	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.

	-	
Material		
(Hamruni,		
2011)		
Learning	-	
Activity		
(Hamruni,		
2011)		
Method of	-	
teaching		
(Hamruni,		
2011)		
Media Of	-	
Learning		
(Hamruni,		
2011)	OND Three	and the second se
Source of	MININIKI'S	
learning		
(Hamruni,	572	200
2011)	-((A))-	5.628
Evaluation		
(Hamruni,	Rel Con	
2011)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	2011) Learning Activity (Hamruni, 2011) Method of teaching (Hamruni, 2011) Media Of Learning (Hamruni, 2011) Source of learning (Hamruni, 2011) Evaluation (Hamruni,	Material (Hamruni, 2011) Learning Activity (Hamruni, 2011) Method of teaching (Hamruni, 2011) Media Of Learning (Hamruni, 2011) Source of learning (Hamruni, (

Second Observation for Teacher 2

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

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What teacher	Controller	The teacher	1		- At minute
roles are	(Harmer,	controls			19:15, the
played by	2001)	students'			teacher
English		behavior,			mentioned
teacher in		language,			students name
remote		attitude.			to answer the
teaching in					question "I'll
senior high					just mention the
school at					name, What
Klungkung					about Eka
regency roles?					Saputri?"
					- At minute

		The teacher			32:48, the teacher mentioned students name to make sure students were in the zoom meeting active <i>"Govinda do</i> <i>you wanna try ?</i> <i>are you there</i> <i>?"</i>
	1	advises students			
	BALLAS	The teacher takes a lead and helps students in learning process.		Call	
	Assessor (Harmer, 2001)	The teacher corrects students mistake	Contraction of the second		• At minute 24:48, the teacher corrects students' mistake, "Ayu made the same mistake, so we should have used 'were' not 'are"
	0	The teachers tell the quality of students score	11		-
		The teacher assess students assignment			• At minute 46:56, the teacher gave assignemnet to the student " I will convey the assignment, please make the job application letter from the Cv that you made"

	- ·	Γ		ı	
	Organizer	The teacher	✓		- At minute
	(Harmer,	gives			00:30, the
	2001)	instruction or			teacher
		demonstratio			instructed
		n on how			studenst to look
		students are			at the book page
		going to do			53 "Look at
		the activity.			your book page
		5			53"
					- At minute
					04:21, the
					teacher asked
					studenst to read
					in the slide
	100		-		"Please read in
					the slide"
	- 1	233017	1120	R	- At minute
		A sent to be a set	- A. A.	<i>b</i>	50:08, the
16				100	teacher asked
	200	1000		111	students to turn
	. · · · ·	500007		199	on the camera
S 2			100		
	5	MINO/	(AN		"can you turn
5	SA		1.50	$\lambda = 2$	on the camera ?
			18		I will take a
	NH.	Allo Tom	1.2		photo of us"
	~	17/15		C.	- At minute
1 N.			1 N		26:43, the
	Sault -			1	teacher gave
		VVVVV	W.Y		instructions to
		A 1 1 1 1		17/	the students
1.00			10.00	1	about the
				10	practice
					" <mark>A</mark> lright, now
					<mark>we</mark> will have
		1 mar	121 3	2 1	practice. I will
		DIKS			give an example
		- 272	~		of an active
					voice from
					several tenses,
					and you need to
					make the
					passive voice".
		The teacher	✓		- At minute
		convey some			15:40, the
		information			teacher
		about class			informed the
		activities to			students
		the students.			regarding the
L	1	1	l		0

					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
	10				sentences"
		- ONDER	Sec.		- At minute 47:
		A MADIN	484	+	05, the teacher
	2010	A CONTRACT		Sec.	gave
1. 1 100 10		500	22	See.	information
	10	- (A))-		562	about the
		1000			assignment "So
		1600	1.5	. 3	you make it
	SA I		1910	5	based on your
	R		18		CV. What's on
	1.5	Also Tom			your CV is
		17/100		18	explain <mark>ed</mark> again
	<u>X</u>	- // MI	677		in the le <mark>tte</mark> r section. Don't
	DA VIE		-	1	
77		VANT	VV		just mention it, but you also
					desc <mark>r</mark> ibe it.
1.00		The teacher	-	1	
	14	arranges and			
	755	put the			
	- Da	students into		· · · · ·	
	1 200	group or		0 1	
		pairs.			
	Prompter	The teacher	1		- At minute
	(Harmer,	encourage			29:10, the
	2001)	students to			teacher
	,	participate or			encouraged
		needs to			studenst to
		make			participate
		suggestions			"How about the
		about how			other?", "who
		students			want to
		may proceed			asnwer?"
		in an activity			- At minute

	1	1		r	1
		when			32:22, the
		there is a			teacher
		silence or			encouraged
		when they			students to
		are			answer because
		confused			the students
		about to do			were silent
		next			"how about the
					others ? who
					want to try"
		The teacher	, I I I I I I I I I I I I I I I I I I I	-	<u>,</u>
		offers some			
		words,			
		phrases or			
-	100	suggest to			
		stimulate the	1990 - TA		
	- 6	students			
	19.5	involved in	1.1		
16		learning		2	
A Participant	0.0	process		- 0 5	
	3 C	The teacher	,		
	S	prompts the		17	1 7 /
	SA	student with	1.20		
		information	- 16		-
		they have	21	2	
	35	forgotten.			
	Participant	The teacher	✓		At minute
	(Harmer,	join students	5.		21:21, the
	2001)	activity as			teacher get
71	2001)	the	VY Y		involved in the
		participant			discussion
		participant			session "Let's
	100	1	1		we discuss the
	1155				first sentence"
	Resource	The teacher	1	1	At minute
	(Harmer,	should be		11	01:27, the
	(Harmer, 2001)	ready to			teacher showing
	2001)	supply			the slide that
		information			contain the
		and language where			leaning material <i>"here is it</i>
		necessary.			(showing slide)
					can you see the
					slide? It's also
					on page 53 of
					your book"
				F	At minute
					17:35, the

					teacher explain
					the information
					about how to
					change active
					sentence to
					passive sentence
					"The steps to
					form
					passive stence,
					<i>1. Identify the</i>
					object, verb and
					subject
					Move the object
					to a new subject
	10				Change the verb
			14. C		and determine
		\mathbf{v} is \mathbf{u} \mathbf{u}	1120		the tenses.
	10.00	The subscription		1	Adjust the "be
16		A		CR.	and verb"
	~ ~	-7/A\\-		1.1	Add the past
	10 C	2223			participle of the
		CISCI	2	. 17	verb. Subject in
			$I \approx 0$		active sentence,
		100	- N 60	0 3	whether you
	121	at Let	R I		want to mention
	37	1 Martin	$\sim \gamma^{2}$	5	it or not"
		The teacher	✓		- At minute 22:02
	- A	explains	200	1000	, teacher gave
		additional		121	additional
7.6	L VYY	information	YYY	191	explanation
		when student	10.00	1	when students
	7	misunderstan		100	misunderstood
	100	d.			the use of
					"were" and
		Sec		2 1	"was", . <i>if it is</i>
	1				singular, use
			2		"was" if it is
					plural it will use
					"were"
	Tutor	Helps		✓	- At minute
	(Harmer,	students			38:54, the
	2001)	when they			teacher explain
		have			the material to
		difficulties			the students
		individualy			when students
					have difficulty
					to make passive
					voice "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"
		The teacher	✓		- At minute
		explains the			41:58, the
		material for	and the second se		teacher
		the students			explained the
	100	who have			material that
	-16	difficulties	1		still confused
		A MADD	1120		for the students
	10 20			Res 1	<i>"actually you"</i>
1 fr				10	don't need to
	~	-11AN-		1.11	change anything
1		1223			in the adverb
	S		2	. 7	"by the
	20		1.20		weekend"
	1821	100	- 10		means the end
1000	100	at les	RI		of this week" so
	S7	1 Ala	$N V^{*}$		the meaning
					will be different.
	A		81		You can use on
	N/C				the weekend or
76	L Y Y	VVAN	VY		by the weekend
			51.5		depending on
					what you
	10	1 A K	D		m <mark>ea</mark> n."
	755	The teacher		1	- At minute 26:
		ensures that		9	35 ,the teacher
	1	many			makes sure that
		individuals			the student
		are seen in			understands
121		learning			what she
		•			
		activity.			explained " <i>until</i>
					that point, do
					you understad"
					- At minute 48:34
					,the teacher
					makes sure that
					the student
					understands
					what she

				explained "do
				уои
				understand?"
Observer	The teacher		√	-
(Harmer,	gives an			
2001)	individual			
	feedback to			
	the students			
	The teacher	✓		- At minute
	investigates			00:10, the
	students'			teacher
	performance			investigate
	in class			students
				knowledge
				"What we have
	- SNDED	1 mar		learn last
	ANAL DI	11:20		week?"

Second Observation for Teacher 2

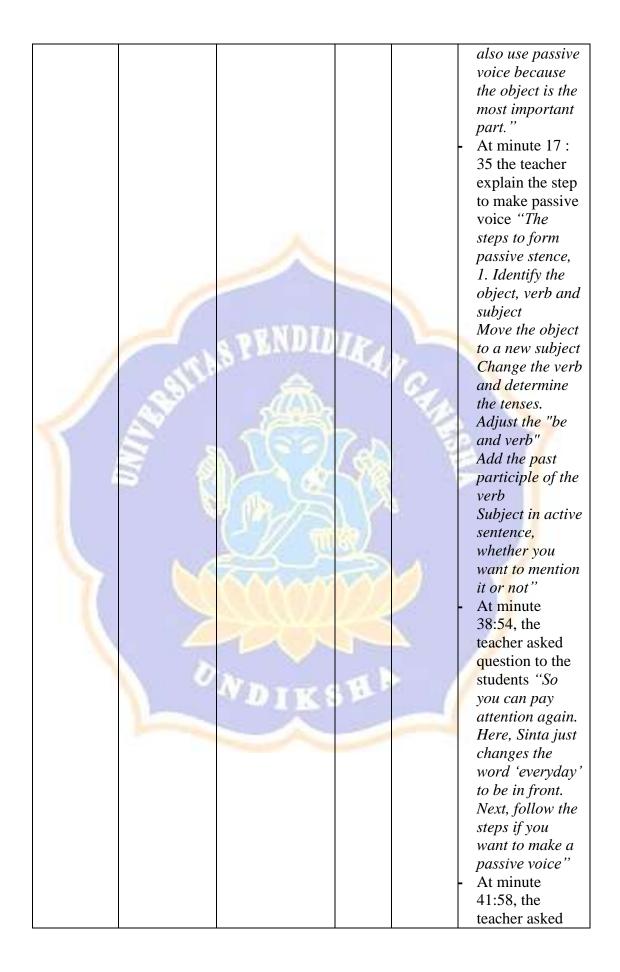
Purpose : To observe the academic language function used during remote Teaching

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 <i>"look at your book page 53"</i> At minute 50:08, the teacher asked students to turn on the camera <i>"can you turn</i>

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



ARAITA	The teacher reply the question from students regarding the learning activity	 students "How about the other ?", "who want to asnwer?" At minute 32:22, the teacher asked question to the students "how about the others ? who want to try" At minute 16 : 25, the tacher answer the question from students "The verb bough is verb 2 and verb 3"
Explanation (Hughes,	The teacher explains the	- At 01:43 the teacher explain
(Hugnes, 1990)	explains the material and gives information related to the learning material	 about passive voice "In the job application letter we also use passive voice. Let's look at the first example, "I am specifically suited to this position" At 05 :03 the teacher explain about passive voice "First, we use passive voice when we don't know the subject. 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	Interaction	Teachers	\checkmark		- At minute
			*		
(Hughes,	maintain social			00:08, the
1	1990)	relations such			teacher great the
		as greeting,			students "Hy
		leaving,			good morning"
		0			5
		apologizing,			- At minute
		thanking and			50:08, the
		congratulating.			teacher say
					leaving
					expression "see
					you next
					meeting"
		Teacher gives	~		- At minute 23 :
		students			57, the teacher
	10	appreciation,			gave
	and from	pity, sympathy,			appreciation to
		interest,	11:00		the students
	100	surprise, anger,		Sec.	"Good Ela"
		disappointment	2	0	

Second Observation for Teacher 2

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

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

	1	Γ	
			mentioned out
			students name who
			were not open the
			camera
	Students		Students are slow to
	(Hamruni,	Passive students	respond in answering
	2011)		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
	10		answer because no
		GNDIN-	one student wanted to
	V	MAULUIRA.	give their opinion
	Learning	-	
	Material		8
	(Hamruni,	dan.	
	2011)	12431	
	Learning	A STAR	10 C
	Activity		EA I
	(Hamruni,	TA 60 T 18	100
	2011)		1000
	Method of		
	teaching		11
	(Hamruni,	Z Interna	12
	2011)		
	Media Of	AMAAAI	
	Learning		
	(Hamruni,		
	2011)		2
	Source of	200	
	learning	DIKSER	
	(Hamruni,	111185	
	2011)	1	
	Evaluation		
	(Hamruni,	-	
	2011)		
L		1	l .

Third Observation for Teacher 2

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

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What teacher	Controller	The teacher	✓		- At minute
roles are	(Harmer,	controls			01:53, the
played by	2001)	students'			teacher
English	6	behavior,	1		mentioned
teacher in		language,	49. L		students'
remote		attitude.	Per.		names to
teaching in	16 63	the summer services	1.2.2	2	answer the
senior high		A	21	10	question,
school at		-7/4/		11	"How about
Klungkung	£7	1			Cok Istri? turn
regency roles?	S	6521	2.5	1	on your
			- 2		microp <mark>ho</mark> ne"
		100	10	1.5	- At minute
	121		1.8		06:01 the
	35	1 Deltas	V^{α}		teacher
		3 11/ A			mentioned
N.	A		<u>.</u>		students'
	NA		-33	1	names to
77		VAAT			answer the
			- 1.	1	question,
					"P <mark>us</mark> payani do
	14	1 1 2		8	y <mark>ou</mark> have
	755				something to
	100		20	1	say?"
		DITES	1.1	11	~
		The teacher		1	-
		advises		-	
		students			
		The teacher		✓	-
		takes a lead			
		and helps			
		students in			
		learning			
		process.			
	Assessor	The teacher		✓	-
	(Harmer,	corrects			
	(11a111c1, 2001)	students			
	2001)	students			

The teachers tell the quality of students score ✓ - Organizer (Harmer, 2001) The teacher assignment ✓ - Organizer (Harmer, 2001) The teacher gives ✓ - At minute students are going to do the activity - - The teacher convey some information about class activities to the students. - - The teacher convey some information about class activities to the students. - - The teacher convey some informed students. - - At minute os:07, the teacher informed students about the material that will be discussed 'So the text that we are going to discuss is Analytical exposition text -	The teachers tell the quality of students score - Organizer (Harmer, 2001) The teacher assess students assignment - Organizer (Harmer, 2001) The teacher gives - Notes students activity. - At minute students activity. - At minute students activity. - At minute students activity. - The teacher going to do the activity. - At minute students are going to do the activity. - The teacher convey some information about class activities to the students. - The teacher convey some information about class activities to the students. - The teacher aranges and put the students into -	ГГ		• . •			
Image: Some score	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. - On how students are going to do the activity. - - The teacher and the text in the book." - Organizer (Harmer, 2001) - - The teacher students are going to do the activity. - - The teacher students are going to do the activity. - - The teacher students to see the text in the book." - - The teacher students to see the text in the book." - - The teacher students to see the text in the book." - - The teacher convey some information about class activities to the students. - - The teacher convey some information about class activities to the students. - - The teacher arranges and put the students into - -			mistake			
of students score - The teacher assess students assignment - Organizer (Harmer, 2001) The teacher gives - on how students - on how students - on how students - activity; - - At minute 51:52, the teacher instructed students to read the text and understand the text "plase read the text and understand the text more" The teacher convey some information about class activities to the students. - The teacher convey some information about class activities to the students. - The teacher convey some information about class activities to the students. - The teacher - the text that we are going to discuss is Analytical exposition text.	of students score The teacher assignment Organizer (Harmer, 2001) students are going to do the activity. act minute At minute students are going to do the activity. At minute S1:52, the teacher instructed students to see the text in the book." Please see the text in the book." Please see the text and understand the text "plase read the text and understand the text "plase read the text and understand the text more" The teacher • information about class activities to the students. • the material that will be discussed "So the text hat will be discussed "So the text to the students. • The teacher arranges and put the students into •			The teachers		✓	-
score - The teacher assess students assignment - Organizer (Harmer, 2001) The teacher gives instruction or demonstration or demonstration or demonstration - 2001) The teacher gives instruction or demonstration or demonstration - on how students are going to do the activity. - At minute 51:52, the teacher instructed students to read the text and understand the text "plase read the text and understand the text "plase read the text and the text more" 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 "So the text that we are going to discuss is Analytical exposition text.	score - The teacher assess students assignment - Organizer The teacher (Harmer, 2001) The teacher - astignment - 2001) The teacher - organizer The teacher - (Harmer, 2001) The teacher - on how students are - ging to do the activity. - - At minute 51:52, the - - students are or ead the text and - understand the ext "plaze read the text and understand the ext more" - - The teacher - - At minute obour class activities to the students about the material abour class activities to the students about the material that will be discuss is Analytical exposition text. The teacher - - the text that we are going to discu			tell the quality			
The teacher assess students assignment Image: Comparison of 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 "Please see the text in the book" "Please see the text in the book". The teacher demonstration on how students are going to do the activity. - At minute 51:52, the teacher instructed students to read the text and understand the text "plase read the text and understand the text more information about class activities to the students. The teacher convey some information about class tudents. - At minute 08:07, the teacher informed students about the material that will be discussed "So the text that we are going to discuss is Analytical exposition text.	The teacher assess students assignment At minute 36:27, the teacher gives instruction or demonstration on how students are going to do the activity. At minute 51:52, the teacher students to see the text in the book." <i>Please see the text in the book</i>." At minute 51:52, the teacher and understand the text "plase read the text and understand the text more". The teacher convey some information about class activities to the students. The teacher arranges and put the students. The teacher arranges and put the students into 			of students			
The teacher assess students assignment Image: Comparison of 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 "Please see the text in the book" "Please see the text in the book". The teacher demonstration on how students are going to do the activity. - At minute 51:52, the teacher instructed students to read the text and understand the text "plase read the text and understand the text more information about class activities to the students. The teacher convey some information about class tudents. - At minute 08:07, the teacher informed students about the material that will be discussed "So the text that we are going to discuss is Analytical exposition text.	The teacher assess students assignment Image: constrained students assignment 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 "Please see the text in the book." Please see the text in the book." At minute 51:52, the teacher instructed students to read the text and understand the text "plase read the text and understand the text more" The teacher convey some information about class activities to the students. Image: convey some informed students. The teacher arranges and put the students. Image: convey some informed students. The teacher arranges and put the students into Image: convey some informed students.			score			
assess students assignment assess students assignment - At minute Organizer (Harmer, 2001) The teacher gives - At minute 36:27, the teacher asked students to see the text in the book "Please see the text in the book" - At minute assess students - At minute - At minute assess of the text in the book" - At minute activity, - At minute - At minute 51:52, the teacher instructed students to read the text and understand the text more" - At minute The teacher convey some information about class activities to the students. - At minute Biorned activities - At minute <td>assess students assignment - At minute 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 "Please see the text in the book" - At minute 31:52, the teacher instructed students to read the text and understand the text more" - At minute The teacher convey some information about class activities to the students. - At minute The teacher arranges and put the students into - At minute</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>_</td>	assess students assignment - At minute 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 "Please see the text in the book" - At minute 31:52, the teacher instructed students to read the text and understand the text more" - At minute The teacher convey some information about class activities to the students. - At minute The teacher arranges and put the students into - At minute					1	_
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to discuss is Analytical exposition text.	to discuss is Analytical exposition text. The teacher arranges and put the students into				and the second se		
Analytical exposition text.The teacher✓-	Image: students into Analytical Analytical exposition text. text.						
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exposition text.The teacher✓✓-	Image: Constraint of the students into exposition text. Image: Constraint of the students into ✓						Analytical
text.The teacher✓	The teacher ✓ arranges and ✓ put the students into						
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	arranges and put the students into			The teacher		1	исли.
	put the students into					-	-
	students into						
students into				students into			
	group or pairs.			group or pairs.			

Г	T_	· ·			, <u>, , , , , , , , , , , , , , , , , , </u>
	Prompter	The teacher	~		- At minute
	(Harmer,	encourage			01;00. The
	2001)	students to			teacher
		participate or			encouraged
		needs to make			students to
		suggestions			participate
		about how			"can anyone
		students			answer the
		may proceed in			question?"
		an activity			- At minute 06.
		when			01 The teacher
		there is a			encouraged
		silence or			students to
		when they are confused about			give opinion, <i>"what about</i>
	10				
		to do next	12.0		the others?"
		The teacher			- At minute 04:
	100 m			6	
	- C	offers some	0.000	111	50, the
	1.1	words, phrases		142	teacher offers
- B		or suggest to			phrases to
		stimulate the	Car.	0	stimulate
	ASA I	students	Sec.	1.5	students to
		involved in	18		participate in
		learning	λ		the learning
	207	process			process <i>"just</i>
					try it, t <mark>he</mark> re's
	2 34		194	1.1	nothing
				21	wrong"
77		A ANALA	- Y Y	-/	
			100	6	- At minute
	1	20 M M V 6 4	-		04:55, the
	100		II.	1	teacher offers
	155				phrases to
		C	111		stimulate
	1	DIKS	100	11	students to
		and the second second			participate in
				-	the learning
					process
					""let's try it,
					there is
					nothing wrong
					with saying"
		The teacher		•	-
		prompts the			
		student with			
1		information			
		they have			

		£			
	D	forgotten.			
	Participant	The teacher		V	-
	(Harmer,	join students			
	2001)	activity as			
		the participant			
	Resource	The teacher	✓		- At minute
	(Harmer,	should be			09:11, the
	2001)	ready to supply			teacher
		information			explain the
		and language			material about
		where			analytichal
		necessary.			exposition
			-		"The first is
					an analytical
	100				<i>exposition that</i>
		CINYAD STATE			evaluates a
			Par		<i>topic critically</i>
		P. Assimbly Carbon	A. A. A.	2	but only
		A		10	focuses on one
	- C.C.	- 11155-		11	side of an
		549937		192	argument. So
	80		2.1	1.00	analytic
	SN			فستريا	
	SA SA		Sec.		exposit <mark>io</mark> n text evalua <mark>tes</mark> or
	12		NR.		
		AL ZO	LA.		presents a
	~	197/201			topic c <mark>ri</mark> tically
N.					which, only
	The state			1	focuses on
		2		4	arguments"
		The teacher	~		- At minute
1.00		explains	1114	-1	07 <mark>:1</mark> 8, the
		additional		22	teacher gave
		information			explanation to
	1	when student		- 7	the students
		misunderstand.	10. 30	1	when students
		2011155	1		misunderstand
			~		about who
					made the
					opinion in the
					text
					- "So the
					opinions are
					made by the
					writer, writers
					who convey
					such opinions
					to readers"
	Tutor	Helps students		✓	-
	I ULUI	ricips students		-	Г

(Harmer, 2001) when they have difficulties individualy The teacher explains the material for the students who have difficulties difficulties difficulties have no idea regarding what is the text about, then the teacher gave clue and additional information about the text "Alright, banning of
difficulties individualy 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 "Alright,
individualy The teacher explains the material for the students who have difficulties ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
individualy The teacher explains the material for the students who have difficulties ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
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explains the material for the students who have difficulties
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students who have difficulties
have difficulties have no idea regarding what is the text about, then the teacher gave clue and additional information about the text "Alright,
difficulties difficulties when students have no idea regarding what is the text about, then the teacher gave clue and additional information about the text "Alright,
have no idea regarding what is the text about, then the teacher gave clue and additional information about the text "Alright,
regarding what is the text about, then the teacher gave clue and additional information about the text "Alright,
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clue and additional information about the text "Alright,
additional information about the text "Alright,
information about the text "Alright,
about the text "Alright,
"Alright,
motorbikes is
said to be
needed in
residential 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
motorbikes are the biggest
contributor to
a revolution in
the world"
The teacher - At minute 26:
ensures that 35 ,the teacher
many makes sure
individuals are that all
seen in students
ε
activity. what she
explained
"until that

				point about the structure, do you all understand?
Obser			\checkmark	-
(Harm				
2001)	individual			
	feedback to the			
	students			
	The teacher	✓		- At minute,
	investigates			00:05 the
	students'	e (1111)		teacher
	performance in			inverstigated
	class			the students
				knowledge
	- T N D T D			"Do you still
	S ARVATO	Ran		remember
	1.0	- 3/1	10	aout this
		346	Bern	material"

54227

Third Observation for Teacher 2

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

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What	Organization	The teacher		< ✓	
academic	(Hughes,	manages the			
language	1990)	interaction with	100	1	
function	200	the students	12	11	
do English		The teacher	1		- At minute
teacher use		instructs the	-	-	01:53, the
to support		students	1000		teaches
these roles					instructed
in senior					students to
high					turn on the
school at					microphone"
Klungkung					How about
regency					Cok Istri? turn
					on your
					microphone"
					- At minute



			,		
		learning			manage the
		activities			students by
					asking them to
					discuss from
					the book "We
					will discuss
					this text
					directly from
					your book to
					page 47"
					- At minute
			e (1111)		01:53, the
			-		teacher
					mentioned
			-		students'
		- CANAD FAR			names to
		STANDID	12m		answer the
	100		1.2.1	200	question,
		<u> </u>		10	"How about
		-7745-		100	Cok Istri? turn
	1.50	1223			on your
	<u></u>	166821		17	microphone"
			2		
	Interrogation	The teacher asks	\checkmark		- At minute
	(Hughes,	the question to	X = X		01;00. The
	1990)	obtain	1		teacher asked
	,	information,			question to the
	2.1.3	ideas, opinion,		1.0	students "can
	1876	and reason from		\mathbf{A}	anyone answer
7/		the students	CYC 1	-	the question?"
				6	- At minute 06.
	7				01 The teacher
	1		1	Sec. 1	asked question
	1				to the students
		A	- E	- /	"what about
		NDIKS	1 . v	11	the others?"
					- At minute
					03:23, the
					teacher asked
					question to the
					students "what
					is the text
					about"
					- At minute
					04:45, The
					teacher asked
					question to the
					students "who
	l		1		students Who

A REALTER OF A REA	The teacher reply the question from students regarding the learning		has the opinion in the text ?" At minute 08:07, The teacher asked question to the students "what is analytichal eposition text ?" At minute 16:00, The teacher asked question to the students "Can anyone guess the author's purpose in this text" At minute 17:01 "Then how do you convince the reader?" At minute 26:57 "until that poin, is there any question ?"
Explanation	activity The teacher	 - ()	- At minute
(Hughes,	explains the		03:44, the
1990)	material and gives information related to the learning material		teacher explain about the title of the text "Alright, banning of motorbikes is said to be needed in residential areas. So from the title, we



	A STATION OF THE STAT	The teacher gives an explanation or a verbal commentary accompanying pictures, slides,			which, only focuses on arguments" - "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 already used an exposition"
5	8	an explanation or a verbal commentary		+	exposition"
	6			2	
	Interaction (Hughes, 1990)	and films Teachers maintain social relations such as greeting, leaving,	E.		- At minute 00:03 "good morning"
		apologizing, thanking and congratulating.			
		Teacher gives students appreciation, pity, sympathy, interest, surprise,	✓		- At minute 02:49 " thank you for trying bayu"
		anger, disappointment			

Third Observation for Teacher 2

- Purpose : To observe the challenges face by teacher during remote Teaching
- Platform : Zoom Meeting

Research	Teaching and	Challenges	Notes
Question	Learning		
What are	Components Teacher	Difficult to control	The teacher had
challenges	(Hamruni,	the students	difficulty in
encounter by	2011)		controlling the
teacher in	2011)		students in the
senior high		NODDA	learning activity
school at	A \$ 19	B. B	because not all
klungkung	ALC: NO	100	students joined the
regency in	- 10 C	STR. 9	zoom meeting. It can
playing their	N 6	(((8)));	be seen from the total
roles ?			number of students
10105 .	S 11	SOLAN	in the zoom meeting
1	1 113	X	that only 37 students,
	RE	101 118	from a total of more
	NH 46		than 100 students
	Students	Passive students	When the teacher
1 N.	(Hamruni,	1 dssive students	asked a question to
	2011)		the students, they
	2011)	AVALUATE V	were slow to give a
			response and the
1.0			teacher needed to
			mention the student's
	1150		name to answer
	Des	21 × 1	because there were
	× 40 a	T 17 6 1 1	no students wanting
		T IV A	to answer the
			question
	Learning	-	1
	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 menggap bahwa kita sudah seperti di kelas tatap muka meskipun dilaksnakan secara online. selain itu peran saya juga sebagai fasilitator, saya hanya memberikan fasilitas dan siswanya berdiskusi dan memcahkan masalah sendiri, saya sebagai guru mempasiliasi sementara mereka menuangkan ide-ide mereka sendiri. Apabila ada
2.	Bagaimana cara Bapak/Ibu mengontrol kegiatan pembelajaran serta siswa selama proses pembelajaran?	kekurangan bapak akan menambahkan. Ketika ada pertemuan zoom atau google meet, bapak meminta siswa untuk membuka kamera untuk memastikan siswa yang join dalam room tersebut aktif sehingga proses pembelajtaan 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 sesui 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	Penilaian itu ada penilaian sikap, pengetahuan.
	Bapak/Ibu	Kalo penilaian pengetahuan bapak menilai
	mengevaluasi	melalui test, karena setiap selesai pertemuan
	kegiatan	bapak akan memberikan test untuk mengecek
	pembelajaran dan	pemahaman anak-anak. Kalo penilaian sikap
	kinerja siswa yang	bapak nilai dari keatfian bertanya, berdiskusi dll.
	telah dilaksanakan?	oupuk intu duri kouriun oortunyu, oordiskusi dii.
5.	Bagaimana cara	Bapak ikut serta mengikuti dan mengawasi
5.	anda mengikuti	kegiatan pembelajaran hingga pembelajaran
	kegiatan	selsai. saat siswa presentasi saya tetap menyimak
	pembelajaran agar	dan mengevaluasi bagaimana pekerjaan siswa
	kegiatan	dalam kelompok. Selain itu agar pembelajaran
	pembelajaran	lancar saya selalu menjadi fasilitator bagi siswa.
	berjalan dengan	lancar saya selara menjadi fasintator bagi siswa.
	lancar?	A STREET STREET
6.	Bagaimana cara ada	Dalam membimbing siswa bapak akan
0.	mebimbing siswa	memberikan penjelasan tambahan kepada siswa
	selama pembelajaran	yang masih mengalami kesulitan dalam
	baik secara	memahami materi atau masih bingung dengan
1	berkelompok	materi yang dijelasakan dan bapak juga
1	ataupun individu	memastikan bahwa semua siswa memahami apa
	utuupun marriau	yang bapak jelaskan sehingga tidak ada siswa
		yang missunderstand tentang materinya.
7.	Bagaimana cara	Untuk memberikan informasi tentang materi,
	Bapak/Ibu	bapak biasanya menggunakan powerpoint dan
	memberikan	juga video yang berkaitan dengan materi.
	informasi kepada	Disamping itu bapak juga memberikan
	siswa?	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	Caranya adalah dengan mengamati tugas yang
	mengamati kegiatan	diberikan apabila tugas sudah dikerjakan dengan
	pembelajaran dan	baik berarti siswa sudah berdiskusi dan
	memastikan semua	memahami materi dengan baik. Jadi dengan
	kegiatan	memastikan tugas sudah baik, bagus dan lancar.
	pembelajaran	Setalah itu bapak meminta mereka untuk
	berjalan sesuai	mempresentasikan hasil diskusi mereka.
	rencana?	-
9.	Bagaimana cara	Cara bapak adalah dengan mengatakan anak-anak
	bapak mendorong	silakan jawab dulu pertatanyanya jangan takut
	siswa untuk	salah, jangan malu disini kita sama-sama belajar.
	berpatisipasi dalam	Cobak saja dulu nanti kita diskusikan bersama)
1		•
	kegiatan	dengan cara seperti itu anak-anak akan

	pembelajaran ?	termotivasi untuk menjawab sehingga mereka
	pennoenajaran :	tidak merasa takut untuk mengemukakan
		pendapat mereka.
10	Apa yang biasanya	Bapak mengatakan pertanyaan-pertanyaan yang
10	Anda katakan untuk	serhana, seperti anak-anak apakah sudah siap
	mengatur interaksi	mengikuti pembelajaran ? apakah anak-anak
	selama pengajaran	sudah mendapat sinyal yang baik ? kalo misalnya
	jarak jauh?	belum, anak-anak bisa close kamera. Ketika
	Jan	anak-anak nanti ditujuk untuk menjawab dan
		berdiskusi anak-anak bisa close kamera.
		Memas <mark>tika</mark> dengan memberikan pertanyaan2
		sederhana.
11	Instruksi seperti apa	Intrusksi yang dilaksanakan secara langsung itu
	yang Anda	diberikan sebelum kelas berlangsung. Untuk
	sampaikan k <mark>e</mark> pada	intruksinya lainnya itu s <mark>u</mark> dah ada di rpp. Kita
	siswa dalam	buat kegiatan awal, kegiatan utama dan kegiatan
	kegiatan	akhir. Jadi bapak ikuti saja a <mark>pa</mark> yang sudah
	pembelajaran?	direncanakan.
12	Bagaimana anda	Untuk mengatur siswa, bapak memimpin dan
	mengatur siswa	memberikan siswa intruski yang jelas terkait
	selama kegiatan	kegiatan pembelajaran. misalnya mengatur siswa
	pembelajaran?	untuk berdiskusi, mengerjakan tugas kelompok,
		mengerjakan formative test dll. Bapak
		memberikan instruksi yang jelas sesuai dengan
13	Apa yang biasanya	apa yang sudah direncanakan. Untuk mengelola bapak membagi siswa ke dalam
15	Anda katakan untuk	kelompok kecil, biasanya langsung saja bapak
	mengelola siswa	minta siswanya bergabung kelompok kecil sesuai
	Anda selama	dengan absen mereka biasanya bapak
	pengajaran jarak	mengatakan "students, I'll devided you intu
	jauh?	several group", "please make a group that consit
		of four untuil five students"
14	Bagaimana cara	Cara bapak memberikan pertanyaan adalah
	bapak memberikan	dengan memberikan soal-soal terkait materi dan
	pertanyaan kepada	contoh yang diberikan, misalnya bapak
	siswa <mark>a</mark> gar siswa	memberikan pertanyaan terkait dengan gambar
	dapat	atau video yang bapak tayangkan.
	menyampaikan	
	jawaban, pendapat	
15	atau alasannya?	Cara manjawah portayaga dari gioyya gogyaj
15	Bagaimana cara Bapak/Ibu	Cara menjawab pertayaaa dari siswa, sesuai dengan pertanyaanya, jadi bapak akan menjawab
	menjawab	sesuai dengan pertanyaanya. Apabila masih ada
	pertanyaan dari	anak-anak yang malu bertanya bapak akan
	siswa pada saat	memotivasi mereka untuk bertanya. Jika tidak
	kegiatan belajar	ada yang bertanya bapak anggap siswa itu sudah
	mengajar?	mampu menguasi materi yang diberikan.
16	Apa yang Anda	Bapak akan memberikan pertanyaan terakait
	1 7 8	L

	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 penjelasn tentang video dan juga gambar yang bapak gunakan dalam mengajar. Setelah siswa melihan dan meonton video itu baru bapak meberikan 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	Seperti biasa bapak akan mengucapkan terimakasih kepada siswa yang telah berfartisipasi di kelas dan meminta maaf apabila ada kesalahan. Ketika misalnya bapak terlambat, bapak sampaikan apa adanya karena sinyal.
19	mengajar? Bagaimana cara Bapak/Ibu memberikan apresiasi, simpati, ketertarikan, keterkejutan, kemarahan, kekecewaan kepada siswa?	Cara bapak adalah dengan dengan meberikan apreasiasi seperti mengatakan "you are the best student" or "thanks you very much for your opinion"
20	Tantangan apa saja yang Bapak hadapi selama pembelajaran online yang berkaitan dengan <i>teacher ability</i> ?	Terkait dengan kemamuan 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 mendesign materi pembelajaran, tidak ada kendalla 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 meakses pembelejaran sehingga hasil belajar mereka tidak dapat dicapai

	selama pembelajaran	secara maksimal.
	jarak jauh	
23	Tantangan apa yang	Kegiatan pembelajaran tidak bisa berjalan dengan
	Bapak hadapi terkait	maksimal dikarenakan situasi daring siswa
	learning activity	terbatas kuota dan jika cuaca buruk, jaringan
	selama pembelajaran	menjadi lemah sehingga tidak bisa melaksanakan
	jarak jauh	zoom terlalu lama.
24	Tantangan apa yang	Sulit untuk memilih metode pembelajaran yang
	Bapak hadapi yang	tepat agar siswa tidak bosan dan tetap
	berkaitan dengan	bersemangat untuk mengikuti pembelejaran
	method of learning	online.
	selama pembelajaran	
	jarak jauh 🛛 🔛	
25	Tantangan apa yang	Ada beberapa siswa tidak memiliki media berupa
	Bapak hada <mark>pi</mark> yang	smartphone (android) atau laptop sebagai
	berkaitan dengan	penunjang pembelajaran daring.
	media of learning	A STATE AND A STAT
	selama pembelajaran	
	jarak jauh ?	
26	Tantangan apa yang	Keterbatasan sumber belajar karena siswa kurang
1	Bapak hadapi yang	mampu untuk mengakses materi yang diberikan
	berkaitan dengan	karena keterbatasan media pendukung
	<i>source of learning</i> selama pembelajaran	pembelajaran online (seperti kuota, sinyal, smartphone)
	jarak jauh ?	sinartphone)
27	Tantangan apa yang	Keterbatasan guru dalam menilai siswa
27	Bapak hadapi yang	dikarenakan sebagian tugas siswa dikerjakan oleh
	berakitan dengan	orang tuanya.
	evaluation of	
	learning activity	VVVVVVVY /
	selama pembelajaran	
	jarak jauh ?	
28	Tantangan apa saja	Kendala terkait dengan students ability adalah
	yang Bapak hadapi	kesiapan siswa dalam mengikuti pembelajaran
	sela <mark>ma</mark> pembelajaran	daring. Kadangkala siswanya belum siap untuk
	online yang	mengikuti pembelajaran. misalny <mark>a</mark> jika
	berkaitan dengan	pembelajaran daring dilaksanakan pagi ada
	students ability ?	mungkin siswa yang elum 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 pembelajaranya tidak akan kondusip,
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 bebepa memastikan siswa sudah ready untuk mengikuti kelas, kalo semua sudah ready, saya memberikan salam dulu saya memastikan siswanya aktif dulu dengan menanyakana hal-hal yang biasanya terlebih dahulu sepeti "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 detain 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 intrusksi 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 teruma tugas kelompok. Saya pastikan semua tugasnya periksa dan pahami.
5	Bagaimana cara ibu mengikuti	Of course saya berpartisipasi, sebegai guru kita harus memulai, seperti memberikan kasus, ngasi

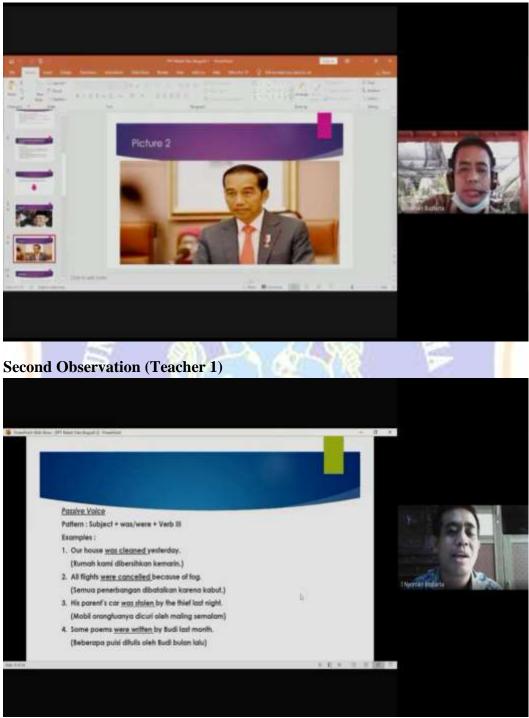
1 .	
kegiatan pembelajaran ag kegiatan pembelajaran berjalan dengan lancar?	
6 Bagaimana cara Ibu memberikan informasi kepada siswa?	J J I I I <i>J</i>
7 Bagaimana Bapak/Ibu membimbing kegiatan belajar siswa baik secara kelompok maupu individu?	1 1 5 5 5
8 Bagaimana Bapa mengamati kegiatan pembelajaran da memastikan sem kegiatan pembelajaran berjalan sesuai rencana?	pembelajaran berlangsung. untuk masalh keaktifan dapat dengan mudah dilihat saat proses pembelajaran berlangsung. Dan saya lebih
 Bagaimana cara ibu mendorong siswa untuk mau berpartisipasi dalam menjawab pertanyaan dan berdiskusi saat kelas berlangsun 	ada yang salah dengan bertanya, tetap mencoba dan kata lainya yang dapat memotivasi siswa
10 Apa yang biasan Anda katakan untuk mengatur interaksi selama pengajaran jarak jauh?	ya Misalnya saya bertanya " <i>what do you thing</i> ", kemudian saya mention yang lain untuk menanggapi.
11 Instruksi seperti apa yang Anda sampaikan kepad siswa dalam	Biasannya saya memberikan instruksi untuk mengikuti pembelajaran dari awal sampai akhir, la setelah ikuti kegiatan saya sampaikan di akhir ada tugas

	kegiatan	
	-	
10	pembelajaran?	Delementer inference
12	Bagaimana anda	Dalam mengatur siswa saya memberikan informasi
	mengatur siswa	di whatsapp group tentang kegiatan pembelajaran.
	selama kegiatan	saya memberikan intruksi apa yang harus dilakukan
	pembelajaran?	siswa dalam kegiatan pembelajaran, saya
		memberikan pertanyaan sehingga siswa mau
10		berparisivasi dalam kegiatan diskusi
13	Apa yang biasanya	Kalo saya mengadapakan zoom, benar-benar tidak
	Anda katakan	kondusif meskipun ada beberapa yang aktif
	untuk mengatur	kadang-kadang banyak siswa yang ngeleg karna
	siswa Anda selama	sinya. Biasanya saya hanya untuk mereka untuk
	pengajaran jarak	menjawab dengan cara mention name.
1.4	jauh?	
14	Bagaimana cara	Untuk membuat siswa mau memberikan opininya,
	anda memberikan	saya akan kasi pertanyaan seperti "what do you
	pertanyaan kepada	think?" if you were this person what you do dll?
	siswa agar siswa	
	dapat	
	menyampaikan	5(10))7 74
S	jawaban, pendapat	
1.5	atau alasannya?	D ¹ 1 1
15	Bagaimana cara	Biasanaya saya akan menjawaban dengan
	Bapak/Ibu	menggunakan bahasa yang lebih gampang.
	menjawab	
	pertanyaan dari	
	siswa pada saat	
	kegiatan belajar	
16	mengajar?	Untuk manialaskan matari sama mulai dan san
10	Apa yang Anda katakan ketika	Untuk menjelaskan materi saya mulai dengan contoh baru ke pembehasan materi
		conton baru ke penibenasan materi
	Anda menjelaskan materi atau teori	
	tertentu kepada siswa?	
17	Bagaimana	Iya saya memberikan penjelasan tambahan saya
1/	biasanya	memberikan contoh tambahan membuat contoh
	Bapak/Ibu	yang relate dengan kehidupan sehari-hari.
	memberikan	yang relate dengan Kemudupan Senari-nari.
	penjelasan terkait	
	media	
	pembelajaran	
	(gambar, slide, dan	
	(gambar, sinde, dan film)?	
18	Apa yang Anda	Saya selalu mengucapkan selamat pagi atau
10	ucapkan untuk	
	-	
	menyapa, meminta	menutup pelajaran.
	maaf, berterima	

kasih, dan	
mengucapkan	
selamat kepada	
siswa selama	
kegiatan belajar	
mengajar?	
	n membuat apreasi top ten
	swa. biasanya thank you for
memberikan sumbmiting your task,	thank you for being active,
apresiasi, simpati, good job, great	
ketertarikan,	
keterkejutan,	
kemarahan,	
kekecewaan	
kepada siswa?	
	untuk mengajar sekalian
yang Ibu hadapi sehingga siswanya ti	
	n untuk mengontrol siswa
	ang banyak dalam satu kali
ability selama pembelajaran	
pembelajaran jarak	
jauh?	
	erial sangat bergantung pada
	tu terlaksana, apakah
	melalui WA, GC, atau
	yang saya hadapi terkait
	kan dan mendesign materi
	platform pembelajaran dan
	eri tersebut bisa menarik
	belajar sendiri di rumah.
	n juga dituntut <i>accessible</i>
untuk siswa yang belaja22Tantangan apaKarena process pember	
	lajaran dilaksanakan di jam
	angkatan banyak siswa yang
	asi di kelas. Kadang-kadang
	swa hanya <mark>di</mark> am dan lambat
ability selama menanggapi pertannyaa	in saya.
pembelajaran jarak	
jauh?	• , • • • • •
	ering terjadi, terus berulang,
yang Ibu hadapi dan susah ditanggula	
dalam mencapai melihat apakah learni	••••
learning objective tidak karena ketidak	e
selama melaksanakan PJJ	(synchronous dan
pembelajaran jarak asynchronous),	
jauh	
24 Tantangan apa Pada area ini, tantang	anva cama conorti loarning
	enyesuaikan dengan media

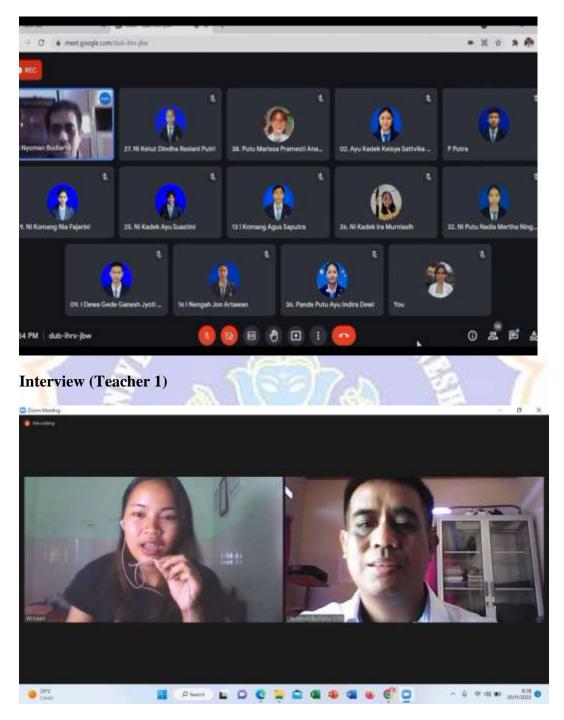
	terkait <i>learning</i>	yang digunakan untuk PJJ tersebut. Guru harus
	activity selama	men-survei kesiapan siswa terkait media apa yang
	pembelajaran jarak	setidaknya bisa mereka akses kemudian barulah
	jauh	guru harus mendesain aktivitas belajar yang sesuai.
25	Tantangan apa	Selain menyesuaikan dengan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

APPENDIX 5. RESEARCH DOCUMENTATION



First Observation (Teacher 1)

Third Observation (Teacher 1)



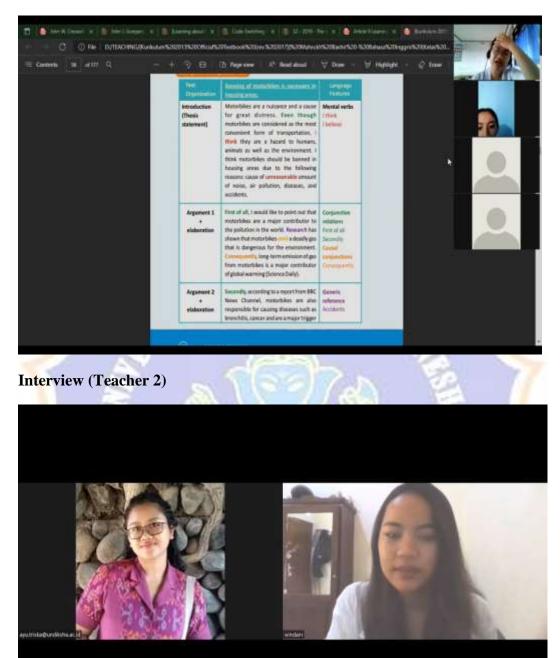
First Observation (Teacher 2)

TO MORE TH	II MIPA 1_B. INGGRIS anna, Eka, Melani, Lilan, +62 812-3607-6595, +62 812-3687-6353, +62 8	112-3759-0829; +6	2 612 3855 7594, +62 612 3986'	م آ	
PALCES!	The text is about where the President Jokowi commits to commo	ing oimate			
	changes.	1047 AM			
			alriight, what about the other? _{10+0 /}	wo-	
	+62 059-5446-2054Eks Kernall				
	The text is about President Jokowi committed to controling clim	rate change 1049 AM			
	+62 059-5446-2054Ela Restan				
	+62 859-5446-2054 - Eta Kertan				
	The text is about President Jokowi committed to controling climate	diange			
	*controlling	1050 AM			
			is it only about Mr Jokowi? USE a	me fi	
	+62 819-9957-2163 -4.4mbe 02				
	Indonesia is fully committed to controlling climate changes by re emissions, and rehabilitate mangroves and peatland	educing 1051 AM			
	You What is the test about? can you tell it in one sentence only? (Bahasa	i is welcomed)			
	The text about President Joko Widodo committed to controlling change, including reducing emissions by 29 percent by 2030.	dimate 1052 AM			~

Second Observation (Teacher 2)

The apple is eaten by someone 5 V O The children eat the banana PRESENT T	 we don't know who does the action the object is the most important part don't want to mention the subject 	
The banana is eaten by children		
P The application letter was sent three days ag	o I	
A Someone sent the application letter three da	ys ago	
		0

Second Observation (Teacher 2)



Activate Windows Git to Settings to actualle Window