Appendix 1 Approval Letter Approval letter for SMA N 1 Tegallalang



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: 703/UN48.7.1/DT/2022 10 Maret 2022

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 1 Tegallalang di Tegallalang, Gianyar, Bali.

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

Nama : Ni Nyoman Tri Gayatri

NIM : 1912021192 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2021/2022

Judul : Teachers' Roles In Remote English Teaching at SMAN 1

Tegallalang

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

a.n. Dekan, Wakil Dekan I,

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

Tembusan:

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

Appendix 2 Bluprint of the Instruments

RESEARCH INSTRUMENT

RESEARCH INSTRUMENT

BLUEPRINT

Research Title : Teachers' Roles In Remote English Teaching In Senior High School At SMA N 1 Tegallalang

Research Questions

- 1. What teacher roles are played by English teacher in remote teaching in senior high school at SMA N 1 Tegallalang?
- 2. What academic language function do English teacher use to support these roles in senior high school at SMA N 1 Tegallalang?
- 3. What are challenges encounter by teacher in senior high school at SMA N 1
 Tegallalang in playing their roles?

No	Research Question	Theory	Note
1	What teacher roles are	Harmer (2001)	Teacher role:
	played by English		a. Controller (In charge of the
	teacher in remote		teaching and learningp process.
	teaching in senior high	$\sigma_{h_{2k-1}-1}$	Take the register, command
	school at SMA N 1	NEW TON	students things, organize drills,
	Tegallalang?		readalo <mark>u</mark> d)
			b. Organizer (Give instruction on
			how the students are going to do
			the activity. Put them into pairs
			or groups and close things down
			when it is time to stop)
			c. Assessor (Check students'
			answers, offer feedback, and
			grade students in various ways.
			Give evaluation to the students)
			d. Prompter (Offer words or
			phrases by the time the students
			are having difficulties. Help
			students to proceed inclass)
			e. Participant (Engage in

	T	T	
			students'activity. Participate with
			thestudents)
			f. Resource (Act as a reliable
			resource when the students asked
			questions. Provide needed
			information by explaining the
			materials of thelessons)
			g. Tutor (Help students one by one
			when they have difficulties
			inprivate. Go around in the
			classroom and explain the
			material to the studentsone by
			one)
		A	h. Observer (Give an
			individualfeedback. Investigate
			students inclass)
2	What academic	Hughes (1990)	Academic Languange Function:
	language function do	Section 1	a. Organization: The language of
	English teacher use to	COLCARA S	organizing is used to direct and
	support these roles in		to manage the interaction
	senior high school at		between a teacher and his/her
	SMA N 1 Tegallalang?	5(((1)))	students. It can involve several
			sub-functions such as giving
			instruction, sequencing and
			supervision.
		Mark S	b. Interrogation: The language of
			interrogating in the classroom
	1	YIIIIY	mostly aims at eliciting
			information, ideas, opinion, and
	7/		reasons from the students. It can
			include asking question, and
			replying to question.
			c. Explanation: The language of
		0.5	explaining is used in the
		VDIKS	occasions where a teacher needs
			to make his/her students
			translate, paraphrase, summarize,
			define, or make correction. For
			the teacher, it is a language to
			\mathcal{E}
			people, places and events, or a
			verbal commentary
			accompanying pictures, slides and films.
			d. Interaction: The language of
			interacting here is mostly about
			the use of expressions to: 1)
			Maintain social relations such as
			greeting, leaving, apologizing,
			thanking, congratulating, etc. 2)
	<u>L</u>	<u> </u>	manking, congratulating, etc. 2)

			Indicate appreciation, pity, sympathy, interest, surprise, anger, disappointment,etc
3	What are challenges encounter by teacher in senior high school at SMA N 1 Tegallalang in playing their roles?	, , , ,	There are several components of teaching and learning namely, students, teacher, learning material, learning activities, method of teaching, media of learning, source of learning and evaluation.



Appendix 3 Result of Expert Judgements

EXPERT JUDGEMENT CONTENT VALIDITY FORM

1ST EXPERT

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

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

University of Education

Observation Sheet for Observing the Teachers' Role

S	Statement In Observation Sheet				Jud	ge's Comme	nts
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note
What are	Controller	The teacher	No.	in.			
teachers'	(Harmer, 2001)	controls students'			V		
roles	- 45	behaviour,	Dia	1.			
played		language, and attitude.		4	No.		
during	11/1/1	The teacher	Also		1		
remote		advises students			1		
teaching at	1 2	The teacher takes the lead		(a)	V		
		and helps	1				
the senior		students in the	A	W	3		
high	1	learning process.	THE STATE OF	(7/ 8	
school	Assessor	The teacher	-35	-3	121		
	(Harmer,	corrects	MY	VY		1	
level at	2001)	students'	4/2	196	2	1	
Tabanan		mistake		X		7 6	
ma com avy?		The teachers tell	V 100				
regency?		the quality of	726	T.	1		
		students' score The teacher	1.4	1			
		assesses	A.		V		
		students'			•		
		assignment					
	Organizer	The teacher					
	(Harmer,	gives			,		
	2001)	instructions or			$\sqrt{}$		
		demonstrations					
		on how students					
		will do the					
		activity.					
		The teacher			$\sqrt{}$		
		conveys some information			, v		
		about class					
		about class					

				T	T	
	activities to the					
	students.					
	The teacher					
	arranges and					
	puts the students					
	into groups or					
	pairs.					
	pans.					
D	T1 41			-1		
Prompter	The teacher			V		
(Harmer,	encourages					
2001)	students to					
	participate or	A				
	needs to make					
	suggestions					
	about how					
	students may					
100	proceed in an	$\Pi\Pi\Pi$	ID.			
	activity when	Name of		At .	k.	
//A	there is silence	<u></u>		0		
11/1/1	or when they are	CHA				
	confused about	3=11			The state of the s	
10 2	what to do next		12	32	7.8	
	what to do next	9.9	THE STATE OF THE S	1		
	The teacher			1		
	offers some	A		2		
1.	The second secon	100		V	77 8	
11	words, phrases	3/11				
The state of the s	or suggestions to	NATO			100	
4	stimulate the	600			1	
1.0	students	492		<	7.8	
	involved in the		1		1	
	learning process				8	
	The teacher	eror:	1	A 18		
1	prompts the	1.3		V		
	student with	1				
-	the information	10				
	they have					
	forgotten.					
Participant	The teacher					
(Harmer,	joins the					
2001)	students' activity			$\sqrt{}$		
2001)	as the			•		
D	participant The top above					
Resource	The teacher					
(Harmer,	should be ready			ı		
2001)	to supply			N N		
	information and					
	language where					
	necessary.					
 	·				·	

			l			1
	The teacher			1		
	explains			$\sqrt{}$		
	additional					
	information					
	when students					
	misunderstand.					
Tutor	Helps students					
(Harmer,	when they have			$\sqrt{}$		
2001)	difficulties					
	individually					
	The teacher					
	explains the			$\sqrt{}$		
	material to the					
	students who					
	have difficulties		-			
	The teacher					
	ensures that					
	many		10			
A)	individuals are		-	N _	A	
	seen in the			6		
	learning activity.	(1)				
Observer			200	V	7	
(Harmer,	gives individual		/ (d)			
2001)	feedback to the	100	100	10 11-0		
	students	5		7		
	The teacher					
	investigates		N.V.		7 /	
	students'					
	performance in	0.01				
1	class	492				

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 leacture in English Language Eduaction, Ganesha

University of Education

Observation Sheet to Observering Academic Language Function

	Statements In Observation Sheet			Judg	ge's Commen	its	
Research Question	ROLES	TEACHER ACTIVITY	YES	NO	Relevant	Irrelevant	Notes
What are	Organization	The teacher	A.		,		
the	(Hughes,	manages the			$\sqrt{}$		
academic	1990)	interaction with the students					
language		The teacher instructs the	DID	Δ.	V		
function		students		4.4			
that use		Teachers supervising the	AI)	33.1	V		
to	100	students		> ~		7	
support		The teacher	1		2		
teachers'		arranges the students in the	=	IX	V		
roles in		learning activities	THE				
remote	Interrogation	The teacher	NATA	$ \sqrt{\lambda} $		and the second	
teaching	(Hugh <mark>e</mark> s, 1990)	asks the question to			$\sqrt{}$)	
in senior	1550)	obtain			V /	#	
high		information,					
school at		ideas, opinion,	KS	303			
		and reason from the					
Tabanan	,	students	-	100			
regency?		The teacher					
		reply the			,		
		question from			$\sqrt{}$		
		students					
		regarding					
		the learning activity					
	Explanation	The teacher					
	(Hughes,	explains the					
	1990)	material and			$\sqrt{}$		
	,	gives					
		information					
		related to the					

		1				
	learning					
	material					
	The teacher					
	gives an					
	explanation or			$\sqrt{}$		
	a verbal					
	commentary					
	accompanying					
	pictures, slides,					
	and films					
Interaction	Teachers					
(Hughes,	maintain social					
1990)	relations such			$\sqrt{}$		
	as greeting,					
	leaving,					
	apologizing,		State of the last			
	thanking and					
	congratulating.					
	Teacher gives		2			
<i>M</i>	students		400			
//	appreciation,		100	Co.		
	pity, sympathy,	- دريد		V	196	
	interest,		XX			
	surprise, anger,	-5//	(8)			
	disappointment	10	178			

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 leacture in English Language Eduaction, Ganesha

University of Education

Observation Sheet to Observering The Challenges in Remote Teaching

St	atements in (Observation S	Ju	Judge's Comments			
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes	
What are challenges	Teacher			$\sqrt{}$			
faced by teachers in playing	Students			1			
their roles during remote	Learning objectives	SITAS					
teaching in senior high	Learning Material			1	3 7		
school level at Tabanan	Le <mark>a</mark> rning Activity	, 4		$\sqrt{}$			
regency?	Method of teaching			V			
	Media Of Learning		8	V			
	Source of learning		DIKSA	1			
	Evaluation			$\sqrt{}$			

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 leacture in English Language Eduaction, Ganesha

University of Education

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

State	ements in interview gu	Jı	udge's Comme	ets	
Research Question	Question	Answer	Relevant	Irrelevant	Notes
What are teachers' roles played	What are teachers' roles that you play during online learning activities?	- WIND	1		
during remote teaching at the senior high	How do you control learning activities as well as students during the learning process?			(8.4)	7
school level at Tabanan regency?	How do you organize learning activities and students in class?				
	How do you evaluate the learning activities and student performance that have been implemented?)	
	How do you participate in learning activities so that learning activities run smoothly?		V		
	How do you provide information to students?		$\sqrt{}$		
	How do you guide students learning activities either as a group or individually?		√		
	How do you encourage students		$\sqrt{}$		

		1	1	1	
	to participate in class				
	and stimulte 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?				
XX/1 /	-		./		
What are	What do you usually		V		
academic	say to manage the				
language	intraction during				
function	remote teaching?	_			
that use to	What kind of				
support	instruction do you	AND DESCRIPTION OF THE PARTY OF			
teachers'	convey to the student				
roles in	in the learning				
remote	activites ?	. BEND	Int.		
teaching in	How do you arrange		V		
senior	the student during				
high		-CHA	1		
1 7 .	learning activities ?	7,200			92
	What do you usually			32	8
Tabanan	say to manage your				
regency?	students during				
	remote teaching?	حر طار ا			
	How do you give		1		
	questions to students		IIIIGY	- //	
	so students can	AAAA			
	convey their		YYIIJ		
	answers, opinions or	968 B B B			
	reasons?	11		18	
	How do you answer		V	1//	
	the question from	No.	- 4		
	students during	AE100:			
		200			
	teaching and		N. Santana		
	learning activities?		_1		
	What do you say		l V		
	when you explain				
	certain material or				
	theories to students?				
	How do you usually				
	provide explaiantion				
	regarding the				
	learnng media				
	(picture, slide, and				
	film)?				
	What do you say to		V		
	greet, apologize,		,		
	1 -				
	thanks, and,				

				ı	
	congratulate the				
	students during				
	teaching and				
	learning activities?				
	How do you give		$\sqrt{}$		
	appreciation,				
	sympathy, interest,				
	suprise, anger,				
	disappointment to				
	students?				
What are	What challenges did				
challenges	you face during the		V		
_	•				
faced by	remote English				
teachers in	teaching related to				
playing	the teacher abilities?		1		
their roles	What challenges did		V		
during	you face during the				
remote	remote English				
teaching in	teaching related to	SPEND	Die.		
senior	the students abilities		11		
high	?				
school	What challenges did	5(1)	$\sqrt{}$		
level at	you face during				7
Tabanan	remote leaning		1/2	2	
regency?	related to the				
regency.	learning material?	/			
	What challenges did	1 37	V		
	_	- W	Tille	77 /	
	you face during the		1		
	remote English		VVVV	100	
	teaching related to	100000			
	the learning			7/	
	activities?				
	What challenges did		V	70	
	you face during the	NDIV	GB P	11	
	remote English		4		
	teaching related to		and the same of		
	method of teaching?		100		
	What challenges did				
	you face during the				
	remote English				
	teaching related to				
	the media of learning				
	nie media or learning				
	•		2/		
	What challenges did		٧		
	you face during the				
	remote English				
	teaching related the				
	source of learning?		1		
	What challenges did		$\sqrt{}$		
	you face during the				

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

Singaraja, 12 November 2022 Expert

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



2nd EXPERT

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

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

University of Education

Observation Sheet for Observing the Teachers' Role

St	atement In (Observation Sheet			Ju	dge's Comme	ents
Research	Roles	Teacher	Ye	N	Relevant	Irrelevant	Note
Question		Activity	S	0			
What are	Controller	The teacher	A				
teachers'	(Harmer,	controls		in.	$\sqrt{}$		
roles	2001)	students'		-	Sec.		
played		behaviour,					
during		language, and	016	7/4			
remote		attitude.		U_{ij}			
teaching at	1/4	The teacher		150	10		
the senior	11/100	advises students	110		1	A W	
high	A STATE OF THE STA	The teacher			(A)	The state of the s	
school		takes the lead	NO I	7.	$\sqrt{}$	7 7 /	
level at		and helps	14	7	8 E		
Tabanan		students in the			N.		
regency?		learning process.			/ 10		
	Assessor	The teacher	VIII		ı	7 1	
	(Harmer,	corrects			V		
	2001)	students'	AY	V	γ		
		mistake					
	9 (The teachers tell		1		7/	
		the quality of		- 12	V		
		students' score		-		No.	
	1	The teacher	13	1		<i>y</i>	
		assesses		-	V		
		students'	100	-	Special		
		assignment					
	Organizer	The teacher					
	(Harmer,	gives			ما		
	2001)	instructions or			V		
		demonstrations					
		on how students					
		will do the					
		activity.					
		The teacher			2/		
		conveys some information			, v		
		about class					
		activities to the					

	-4 14-					
	students.			1		
	The teacher			$\sqrt{}$		
	arranges and					
	puts the students					
	into groups or					
	pairs.					
	1					
Prompter	The teacher					
(Harmer,				٧		
	encourages students to					
2001)						
	participate or					
	needs to make	A				
	suggestions					
	about how			la constant de la con		
	students may					
	proceed in an					
	activity when	11111	110		la.	
	there is silence		1	10		
1/4	or when they are					
11.16	confused about	AID-				
	what to do next	1			The state of the s	
	what to do next	NO I			7 1	
	The teacher			- 1	ELLE I	
		1		ما		
	offers some			V		
1.1	words, phrases	-	200		- 1 B	
10	or suggestions to	100				
The same of	stimulate the					
100	students	0.00				
1.0	involved in the	490				
	learning process				1 15	
	The teacher	V/				
	prompts the	SHIP OF	- 11	$\sqrt{}$		
3	student with	1.9	N-		y .	
	the information					
-	they have	S. Aller		September 1		
	forgotten.					
Participant	The teacher					
(Harmer,						
	joins the			2/		
2001)	students' activity			٧		
	as the					
	participant					
Resource	The teacher					
(Harmer,	should be ready			,		
2001)	to supply			$\sqrt{}$		
	information and					
	language where					
	necessary.					
		l				

	The teacher		,		
	explains		$\sqrt{}$		
	additional				
	information				
	when students				
	misunderstand.				
Tutor	Helps students				
(Harme	r, when they have		$\sqrt{}$		
2001)	difficulties				
	individually				
	The teacher				
	explains the		\checkmark		
	material to the				
	students who				
	have difficulties				
	The teacher	Section 2	Sec.		
	ensures that		V		
	many	W-100			
	individuals are	IIII			
	seen in the		11		
	learning activity.	2			
Observe		(i)	$\sqrt{}$		
(Harme	r, gives individual			7	
2001)	feedback to the	~//e		2 //	
	students	1			
	The teacher		λ		
	investigates				
	students'	ALL RANGE	-	9.8	
The state of the s	performance in				
	class	A. A. A.			

Singaraja, 14 November 2022 Expert

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

2nd EXPERT

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

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

University of Education

		ervering Academ	angu				
St	atements In O	bservation Sheet			Jı	ıdge's Comm	ents
Research	ROLES	TEACHER	Y	N	Relevant	Irrelevant	Notes
Question		ACTIVITY	E	O			
			S				
What are	Organization	The teacher	A				
academic	(Hughes,	manages the		Contract of the last of the la	$\sqrt{}$		
language	1990)	interaction with					
function		the students					
that use		The teacher	11)1	177		No.	
to		instructs the			V		
support		students					
teachers'		Teachers	AN	-3	1		
roles in		supervising the		5	$\sqrt{}$		
remote		students		W/A			
teaching		The teacher			100		
in senior		arranges the		57			
high		students in the	1/6	311	Y		
school at	10	learning		Just	1	J.	
Tabanan		activities			3) 4		
regency?	Interrogation	The teacher		F)Y	YIJ		
	(Hughes,	asks the	47				
	1990)	question to			V	7/	
		obtain					
		information,	وينتج			and the same of th	
	1	ideas, opinion,	1.3	- 30		A.	
		and reason				į,	
		from the			Sec.		
		students					
		The teacher					
		reply the					
		question from			$\sqrt{}$		
		students					
		regarding					
		the learning					
		activity					
	Explanation	The teacher					
	(Hughes,	explains the			,		
	1990)	material and					
		gives					
		information					

						1
	related to the					
	learning					
	material					
	The teacher					
	gives an			,		
	explanation or			$\sqrt{}$		
	a verbal					
	commentary					
	accompanying					
	pictures, slides,					
	and films					
Intera	ction Teachers					
(Hugh	nes, maintain social					
1990)	relations such			$\sqrt{}$		
	as greeting,					
	leaving,			Eta.		
	apologizing,					
	thanking and					
	congratulating.	11)	177	21	100	
	Teacher gives		100	410		
	students	A				
	appreciation,	(41)		190		
1	pity, sympathy,		1	1		*
	interest,	1-9	VA			
	surprise, anger,					
	disappointment		37			

Singaraja, 14 November 2022 Expert

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

2nd EXPERT

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

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

University of Education

Observation Sheet to Observering The Challenges in Remote Teaching

		Observation S	Sheet	Judge's Comments			
50		Objet vacion i	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ou.	age s commi		
Research	Learning	Challenges	Notes	Relevant	Irrelevant	Notes	
Question	Activity						
What are	Teacher			,			
challenges				V			
faced by teachers	Students	A STATE OF THE PARTY OF THE PAR		V			
in playing	Lagmina			V			
their roles	Learning objectives		WNDID.	V			
during	Learning	612		4 10			
remote	Material			V			
teaching		A 7	5(111)2	1			
in senior	Learning						
high school	Activity		1276	1	4 //		
level at	3.5 1 1 0	747					
Tabanan	Method of						
regency?	teaching	E	空前	V			
	Media Of	1		3) \			
	Learn <mark>in</mark> g		(X(X,X))	V			
	Source of						
	learning	TO					
		V.		0.2 /			
	Evaluation			Simulation of the last of the			
		Service Control of the Control of th		1			

Singaraja, 14 November 2022 Expert

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

2nd EXPERT

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

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

University of Education

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

	cher in playing their ro ements in interview gu		Judge's Commets			
	6			8		
Research	Question	Answer	Relevant	Irrelevant	Notes	
Question						
What are	What are teachers'		Section 1			
teachers'	roles that you play					
roles	during online		1			
played	learning activities?	THE RESERVE				
during	How do you control	SEEVE	WIR.			
remote	learning activities as	_	10			
teaching at	well as students	(III)	$\sqrt{}$	ZATE A		
the senior	during the learning	7	1		Dio.	
high	process?			32 7	7	
school	How do you			1		
level at	organize learning					
Tabanan	activities and	男 個計 🗁				
regency?	students in class?			1 8		
	How do you evaluate		MILES .	33		
	the learning	AAAA	A TOTAL	and the second		
	activities and student					
	performance that		$\sqrt{}$	33		
	have been			19		
	implemented?		25.00	10		
	How do you	Wan I	6 13	1/8		
	participate in					
	learning activities so		No. of the last of			
	that learning		$\sqrt{}$			
	activities run		,			
	smoothly?					
	How do you provide					
	information to		$\sqrt{}$			
	students?		,			
	How do you guide					
	students learning					
	activities either as a		$\sqrt{}$			
	group or		,			
	individually?					
	How do you		V			
	encourage students		,			
L	checulage stadents			1		

		Т			
	to participate in class				
	and stimulte students				
	to take a part in the				
	learning activity?				
	How do you observe				
	learning activities				
	and ensure that all		•		
	learning activities				
	=				
	have gone according				
****	to plan?				
What are	What do you usually		V		
academic	say to menage the				
language	intraction during				
function	remote teaching?				
that use to	What kind of				
support	instruction do you	A STATE OF THE STA			
teachers'	convey to the student				
roles in	in the learning				
remote	activites ?	OFND	IDT .	1000	
teaching in	How do you arrange	STATISTIC	1		
senior	the student during		V		
		CHAN	· .		
high	learning activities ?	2000			26
school at	What do you usually	1	V	32 7	7
Tabanan	say to manage your		// (35)	TEST I	
regency?	students during	1		11	
	remote teaching?	حر طار ا			
	How do you give		V		
	questions to students		IIIIII	- //	
	so students can	4			
	convey their		YYYI		
	answers, opinions or	4 1 8 1 EV		7.1	
	reasons?	11		77	
	How do you answer		V	1//	
	the question from	N		111	
	- 73				
	students during	397			
	teaching and	The same of the sa	N. Contraction		
	learning activities?				
	What do you say		√		
	when you explain				
	certain material or				
	theories to students?				
	How do you usually				
	provide explaiantion				
	regarding the				
	learnng media				
	(picture, slide, and				
	film)?				
	What do you say to				
	greet, apologize,		· ·		
	thanks, and,				

				ı	
	congratulate the				
	students during				
	teaching and				
	learning activities?				
	How do you give		$\sqrt{}$		
	appreciation,				
	sympathy, interest,				
	suprise, anger,				
	disappointment to				
	students?				
What are	What challenges did				
challenges	you face during the		V		
_	•				
faced by	remote English				
teachers in	teaching related to				
playing	the teacher abilities?		1		
their roles	What challenges did		V		
during	you face during the				
remote	remote English				
teaching in	teaching related to	SPEND	Die.		
senior	the students abilities		11		
high	?				
school	What challenges did	5(1)	$\sqrt{}$		
level at	you face during				7
Tabanan	remote leaning		1/2	2	
regency?	related to the				
regency.	learning material?	/			
	What challenges did	1 1 77	V		
	_	- W	Tille	77 /	
	you face during the		1		
	remote English		VVVV	100	
	teaching related to	(S) (S) (S)			
	the learning			7/	
	activities?				
	What challenges did		1	70	
	you face during the	NDIV	GB P	11	
	remote English		4		
	teaching related to		and the same of		
	method of teaching?		100		
	What challenges did				
	you face during the				
	remote English				
	teaching related to				
	the media of learning				
	nie media or learning				
	•		2/		
	What challenges did		٧		
	you face during the				
	remote English				
	teaching related the				
	source of learning?		1		
	What challenges did		$\sqrt{}$		
	you face during the				

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

Singaraja, 14 November 2022

Expert

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

Appendix 4 Research Instruments

OBSERVATION SHEET

Research	ROLES	TEACHER	YES	NO	NOTES
What are teachers' roles played during	Controller (Harmer, 2001)	The teacher controlled the students' behavior,			
remote teaching at the senior high school level at		The teacher advises the students			
Tabanan regency?		The teacher takes a lead and helps the students in the			
	Assessor (Harmer, 2001)	learning process. The teacher corrects the students	10		
	E STAN	mistake The teacher tells the quality of the	"	A BEST	
	B	students score The teacher	Š		
1	Organizer	assesses students assignment The teacher gives			7
	(Harmer, 2001)	instructions or demonstrations on how students are going to do the	A	1	
		activity. The teacher conveys some information about class activities to			
		the students. The teacher arranges and put			
	Prompter (Harmer,	the students into groups or pairs. The teacher encourages			
	2001)	students to participate or needs to make			

		suggestions about			
		how students			
		may proceed in an			
		activity when			
		there is a silence or			
		when they are			
		confused about			
		what to do next			
		The teacher offers			
		some words,			
		phrases,			
		orsuggestionst to			
		stimulate the			
		students involved			
		in the learning	The same of the sa		
	A	process			
	2/	The teacher	11		
	A STATE OF THE PARTY OF THE PAR	prompts the student			
	11	with	11/		
		information they	1000		
		have forgotten.		4	
1	Participant	The teacher join		100	7
1	(Harmer,	students' activity as			
	2001)	the participant		1	
	Resource	The teacher should	1		
4	(Harmer,	be ready to supply			1 B
	2001)	information and			
		language where			
		necessary.			1
	1 1		\leq		
		The teacher		1	No.
		explains additional	176	70	·
		information when	glad.	1 3	
		students	1		
	Section 2	misunderstand.	and the same of th	-	
	Tutor	Helps students			
	(Harmer,	when they have			
	2001)	difficulties			
		individualy			
		Teacher explain the			
		material for the			
		students who have			
		difficulties			
		Teacher ensure that			
		many individuals			
		are seen in learning			
		activity.			
	Observer	Teacher give and			
	(Harmer,	individual feedback			

2001)	to the students		
	Teacher investigate		
	students		
	performace in class		

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What are	Organization	Teacher manage the			
academic	(Hughes,	interaction with the			
language	1990)	students			
function that		Teacher giving			
use to		instruction to the			
support		students			
teachers'		Teachers supervising	60.		
roles in	4	the students			
remote		Teacher arrange the	100		
teaching in		students and learning			
senior high		activities	No		
school at	Interrogation	Teacher asking	1	11	
Tabanan	(Hughes,	question to obtain	10	1: 1/3	
regency?	1990)	information, ideas,		P.	7.0
		opinion and reason			1
		from the students	3	100	1
		Teacher reply the	-		
		question form		111	8
	11	students regarding the			y .
		learning activity		and the second	
	Explanation	The teacher explain		1	
	(Hughes,	the material and give	<		
	1990)	information related to		19	
		the learning material	No.	7.0	
		Teacher gives	20 /	No.	
		explanation or a	-	1	
	Section 1	verbal commentary	Dan -	40	
		accompaying pictures,			
		slides and films			
	Interaction	Teacher maintain			
	(Hughes,	social relation such as			
	1990)	greeting, leaving,			
		apologizing, thanking,			
		congratulating.			
		Teacher gives students			
		appreciation, pity,			
		sympathy interest,			
		surprise, anger,			
		disappointment			
		arsappointment	I .	1	

Research	Teaching and	Challenges	Notes
Question	Learning Components		
What are	Teacher (Hamruni,		
challenges faced	2011)		
by teachers in	Students (Hamruni,		
playing their	2011)		
roles during	Learning Material		
remote teaching	(Hamruni, 2011)		
in senior high	Learning Activity		
school level at	(Hamruni, 2011)		
Tabanan	Method of teaching		
regency?	(Hamruni, 2011)		
	Media Of Learning		
	(Hamruni, 2011)		
	Source of learning		
	(Hamruni, 2011)		
	Evaluation (Hamruni,	Min .	
	2011)	11.1	

INTERVIEW GUIDANCE

Research Question	Question	Answer
What are teachers'	What are teachers' roles that you	
roles played during	play during online learning	
remote teaching at	activities?	
the senior high	How do you control learning	
school level at	activities as well as students	
Tabanan regency?	during the learning process?	
	How do you organize learning	
· ·	activities and students in class?	
	How do you evaluate the	
	learning activities and student	
	performance that have been	
	implemented?	
	How do you participate in	
	learning activities so that	
	learning activities run smoothly?	
	How do you provide information	
	to students?	
	How do you guide students	
	learning activities either as a	
	group or individually?	
	How do you encourage students	
	to participate in class and	
	stimulte students to take a part in	
	the learning activity?	

	How do you observe learning	
	activities and ensure that all	
	learning activities have gone	
	according to plan?	
What are academic	What do you usually say to	
language function	menage the intraction during	
that use to support	remote teaching?	
teachers' roles in	What kind of instruction do you	
remote teaching in	convey to the student in the	
senior high school at	learning activites ?	
Tabanan regency?	How do you arrange the student	
	during learning activities?	
	What do you usually say to	
	manage your students during	
	remote teaching?	
	How do you give questions to	
	students so students can convey	
	their answers, opinions or	
	reasons?	
A	How do you answer the question	
	from students during teaching	G.
#//	and learning activities?	130
	What do you say when you	96
	explain certain material or	
	theories to students?	
	How do you usually provide	
	explaiantion regarding the	
	learning media (picture, slide,	
	and film)?	
7/	What do you say to greet,	
	apologize, thanks, and,	
	congratulate the students during	
1	teaching and learning activities?	
	How do you give appreciation,	
	sympathy, interest, suprise,	
	anger, disappointment to	
	students?	
What are challenges	What challenges did you face	
faced by teachers in	during the remote English	
playing their roles	teaching related to the teacher	
during remote	abilities?	
teaching in senior	What challenges did you face	
high school level at	during the remote English	
Tabanan regency?	teaching related to the students	
	abilities?	
	What challenges did you face	
	during remote leaning related to	
	the learning material?	
	What challenges did you face	
	during the remote English	
	during the remote English	

	teaching related to the learning	
	activities?	
	What challenges did you face	
	during the remote English	
	teaching related to method of	
	teaching?	
	What challenges did you face	
	during the remote English	
	teaching related to the media of	
	learning?	
	What challenges did you face	
	during the remote English	
	teaching related the source of	
	learning?	
	What challenges did you face	
	during the remote English	
	teaching related to learning	
	objectives?	
	What challenges did you face	
A second	during the remote English	
	teaching related to the evaluation	6
	process?	

DNDIKSH

Appendix 5 Result of Observation

TEACHER 1: MR. GABRIEL

MEETING 1 MR. GABRIEL TEACHERS' ROLES

Teacher's	Teacher's Learning	Resear	he rcher's	NOTES
Role	Activity	Yes Com	ment No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude The teacher advises the students	PEN STATE OF THE PEN ST	IDIA KS F	 Regarding from video, at minute 20:54 - and 26:16 and the teacher had controlled the student's behaviour and attitude by reminding to on the camera when the teachers check attendance by called their name to know how many student still join in the end of meeting. At minute 01: 02 the teacher reminding the video and text of the material, that he send two weeks ago to control how many students are read the material of report text before class. At minute 02: 30 to 02: 58, the teacher pointed some student to answer the first question, he said " Who one to helps me, Arimbawa please or kiki olivia" yes anyone would like to try, Bulan Purnama please" in that time the teachers control the students, to know who still join and hear the teachers. At minute 01:01, the teacher reminds the student to try answer the exercise through listening of report text. At minute 04: 25, the teachers advised student to used English language when answer the question.
	The teacher takes a lead and helps the students in the learning process.	✓		1. Teachers start the meeting from minute 00:19 - 00 :26, the teacher takes a lead in the learning activity by opening the activity with a greeting to the students by saying "Om

Assessor (Harmer, 2001)	The teacher corrects the students mistake The teacher tells the	√	✓	Swastyastu and Good Moring. 2. At second 00:34 and the teacher helps student by to do short discussion more or less than 20 minute using jitsimeet, to help student who live in remote place and help student that had problem in quota. 1. Regarding for video 1 in minute 08: 27 and at minute 09:53 and the teacher correct the student mistake when student miss in pronounciation.
	quality the of students score			
	The teacher assesses students assignment	YEN!	IDIA Š	1. At minute 05:06 the teachers assess the student's answer by ask their number and giving poin on attendance list, and followed by student feedback.
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.			1. Starting from minute 01: 35 the teachers instruct the students about what are going to discuss, and instruct the student to watch the video that he send before.
	The teacher conveys some information about class activities to the students.		KSH	1. Starting 1: 32 – 1 : 48 the teacher delivered some information about class activity and remind the student about the video and listening test that he send before, because the student will discussed of report text based on their exercise before.
	The teacher arranges and put the students into groups or pairs.		√	
Prompter (Harmer, 2001)	The teacher encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next.	✓		1. At minute 02:00-02:47 the teacher encouraged the students to be active, and give the information about where they can find the information of the material, if no one share opinion, the teacher will forced by call their name one by one to share the question or opinion.

	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process The teacher prompts	✓		 In minute 12: 54 – 12: 57 the teacher offered some phrases, the teacher said "you will get poin if your answer the question", the teacher stimulate the students to involved in the learning process. In minute 13:06, the teacher
	the student with information they have forgotten.			prompt the students by asking a question of previous material, he said "What the language feature of repot text? its based on the video and material that I gave in previous meeting"
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant			1. At minutes 14 : 20, the teachers join as participant to answer the question when student still confused.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	YEN!		1. In 10: 30, the teachers made sure student answer and give more information to the student.
	The teacher explains additional information when student misunderstand.			2. Minute 19:48, the teachers give more explanation by summarized the material before class finish to make sure the student understand.
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	DI	KSP	. A
	The teacher explains the material to the students who have difficulties	✓		1. At minutes 04: 43, the teachers explain the definition of report text in very short way. Because the student difficult to understand the different between report text and descriptive text.
	The teacher ensures that many individuals are seen in the learning activity.		✓	
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		1. At minute 04:43 and 08:37 the teacher gave feedback or reply to the questions answered during the learning activity.
	The teacher	✓		1. At minutes 21: 17 the teachers

investigates students'	investigates by asking "What did
performance in class	you get from the lesson today?
	Could you repeat and explain
	one again?" that question to
	investigates the student
	performance in the class.

MEETING 1 MR. GABRIEL ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	TI Resear Com	cher's	Notes
Language		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students			1. At minute 01:08 – 01-49, the teacher managed the interaction with the students by praying first, greet student then reaminds the before material, because the teachers will still discussed and confirm about that topic, he said "Today we have short class, maybe 20 minute, to discuss about Report Text", "Have you try to watch the video that I sent before?", "Today we will dicuss it together based on your experience, and based on your learn in the video that i give to you before, you can share opinion based on your handbook". 2. At minute 02: 25, the teacher asked the students to helps in answer the question, he said "Who one to helps me to explain the definition of report text" at that time the teachers managed instruction
	The tender of	√		to the students.
	The teacher gives instructions to the	Y		1. At minute 02 : 25 , the teacher asked the students to
	instructions to the students			helps in answer the question,
	Students			he said "Who one to helps me
				to explain the definition of
				report text" at that time the
				teachers managed instruction

				to the student. 2. At minutes 04: 15, the teacher gave instructions to the students to used English language when answer the question "Please used English language, because this English lesson.
	The teacher supervises the students		✓	The teacher no supervises the student, because the meeting only for dicussed about the material.
	The teacher arranges the students and learning activities		√	The teachers did not arranges the student, because the meeting only for dicussed about the material.
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students The teacher replies to the question from students regarding the	NDII NDII		1. At minute 03:25, the teacher asked a question to the students to obtain their idea, the asked "What is the definition of report text?" 2. And after student answer, the teachers add information of the definition, he said "Very good, actually you can say in very short way, report is describe the things as the way it is" 3. At , 08:59 the teachers offer next question about the social function of report text. Based on the observation in meeting 1, there were no students who asked questions,
Explanation (Hughes,	The teacher explains the material and gives	√		so the academic language of this feature cannot be identified. 1. At minute 05 : 50 , the teachers adds the definition
(Hughes, 1990)	information related to the learning material			of report text after the student answer, he explain in Indonesian, he said "report text itu sepanjang anda menjelaskan apa adanya secara scientific" 2. And in the end of meeting, after finish dicussed about report text, the teachers summarized the topic of report text to made sure the

you for you coming" Teacher gives students appreciation, pity, sympathy, interest, you for you coming" 1. At minute 08 : 36, the teachers give feedback as appreciation to the student's	Interaction (Hughes, 1990)	appreciation, pity,		1. At minute 08 : 36, the
surprise, anger, answer, she said "That's		surprise, anger,		

MEETING 2 MR. GABRIEL TEACHERS' ROLES

		T	he	
Teacher's Role	Teacher's Learning Activity	Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		4. At minute and 25 : 20 the teacher had controlled the student's behaviour and attitude by reminding to on the camera when the teachers check attendance by calling their names to know how many students still join until the meeting finish.
	The teacher advises the	PENI	OLDIA	 5. Starting at 00: 10 the teacher reminded the video and text of the material, that he send two weeks ago to control how many students read the material of report text before class. 3. At minute 07:25, the teachers
	students			advised students to use English language when question.
	The teacher takes a lead and helps the students in the learning process.			3. At minute 00:27 and the teacher help students by to do a short discussion of more or less than 20 minute using jitsimeet, to help student who live in remote place and help student that had problem in quota.
Assessor (Harmer, 2001)	The teacher corrects the students mistake	On	K S I	2. At in minute 02:48, the teacher corrects students mistake when students miss in pronounciation.
	The teacher tells the quality the of students score		√	
	The teacher assesses students assignment	✓		2. Starting at 00: 52 the teachers said "if you could answer my question, you gonna got bonus poin, and tell me your name or number in attendance list"
Organizer (Harmer,	The teacher gives instructions or	✓		2. Starting from minute 00:17 the teachers instruct the students

2001)	demonstrations on how students are going to do the activity. The teacher conveys some information about class activities to the students.	✓		about what are going to discuss, he said "Today we would like to discuss about report text, the definition, social function, general structure and language feature" 2. Starting 00-06 – 00-14 the teacher delivered some information about class activity and remind the student about the video and listening test that he send before, because the student will discussed of report text
	The teacher arranges and put the students into groups or pairs.		Y	based on their exercise before.
Prompter (Harmer, 2001)	The teacher encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next. The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	YENI SECTION OF THE PROPERTY O	KSW	 At minute 14:00 the teacher encouraged the students to be active, and give the information about where they can find the information of the material, he said "Any others opinion?, after listening of the conversation, watching the video and doing the exercise by writing, can you find out from that?" if no one share opinion, the teacher will forced by call their name one by one to share their opinion. In minute 00: 52 the teachers said "if you could answer my question, you gonna got bonus poin, and tell me your name or number in attendance list" the teacher stimulate the students to
	The teacher prompts the student with information they have forgotten.		✓	involved in the learning process.
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	✓		2. At minute 14: 20, the teachers join as participants to answer the question when students are still confused.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	√		3. In 10: 08, the teachers made sure student answer and give more information to the student.

	The teacher explains additional information when student misunderstand.	✓		4. At minute 20:10, the teachers give more explanation by summarized the material before the class finish to make sure the student understands.
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually		√	
	The teacher explains the material to the students who have difficulties	V		2. At minutes 04: 43, the teachers explain the definition of report text in very short way. Because the student difficult to understand the different between report text and descriptive text.
	The teacher ensures that many individuals are seen in the learning activity.	PENI		AV GAL
Observer (Harmer, 2001)	The teacher gives individual feedback to the students			2. At minute 04:58 and 13:34 the teacher gave feedback to students if they answer the question, he said some phrases, such as "Okey good", "Okay, that's good".
	The teacher investigates students' performance in class		KSE	2. At minutes 20: 24 and 22: 24 the teachers investigate by asking "If you have any question of this topic, let me know please, dapat sesuatu dari pembelajaran hari ini, tolong di respon nak?" that question to investigates the student performance in the class.

MEETING 2 MR. GABRIEL ACADEMIC LANGUAGE FUNCTION

		T	he	
Category of Academic	Teacher Learning		rcher's	Notes
Language	Activity	Yes	ment No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students The teacher gives instructions to the students			 3. Starting at 00:06 – 05:52, the teacher managed the interaction with the students by reaminds the before material, because the teachers will still discussed and confirm about that topic, he said "Now we would like to find from the exercise that we have, from listening activity and watching the video, became the conclusion and we would like to discuss about the definition, social function, general structure and language feature of report text, as you request the class is not longer that 20 minutes because some complain about the quota". 3. At minute 00:50, the teacher gives instruction to the student, he said "So, all of you, if you could answer my question you gonna got bonus poin, and tell me your names and your number in attendance list!" 4. At minutes 07:25, the teachers advised students to use English language when answering the question because this English lesson, he said "We are in English lesson not Indonesian, please try using English"
	The teacher supervises the students		√	The teacher no supervises the student, because the meeting only for dicussed about the material.
	The teacher arranges the students and learning activities.		√	The teachers did not arranges the student, because the meeting only for dicussed about the

				material.
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	NDII	IKAN	 4. At minute 01:08, the teacher asked a question to the students to obtain their idea, the asked "Anyone can help me, what is the definition of report text?" 5. At minute 04:40 the teachers add information of the definition, he said "Very good, actually you can say in very short way, report is describe the way things are, jadi kita menjelaskan apa adanya" 6. At minute 05 : 29 the teachers offer next question about the social function of report text. 7. At minute 07 : 04 the teachers offer next question about the General Structures
	The teacher replies to the question from students regarding the learning activity			of report text. Based on the observation in meeting 1, there were no students who asked questions, so the academic language of
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	IK!	HA	this feature cannot be identified. 3. At minute 04: 41, the teachers adds the definition of report text after the student answer, he said "report text is, describe the way things are, jadi kita menjelaskan secara apa adanya. Tidak ada improvisasi, jika ada improvisasi karena anak suka dengan.suatu bend aitu Namanya descriptive text" 4. At minute 15: 05, the teachers made sure about the
				Language feature of report text, he said "We would like to make it in a simple way, the first one is Language Feaature of report text is used of general noun (Menggunakan General Noun), for example

				"Computers" we talk about General, but if you say My
				Computers, it's not be a
				report text, probably it will
				be descriptive text and
				the second one used of
				relating verb"
	The teacher gives an		✓	Based on the observation in
	explanation or a verbal			meeting 1, , The teacher did
	commentary			not gave an explanation or a
	accompanying pictures,			verbal commentary
	slides, and films			accompanying pictures,
				slides, and films, so the
		A.		academic language of this
-	TOTAL CONTRACTOR OF THE PROPERTY OF THE PROPER			feature cannot be identified.
Interaction	The teacher maintains	V	STATE OF THE PERSON.	4. At minutes 26 :21, the
(Hughes,	social relations such as			teachers thanking by saying
1990)	greeting, leaving,	MENT		"Thank very much for you
	apologizing, thanking	WILLIAM STATE	R_{I}	coming, for joining us and
	and congratulating.	1		Good bye"
	Teacher gives students	ann		2. At minute 04 : 58 and 13:34
vest	appreciation, pity,			the teacher gave feedback to
	sympathy, interest,	600	7.0	students if they answer the
	surprise, anger,		7 (42%)	question, he said some
	disappointment		M	phrases, such as "Okey
	V/ ()		1 1/2	good", "Ok <mark>ay</mark> , that's good". "Yah, that's right"
	ON I	IK	N H A	Tan, mat 8 light

MEETING 1 and 2 MR. GABRIEL CHALLENGES IN REMOTE TEACHING

Teachin		
Teaching		
and	Challenges	Notes
Learning		
Components	7.00	
Teacher	Difficult to controll student	Based on the meeting, teachers look
(Hamruni,	focus	difficult to control the student's focus,
2011)		some student still no respond when the
		teacher asking question.
Students		
(Hamruni,	Lack of Facilities (Internet	At minute 01:08, he said "As your
2011)	quota, Smartphone, and	request, Today we have short class,
	etc)	maybe 20 minute, to discuss about
		Report Text", "Have you try to watch the
		video that I sent before?", "Today we
		will dicuss it together based on your
	6 BRUMI	experience, and based on you learn in the
	TAU	video that i give to you before, you can
		share opinion based on your handbook".
	544	It can be seen, the student lack of quota
		and internet.
Learning		/ (d) ==
Objectives		
(Hamruni,		- I
2011)		lon I
Learning		The teachers must be efficient in time
Material	Must be able to efficient and	and effective in explaining the material,
(Hamruni,	effective effective	because in meetings the teacher only has
2011)		brief discussions, he cannot explain in
		detail, only confirms, thus the teacher
		must be able to be efficient and effective
	VATT	in learning
Learning		Teachers must be able to manage time in
Activity	Ti <mark>me Management</mark>	online learning, because some students
(Hamruni,	_	ask for discussions using Jittimeet to be
2011)		carried out briefly so as not to use up too
		much internet quota.
Method of		The teachers must be efficient in time
teaching		and effective in explaining the material,
(Hamruni,	Must be able to efficient and	because in meetings the teacher only has
2011)		brief discussions, he cannot explain in
	effective	detail, only confirms, thus the teacher
		must be able to be efficient and effective
		in learning
Media Of		The teachers must be efficient in time
Learning	Lack of Facilities (Internet	and effective in explaining the material,
(Hamruni,	quota, Smartphone, and etc)	because in meetings the teacher only has
2011)		brief discussions, he cannot explain in
- /		

		detail, only confirms, thus the teacher must be able to be efficient and effective in learning.
Source of learning (Hamruni, 2011)	Lack of Facilities (Internet quota, Smartphone, and etc)	The teachers must be efficient in time and effective in explaining the material, because in meetings the teacher only has brief discussions, he cannot explain in detail, only confirms, thus the teacher must be able to be efficient and effective in learning
Evaluation (Hamruni, 2011)	-	-



TEACHER 2: MRS. EMILY

MEETING: TEACHERS' ROLES

		T	he	
Teacher's	Teacher's Learning		cher's	NOTEC
Role	Activity	Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	√		1. Starting at 00:08 - 00-30, the teachers controller student's attendance by call their name and check the absent number.
	A RAITAS I	ENDII	OIKAN,	2. At minute 01-20 to 01:24, the teacher also checked the students to make sure that the students can see the learning material. "Terlihat gak tampilannya?"3. At minute 01: 40, the
				teachers controlled all student see the slide, if they have problem the teachers instruct to check the slide in WhatsAppgroup, she said "Kalo ada masalah, silahkan lihat di WA ya filenya""
	The teacher advises the students	DIK	SHA	1. At minute 00: 46 the teachers advised student to check to WhatsApp, because the teachers send the material just now about song lyric.
	The teacher takes a lead and helps the students in the learning process.		√	
Assessor (Harmer,	The teacher corrects the students mistake		√	
2001)	The teacher tells the quality the of students score		√	
	The teacher assesses students assignment	√		1. At minute 07 : 24, after students answer the question and discussed together, and during that,

			the teacher directly assessed the students answer, she said "What number are you adi?"
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓	1. At minute 01: 48, the teacher give instruction to the students to read the first lyric of the song, she said "silahkan, bait pertama dulu dari 'Her eyes until I say, you just have to read'
	THE STATE OF THE PARTY OF THE P	DIK SE	 At minute, 03: 54, the teachers asked the student about the meaning of first song lyric that students read before, he said "Yang mana ya kata kuncinya disini, siapa yang bisa menemukannya, silahkan kata-kata kuncinya, the key word to understand the meaning. At minute 07: 24 the teachers instruct the student to read again, she said " siapa yang mau baca bait kedua?" Saya persilahkan" At minutes 04: 53, the teachers pointed the student's name if student still no respond, she said " adi mahawiguna, hallo adi, menurut kamu yang mana, in your opinion which one?
	The teacher conveys some information about class activities to the students.	~	5. Starting the meeting at 00: 39 - 00_41, the teacher conveyed some information to the students about the lesson during the meeting, she said "We will discuss about song lyric, that I send to you via WhatsApp just now"
	The teacher arranges and put the students into	✓	During the learning process, the teacher did not show any

	groups or pairs.		roles to arranges the students, because there was no activity in group or pairs.
Prompter (Harmer, 2001)	The teacher encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next	*	1. At minute 05:05-, if the student no respond, the teacher stimulates the students by asking question. ", the star look like they're not shining. ada kata kata look like, ini berarti figurative language nya yang simily, right?"
	A BAITAS	ENDLDIKA,	2. At minute 06 : 21 the teacher stimulated student by give first word to find out the answer, Terus rambutnya katanya perfect, apa arti perfect? Sem? "
	The teacher offers some		1. At minute 07:26 and 09:04,
	words, phrases, or suggestions to stimulate the students involved in the learning process		the teacher gave a compliment to the students because the student already answered the question rightly.
	The teacher prompts the student with information they have forgotten.	DIKSE	2. At 04: 12, The teacher prompts the student with information they have forgotton she said "
			forgotten, she said Kemarin kan sudah kita bahas yang saya kirimkan materi, tentang figurative language we have simily, metaphor and then hyperbola, masih ingat? Ada personification, coba yang mana kata kuncinya?
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	√	1. Starting at 05 : 29 the teachers join to the discussion by add by

			student's answer.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	ENDLDIA.	 At minutes 08: 47-09:35, the teachers supply information by said " nah ini kata kuncinya,' just the way you are' apa artinya? Ya betul jadilah apa adanya, nah ini mendukung lagi, 'ketika kamu senyum, the whole world stops and stares for a while? Katanya kenapa jika dia terseyum? Ya, dunia berhenti berputar. At minute 05: 49 to 06: 59 the teachers explain the meaning of song lyric, she said "Matanya membuat bintang tak bersinar, mana yang lebih bersinar? Jadi dia lebih melihat mata orang itu lebih bersinar daripada bintangnya",
	The teacher explains additional information when student misunderstand.		
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually		1. At minute 05: 20- 07: 20 and 08:10 -09-53 the teacher helps the student by guiding it to the answer, because the student has difficulty answering the question.
	The teacher explains the material to the students who have difficulties	*	
	The teacher ensures that many individuals are seen in the learning activity.	✓	
Observer	The teacher gives	✓	1. At minutes 15 : 13, the

(Harmer, 2001)	individual feedback to the students			teacher asked the students to answer the question while also observing what's the students answer. " Be grateful, yeah that's good, bersyukur denga napa yang kita miliki "
	The teacher investigates students' performance in class	WNDID OF THE STATE	I EAN	 At minute 12: 56, the teacher checked the students by asked a question whether the students already understand the the meaning of the song lyric. "So, now what is the conclusion that we can makes based on this song?", nah kesimpulan apa yang bisa kalian ambi? Apa yang ingin disampaikan oleh si pemilik lagu setelah kita artikan setiap liriknya? At minute 18: 00, the teachers offer question, she said "Nah, jika seperti ini lagunya bagaimana suasananya, apakah positif or negative? At that time the teachers investigate students performance during discussed about the meaning of song lyric. They understand or not.

MEETING MRS. EMILY ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	Resear Com		Notes
Language		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	√		1. Starting at 00:02 The teacher managed the interaction by checks their attendance, and the teacher inform student about what topic are going to

		1	1	T
				dicuss he said "Materinya
				sudah saya kirim tadi, we
				will discuss about song lyric,
				that I send to you via
				WhatsApp Just Now, Have
				you read it? Sudah dibaca
				belum? Do you know who
				· ·
				song is that?", "Okey, let's
				read it, untuk yang belum
				baca"
	The teacher gives	✓		5. At minute 01 : 35 , the
	instructions to the			teacher gives instruction, she
	students			said "Agar lebih jelas lagi
				silahkan lihat materinya di
				WhatsApp"
			Manager 1	6. At minutes 01 : 47, the
			-	teacher gave instructions to
				the students to student to read
		MINE	7	MA USA
	C P	TALL THE	UKA.	the song lyric, she said "Who
	TAL			want to read the first lyric,
		ATT.	5507	jadi ba <mark>it</mark> pertama dulu ya!,
		-(U(U))		you just h <mark>ave to read!"</mark>
1	The teacher supervises	450	V	Based on the observation The
3	the students		(d)	teacher no supervises the
		4 40	178	student.
	The teacher arranges		1	Based on the observation the
	the students and	7/		teachers not arranges the
	learning activities		188	students in a group or pairs.
Interrogation	The teacher asks	√		8. At minute 03: 42 – 04:01,
(Hughes,	questions to obtain	A A A A A	VY)	the teacher asked a question
1990)	information, ideas,	N. U. P. L.	1000	to the students to obtain their
1550)	opinion, and reason			idea, the asked "If you read
	from the students		-	it, there are some key word
	from the students		4 10	The state of the s
	100	DA'S	1	that helps us to understand
				what the writer actually says,
		A Property of	1000	jadi kira-kira yang mana ya
				kata kuncinya disini? Siapa
				yang bisa menemukannya,
				silahkan kata-kata kuncinya,
				the key word"
				9. At minute 05:19-06-35, the
				teachers ask question, she
				said, " baris kedua, 'the
				star look like they're not
				shining' ada kata kata look
				like berarti figurative
				languagenya yang simily ya?
				'Her eyes' what is the
				-
				meaning adi (Student's

	The teacher replies to the question from students regarding the		√	Name), "Terus rambutnya katanya perfect, perfect itu apa?" 10. At minute 06:35 – 15:58, the teachers continue to offer question to another student, and ask about the meaning of the next lyric to obtain student's opinion. Based on the observation in meeting 1, there were no students who asked questions,
	learning activity	<u> </u>		so the academic language of this feature cannot be identified.
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	NDII	IKAN	1. At minutes 04: 12, the teacher gives information related to the material, she said "Kemarin kan sudah kita bahas yang saya kirimkan materi, tentang figurative language we have simily, metaphor and then hyperbola, and personification."
Internation	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films			Based on the observation in record of meeting, the teacher did not gave an explanation or a verbal commentary accompanying pictures, slides, and films, so the academic language of this feature cannot be identified.
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.			5. At minutes 20 : 20, the thanking by saying "Oke, Thank you everyone, you leaves"
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	√		3. At minute 15: 12, the teachers give appreciation to the student if the student participate discussion section, she said "Yahh, be grateful, that's good"

MEETING MRS. EMILY CHALLENGES IN REMOTE TEACHING

Taaahina		
Teaching		
and	Challenges	Notes
Learning		
Components		
Teacher	Difficult to controll student	Based on the meeting, teachers look
(Hamruni,	focus	difficult to control the student's focus,
2011)		some student still no respond when the
		teacher asking question.
Students		
(Hamruni,	Lack of Facilities (Internet	At minute
2011)	quota, Smartphone, and	
,	etc)	
Learning		
Objectives		
(Hamruni,	(A	-
2011)	, pr(1))	Me.
Learning		The teachers must be efficient in time
Material	Must be able to efficient and	and effective in explaining the material,
(Hamruni,	effective	because in meetings the teacher only has
2011)	enective	brief discussions, he cannot explain in
2011)		
		detail, only confirms, thus the teacher
		must be able to be efficient and effective
	19 W	in learning
Learning	T. 14	Teachers must be able to manage time in
Activity	Time Management	online learning, because some students
(Hamruni,		ask for discussions using Jittimeet to be
2011)	Section 2	carried out briefly so as not to use up too
		much internet quota.
Method of		The teachers must be efficient in time
teaching	D ₃	and effective in explaining the material,
(Hamruni,	Must be able to efficient and	because in meetings the teacher only has
2011)	effective	brief discussions, he cannot explain in
	Circuit	detail, only confirms, thus the teacher
		must be able to be efficient and effective
		in learning
Media Of		The teachers must be efficient in time
Learning	Lack of Facilities (Internet	and effective in explaining the material,
(Hamruni,	quota, Smartphone, and etc)	because in meetings the teacher only has
2011)		brief discussions, he cannot explain in
		detail, only confirms, thus the teacher
		must be able to be efficient and effective
		in learning.
Source of		The teachers must be efficient in time
learning	Lack of Facilities (Internet	and effective in explaining the material,
(Hamruni,	quota, Smartphone, and etc)	because in meetings the teacher only has
2011)	question of the otto	brief discussions, he cannot explain in
_011)	l	offer discussions, no cumot explain in

		detail, only confirms, thus the teacher must be able to be efficient and effective in learning
Evaluation		
(Hamruni,	-	-
2011)		



Appendix 6 Result of Interview

TEACHER 1: MR. GABRIEL

Interview:

- 1. What are the teachers' roles that you play during online learning activities?
 - ♣ The roles I guess, first one as tutor, fasilitator, observer. Usually I used google classroom, quiz using google form.
- 2. How do you control learning activities as well as students during the learning process?
 - ↓ I control the learning activities using google classroom, check on the student assignment, keep their update about the assignment, whos is submit who is not submit. I usually makes screenshoot, I will share with them, so they will know the status. It will be clear.
- 3. How do you organize learning activities and students in class?
 - 4 Usually, First i check their attendence. Then showed the summary about the material, intstruct the student to find information about the topic and then i start to discuss by asking some question related to the topic....
- 4. How do you evaluate the learning activities and student performance that have been implemented?
 - ↓ I give them assignment by say something, I instruct them to record the I will evaluate by the video.
- 5. How do you participate in learning activities so that learning activities run smoothly?
 - In the beginning I give them the model of the activity, and we greet them and also we participate the situation, sometimes we asked them to say something and we respond it, some student good at once but some student couldn't participate because they had problem in their connection
- 6. How do you provide information to students?
 - ♣ Sometime I used youtube and give them audio, and shared the link, For the listening, give them audio, give them test, they can discuss in WhatsApp group.
- 7. How do you guide students learning activities either as a group or individually?
 - ♣ Honestly when I have online class activity its hard to creates a group, most of the assignment we have its personal assignment since the covid-19 situation, i don't

want to asked them to go to their friends to discuss it, because it rules by the government, we need to be safe each other and stay at home.

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

♣ ".... To surprised 50% we couldn't controlled it because dealing with their internet, some student complained about the internet we couldn't blame them. To monitorate and to evaluate the things that we plans during the learning process walking well by checking in their assignment. Usually provide assignment, we asked them to submit, we give 2 hour − 3 hour, they can try to do as much as they can

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

We use mix between Indonesia and English, discussion used oral instruction, we used speech or speaking we mix between Indonesian and English, because sometimes that what I said, actually.

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

♣ Same as before.

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

→ Because some student have problem in their connection, if they don't hear my voice clearly, I send the question from the message box, the if they got my massage they will say "I just got your message", that's how they way I give the question for student,

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

♣ Most of the time, I usually prepared to used spoken answer, by sometimes I written the answer if need it, I used both written and spoken.

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

↓ Usually, at the beginning we provide them some text, sometimes we got that from internet, then we send to them and explain one by one. If I only instruct them to read it without explain to them I think it's not work, But when we explain it, and sometimes we ask them question during the time that we explain it, I think its work, we confirm it, with reason or not, I think its work.

14. How do you usually provide explaiantion regarding the learning media (picture, slide, and film)?

♣ Most of the time we used slide, we used record, provide them the link, so they can read it, but if they like audiotory we give them link, sometimes we used different type. But in the online meeting, we can not showed the video because, some student have problem in their connection.

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

♣ Great work", "well done", Giving them some reinsporment, like "Very good", "Excellent", "thank you for your explanantion"

16. How do you give appreciation, sympathy, interest, suprise, anger, disappointment to students?

↓ I give appreciation based on student answer, based on student participant, Sometimes we used emoji, for reflection, we invite them to draw about emoji, .

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

To led student focus on the topic that we discuss, as what I said, they only have one mobile phone and they share with their siblings or parent. So, they can not still join at the meeting. Fasilitas yang terbatas, kadang mereka hanya menggunakan satu mobile phone tapi harus berbagi dengan temannya.

18. How do you overcome these obstacles?

↓ Ya ini adalah pertanyaan yang bagus, menurut saya harus mengatasinya dengan memberikan beberapa proyek di mana mereka harus menyerahkan melalui rekaman sehingga tidak ada alasan bagi mereka untuk mengatakan atau untuk menyalin karya teman, karena dalam project mereka harus mengatakan sesuatu yang tidak dapat disalin. Jadi dalam tugas itu saya bisa melihat siswa berbicara dan menilai mellaui pengucapannya.

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

♣ I prefer play as organizer, seen at the time we organize all the student, because this is online learning.

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

♣ Dalam mempersiapkan materi yaitu dalam mempertimbangkan waktu, ketertarikan materi, masih sulit untuk menyiapkan materi secara effective dan effisien karena waktu yang terbatas.

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

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

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

→ Bagaimana kita mempersiapkan materi yang kita ajarkan, fasilitas internet yang terbatas membuat siswa tidak bisa terus berada di kelas.

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

Fasilitasnya, anak-anak tidak mempunyai fasilitas yang cukup baik dirumahnya, sehingga apapun media yang kita berikan, jika siswa tidak memiliki internet, mereka akan sulit mengaksesnya. Jadi tantangannya yaitu kita sulit untuk merancang media pembelajaran.

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

↓ Sulit mempersiapkan sumber belajar karena fasilitas yang terbatas, kita sulit untuk keluar, kalaupun menyediakan lewat google kadang mereka akan sulit mengaksesnya akan prasarana dan sarana yang kurang memadai.

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

♣ Ada beberapa hal yang membuat sulit, anak-anak tidak berprilaku jujur, sehingga saya bisanya melakukan evaluasi melalui video.

TEACHER 2: MRS. EMILY

Interview:

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

♣ The roles I guess, first one as tutor, and then fasilitator, observer. Because when online learning the problem is bad network, and sometimes student said "Maaf ibu saya sulit untuk join". Usually I used google classroom to share the material or assignment, sometimes I making quiz using google form. Is not interactive but they can finish the assignment.

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

↓ I control the learning activities using google classroom, check on the student assignment, keep their update about the assignment, whos is submit who is not submit. I usually make the screenshoot, I will share with them, so they will know the status. It will be clear.

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

Usually, we need make a plan, we share the plan, discuss with student, because its online learning we need to inform earlier what we are going to do tomorrow activities, we used Google meet, and Jitsimeet, and shared the topic in classroom, and tell the student in whatsapp group what the learning process gonna be.

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

↓ I used google form as evaluate, I always tell the student when will they have examination, when will I give them test, and how long the time be.

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

♣ I always try to answer whenever the student have question in the WhatsApp Group, I always try to give them feedback..

6. How do you provide information to students?

♣ Sometime I used youtube and give them audio, and shared the link, For the listening, give them audio, give them test, we can discuss in WhatsApp group for the listening or the text.

- 7. How do you guide students learning activities either as a group or individually?
 - **♣** Not that often, we need to be very carefully, Saya harus mengurangi tugas kelompok yang beresiko.
- 8. How do you observe learning activities and ensure that all learning activities have gone according to plan?
 - Usually I check from the assignment that student submitted, sometimes the student has same writing, so I will send via Whatsapp and ask them which one is the original work.
- 9. What do you usually say to manage the intraction during remote teaching?
 - ↓ Untuk memanage Usually, I will shared first the topic, they can find which one is dificulities, and the ask me leter. I will give them answer, Saya gilir siswnya, bila siswa mempunyai pertanyaan.
- 10. How do you give questions to students so students can convey their answers, opinions or reasons?
 - Usually I give open question, you can share opinion, usually try to motivate the student to express their opinion, not to be afraid, we can have our own opinion, as long as we can express polite opinion, Always polite, Don't' shy.
- 11. How do you answer the question from students during teaching and learning activitie
 - Usually I chances to other student if they know. I will answer the student question myself, but before I answer, i will give the chances the student first to give the answer, then I answer the question.
- 12. What do you say when you explain certain material or theories to students?
 - Depend on the topic, sometimes depend on the class that I teach, Sometimes I try to changes regular ways, function, what the structure, and I will give the example. I will give them challenges to find the function, language feature, science 1 is the classs quicker than the other.
- 13. How do you usually provide explaiantion regarding the learning media (picture, slide, and film)?
 - ♣ Power point slide, youtube link, so they can listen from native speaker. And from other book that got from school.
- 14. What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities?

→ Just say "Don't be shame if you makes mistake" we only human can makes mistake. And don't forget to give them clear information about the topic. Just to be honest.

15. How do you give appreciation, sympathy, interest, suprise, anger, disappointment to students?

♣ Kalo saya Just to honest, if you makes mistake, don't feel shy. And if the class is noisy "tell them to stop it, because it will disturb your friends.

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

The challenges are the quote, the equitment, they are not good economic level, still have to think about other priorities, more think about their family, Mereka harus lebih memprioritaskan kepentingan pokok, untuk makan daripada membeli kuota, we must be very flexible about timing, and other option, we can maxime, tidak memaksakan harus menggunakan online meeting all the time.

17. How do you overcome these obstacles?

Untuk mengatasi We must used combination, kita bisa menggunakan voice record di whatsapp grup bila tidak bisa join ke online meeting. I usually used voice record to teach them listening

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

♣ Mungkis as Facilitator and observer, karena saya harus bisa mengatur pembelajaran selama online learning, itu salah satu peran yang perlu lebih saya tekankan.

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

→ Tantangannya adalah saat menyampaikan materi secara efektive dan efisien, efektif yang artinya tepat sasaran dan dapat dipahami siswa, sedangkan efisien adalah hemat waktu dan energi.

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

♣ Perlu waktu dan energi yang extra untuk menyiapkan materi yang bervariasi agar siswa tidak merasa bosan.

21. What challenges did you face related to the media of learning during distance learning? (Additional Question)

♣ Kendala prasarana dan sarana, ingin menyajikan media yang interaktif menggunakan google meet tapi memerlukan quota yang banyak, jadi banyak yang keluar masuk, hpnya satu berdua dengan saudara, sarana dan prasarana tidak support.

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

♣ Ingin membuat yang bervariasi tapi kadang-kadang merasa membebani siswa, mendownload audio or audio yang mengahabiskan banyak kuota itu akan membebani siswa

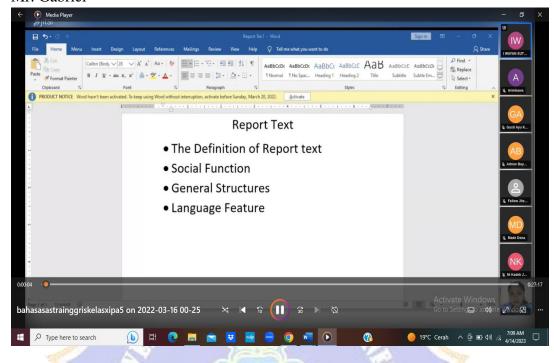
23. What challenges did you face related to the evaluation of learning activity during distance learning? (Additional Question)

♣ Ketika pembelajaran online dan diberikan dengan soal google form, sangat rawan dengan kecurangan, walaupun diberikan waktu namun mereka masih bisa membuka buku, masih bisa membuka internet, kecuali menggunakan strategi interview, atau memberikan project record

Appendix 7 Documentation of Activity

a. Online meeting

Mr. Gabriel

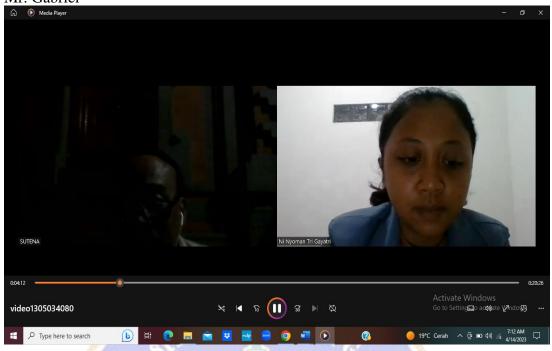


Mrs. Emily



b. Screeshoot of Interview

Mr. Gabriel



Mrs. Emily

