

**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.  
NIP. 197609022000031001

Tembusan:

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

**Appendix 2 Blueprint 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 played by English teacher in remote teaching in senior high school at SMA N 1 Tegallalang ?	Harmer (2001)	Teacher role : a. Controller (In charge of the teaching and learningp process. Take the register, command students things, organize drills, readaloud) 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 thestudents) d. Prompter (Offer words or phrases by the time the students are having difficulties. Help students to proceed inclass) e. Participant (Engage in

			<p>students' activity. Participate with the students)</p> <p>f. Resource (Act as a reliable resource when the students asked questions. Provide needed information by explaining the materials of the lessons)</p> <p>g. Tutor (Help students one by one when they have difficulties in private. Go around in the classroom and explain the material to the students one by one)</p> <p>h. Observer (Give an individual feedback. Investigate students in class)</p>
2	<p>What academic language function do English teachers use to support these roles in senior high school at SMA N 1 Tegallalang?</p>	<p>Hughes (1990)</p>	<p>Academic Language Function :</p> <p>a. Organization: The language of organizing is used to direct and to manage the interaction between a teacher and his/her students. It can involve several sub-functions such as giving instruction, sequencing and supervision.</p> <p>b. Interrogation: The language of interrogating in the classroom mostly aims at eliciting information, ideas, opinion, and reasons from the students. It can include asking questions, and replying to questions.</p> <p>c. Explanation: The language of explaining is used in the occasions where a teacher needs to make his/her students translate, paraphrase, summarize, define, or make corrections. For the teacher, it is a language to give information related to people, places and events, or a verbal commentary accompanying pictures, slides and films.</p> <p>d. Interaction: The language of interacting here is mostly about the use of expressions to: 1) Maintain social relations such as greeting, leaving, apologizing, thanking, congratulating, etc. 2)</p>

			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 ?	Hamruni (2011)	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

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

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

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

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

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

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

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

Singaraja, 12 November 2022

Expert



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

NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

### Observation Sheet to Observing Academic Language Function

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



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

Singaraja, 12 November 2022

Expert

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

NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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

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

Singaraja, 12 November 2022

Expert



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

NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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

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

	to participate in class and stimulate students to take a part in the learning activity ?				
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What are academic language functions that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	What do you usually say to manage the interaction during remote teaching ?		√		
	What kind of instruction do you convey to the student in the learning activities ?		√		
	How do you arrange the student during learning activities ?		√		
	What do you usually say to manage your students during remote teaching ?		√		
	How do you give questions to students so students can convey their answers, opinions or reasons ?		√		
	How do you answer the question from students during teaching and learning activities?		√		
	What do you say when you explain certain material or theories to students ?		√		
	How do you usually provide explanation regarding the learning media (picture, slide, and film) ?		√		
	What do you say to greet, apologize, thanks, and,		√		

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

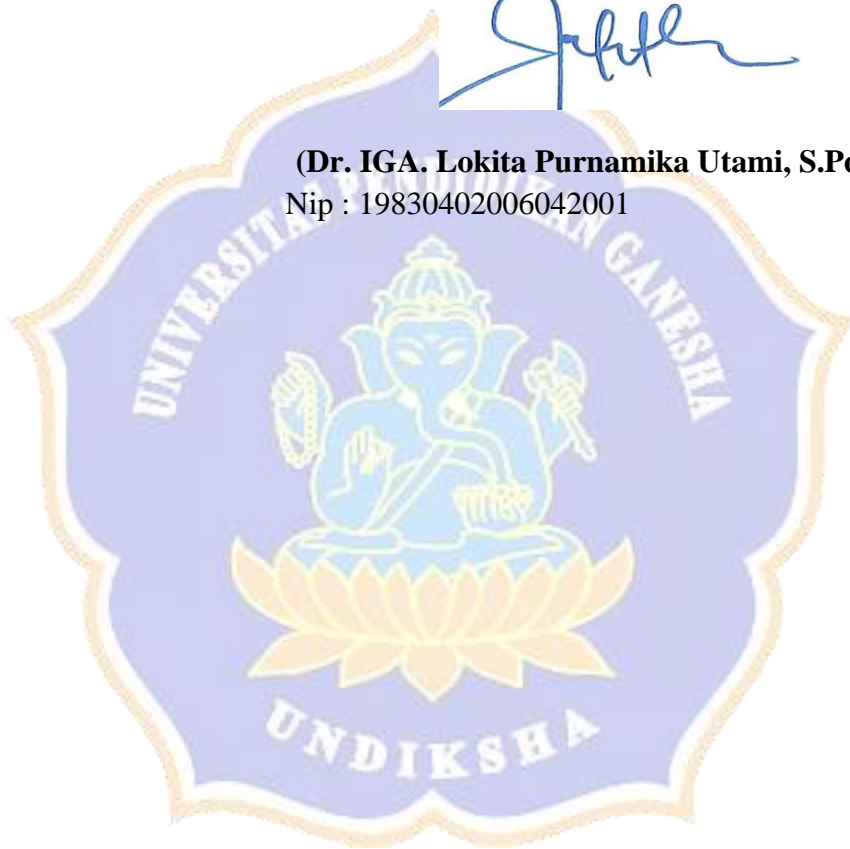
	remote English teaching related to learning objectives ?				
	What challenges did you face during the remote English teaching related to the evaluation process ?		√		

Singaraja, 12 November 2022

Expert

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

Nip : 19830402006042001



## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

### Observation Sheet for Observing the Teachers' Role

Statement In Observation Sheet					Judge's Comments		
Research Question	Roles	Teacher Activity	Ye s	N o	Relevant	Irrelevant	Note
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	Controller (Harmer, 2001)	The teacher controls students' behaviour, language, and attitude.			√		
		The teacher advises students			√		
		The teacher takes the lead and helps students in the learning process.			√		
	Assessor (Harmer, 2001)	The teacher corrects students' mistake			√		
		The teachers tell the quality of students' score			√		
		The teacher assesses students' assignment			√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			√		
		The teacher conveys some information about class activities to the			√		

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



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

Singaraja, 14 November 2022

Expert



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

Nip : 1993091920180322001

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

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

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

### Observation Sheet to Observing Academic Language Function

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

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

Singaraja, 14 November 2022

Expert



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

Nip : 1993091920180322001

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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

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

Singaraja, 14 November 2022

Expert



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

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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 language used by teacher and challenges faced by teacher in playing their roles during remote English teaching.**

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

	to participate in class and stimulate students to take a part in the learning activity ?				
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What are academic language functions that use to support teachers' roles in remote teaching in senior high school at Tabanan regency?	What do you usually say to manage the interaction during remote teaching ?		√		
	What kind of instruction do you convey to the student in the learning activities ?		√		
	How do you arrange the student during learning activities ?		√		
	What do you usually say to manage your students during remote teaching ?		√		
	How do you give questions to students so students can convey their answers, opinions or reasons ?		√		
	How do you answer the question from students during teaching and learning activities?		√		
	What do you say when you explain certain material or theories to students ?		√		
	How do you usually provide explanation regarding the learning media (picture, slide, and film) ?		√		
	What do you say to greet, apologize, thanks, and,		√		

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

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

Singaraja, 14 November 2022

Expert



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

Nip : 1993091920180322001





**Appendix 4 Research Instruments**

**OBSERVATION SHEET**

<b>Research Question</b>	<b>ROLES</b>	<b>TEACHER ACTIVITY</b>	<b>YES</b>	<b>NO</b>	<b>NOTES</b>
What are teachers' roles played during remote teaching at the senior high school level at Tabanan regency?	Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude			
		The teacher advises the students			
		The teacher takes a lead and helps the students in the learning process.			
	Assessor (Harmer, 2001)	The teacher corrects the students mistake			
		The teacher tells the quality of the students score			
		The teacher assesses students assignment			
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.			
		The teacher conveys some information about class activities to the students.			
		The teacher arranges and put the students into groups or pairs.			
	Prompter (Harmer, 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 what to do next			
		The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process			
		The teacher prompts the student with information they have forgotten.			
	Participant (Harmer, 2001)	The teacher join students' activity as the participant			
	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.			
		The teacher explains additional information when students misunderstand.			
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually			
		Teacher explain the material for the students who have difficulties			
		Teacher ensure that many individuals are seen in learning activity.			
	Observer (Harmer,	Teacher give and individual feedback			

	2001)	to the students			
		Teacher investigate students performace in class			

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

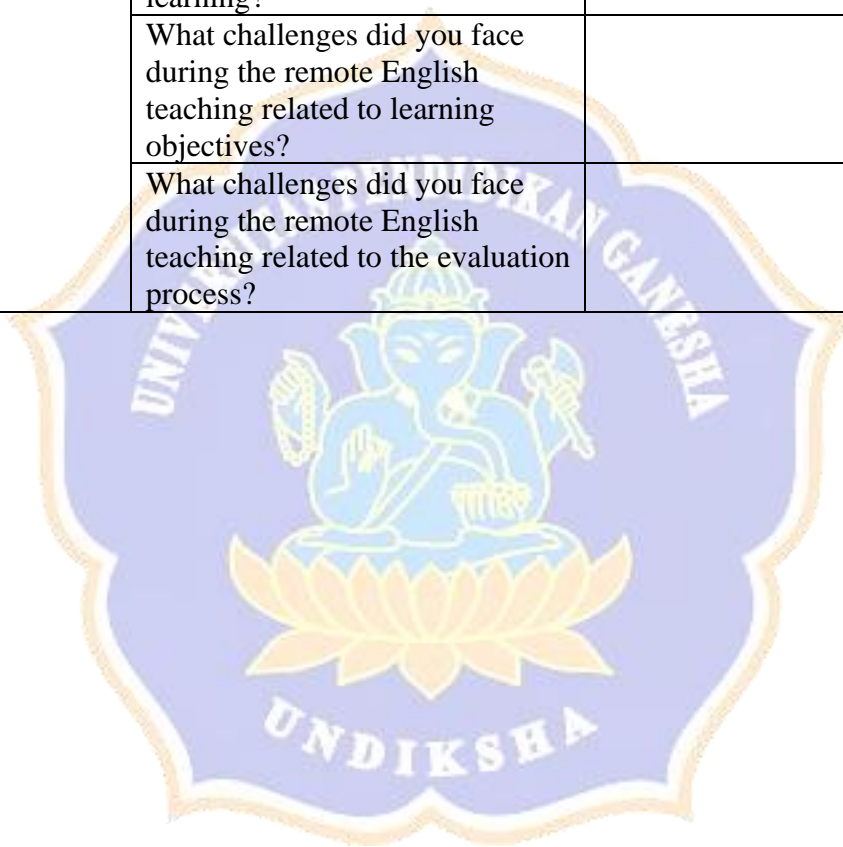
Research Question	Teaching and Learning Components	Challenges	Notes
What are challenges faced by teachers in playing their roles during remote teaching in senior high school level at Tabanan regency?	Teacher (Hamruni, 2011)		
	Students (Hamruni, 2011)		
	Learning Material (Hamruni, 2011)		
	Learning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

### INTERVIEW GUIDANCE

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

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

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



## Appendix 5 Result of Observation

TEACHER 1: MR. GABRIEL

### MEETING 1 MR. GABRIEL TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. At minute 02 : 30 to 02 : 58, the teacher pointed some student to answer the first question, he said "<i>.. Who one to helps me, Arimbawa please... or kiki olivia</i>" ... 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.</li> </ol>
	The teacher advises the students	✓		<ol style="list-style-type: none"> <li>1. At minute 01:01, the teacher reminds the student to try answer the exercise through listening of report text.</li> <li>2. At minute 04 : 25, the teachers advised student to used English language when answer the question.</li> </ol>
	The teacher takes a lead and helps the students in the learning process.	✓		<ol style="list-style-type: none"> <li>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</li> </ol>

				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.
Assessor (Harmer, 2001)	The teacher corrects the students mistake	✓		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 pronunciation.
	The teacher tells the quality the of students score		✓	
	The teacher assesses students assignment	✓		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.	✓		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	✓		1. 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.
	The teacher prompts the student with information they have forgotten.	✓		1. In minute 13:06, the teacher prompt the students by asking a question of previous material, he said“ <i>What the language feature of repot text? its based on the video and material that I gave in previous meeting</i> ”
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.	✓		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		✓	
	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' performance in class			investigates by asking "What did you get from the lesson today? Could you repeat and explain one again?" that question to investigate the student performance in the class.
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### MEETING 1 MR. GABRIEL ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		<p>1. At minute 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 you learn in the video that i give to you before, you can share opinion based on your handbook".</p> <p>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 to the students.</p>
	The teacher gives instructions to the students	✓		<p>1. 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</p>

				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	✓		1. At minute 03:25, the teacher asked a question to the students to obtain their idea, the asked “ <i>What is the definition of report text?</i> ” 2. And after student answer, the teachers add information of the definition, he said “ <i>Very good, actually you can say in very short way, report is describe the things as the way it is ...</i> ” 3. At , 08 : 59 the teachers offer next question about the social function of report text.
	The teacher replies to the question from students regarding the learning activity		✓	Based on the observation in meeting 1, there were no students who asked questions, so the academic language of this feature cannot be identified.
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		1. At minute 05 : 50 , the teachers adds the definition of report text after the student answer, he explain in Indonesian, he said “ <i>report text itu sepanjang anda menjelaskan apa adanya secara scientific..</i> ” 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

				students understand, he said “So, the definition of report text is a text which describes the way things are, then the social function is to present about something in general to the readers. The general structure consists of general classification and general description, the language feature that we used is general noun, used of relating verb, used of action verb, used of simple present, and sometimes used of past tense, used technical term, used article A, an, the, and pronoun
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		Based on the observation in meeting 1, , 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.	✓		<ol style="list-style-type: none"> <li>1. In minute 00:15, the teacher greeted the student by saying “Om Swastyastu” and “Good Morning”.</li> <li>2. At minutes, 14 : 10 the teacher said thanking the students who already contribute to answer the question, for example “...Okay, thank your for your explanantion...”</li> <li>3. At minutes 26 :18, the thanking by saying “Thank you for you coming”</li> </ol>
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		<ol style="list-style-type: none"> <li>1. At minute 08 : 36, the teachers give feedback as appreciation to the student’s answer, she said “...That’s good, you did it very well...”</li> </ol>

## MEETING 2 MR. GABRIEL TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		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. 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.
	The teacher advises the students	✓		3. At minute 07:25, the teachers advised students to use English language when answering the 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	✓		2. At in minute 02:48, the teacher corrects students mistake when students miss in pronunciation.
	The teacher tells the quality the of students score		✓	
	The teacher assesses students assignment	✓		2. Starting at 00: 52 the teachers said <i>"if you could answer my question, you gonna got bonus poin, and tell me your name or number in attendance list"</i>
Organizer (Harmer,	The teacher gives or instructions	✓		2. Starting from minute 00:17 the teachers instruct the students

2001)	demonstrations on how students are going to do the activity.			about what are going to discuss, he said <i>“Today we would like to discuss about report text, the definition, social function, general structure and language feature”</i>
	The teacher conveys some information about class activities to the students.	✓		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 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.	✓		2. 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 <i>“Any others opinion?, after listening of the conversation, watching the video and doing the exercise by writing, can you find out from that?”</i> if no one share opinion, the teacher will forced by call their name one by one to share their opinion.
	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	✓		2. In minute 00: 52 the teachers said <i>“if you could answer my question, you gonna got bonus poin, and tell me your name or number in attendance list”</i> the teacher stimulate the students to involved in the learning process.
	The teacher prompts the student with information they have forgotten.		✓	
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	✓		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.		✓	
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	✓		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.

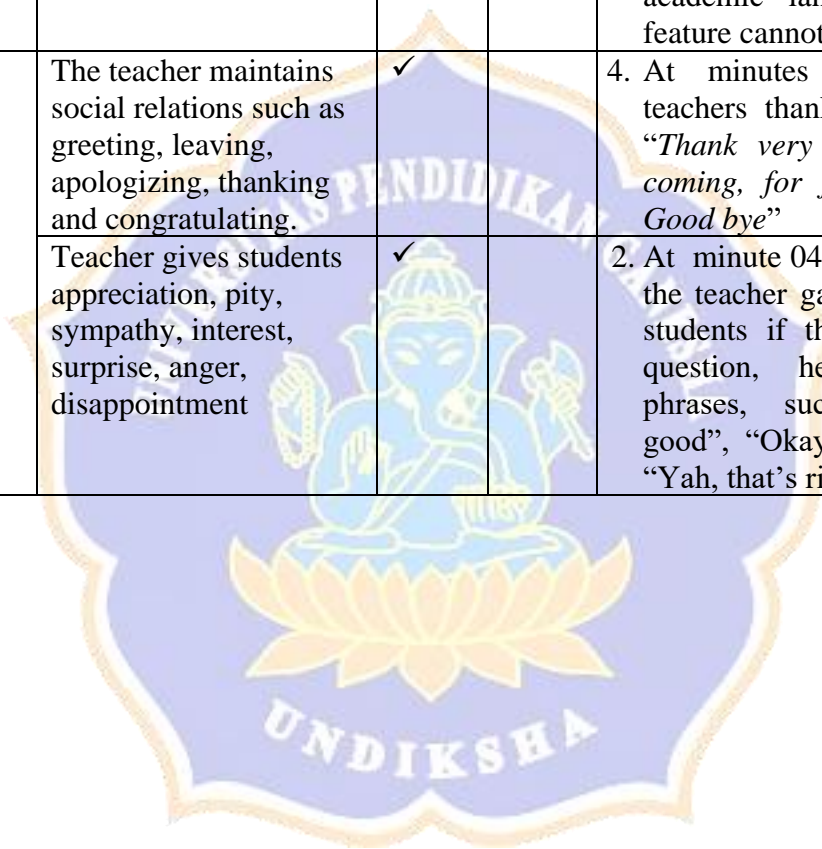
**MEETING 2 MR. GABRIEL ACADEMIC LANGUAGE FUNCTION**

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		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 <i>“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”</i> .
	The teacher gives instructions to the students	✓		3. At minute 00 : 50 , the teacher gives instruction to the student, he said <i>“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!”</i> 4. At minutes 07:25, the teachers advised students to use English language when answering the question because this English lesson, he said <i>“We are in English lesson not Indonesian, please try using English”</i>
	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	✓		<p>4. At minute 01:08, the teacher asked a question to the students to obtain their idea, the asked “<i>Anyone can help me, what is the definition of report text?</i>”</p> <p>5. At minute 04:40 the teachers add information of the definition, he said “<i>Very good, actually you can say in very short way, report is describe the way things are, jadi kita menjelaskan apa adanya</i>”</p> <p>6. At minute 05 : 29 the teachers offer next question about the social function of report text.</p> <p>7. At minute 07 : 04 the teachers offer next question about the General Structures of report text.</p>
	The teacher replies to the question from students regarding the learning activity		✓	Based on the observation in meeting 1, there were no students who asked questions, so the academic language of this feature cannot be identified.
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<p>3. At minute 04 : 41 , the teachers adds the definition of report text after the student answer, he said “<i>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</i>”</p> <p>4. At minute 15 : 05, the teachers made sure about the Language feature of report text, he said “<i>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</i></p>

				<i>“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”</i>
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films		✓	Based on the observation in meeting 1, , 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.	✓		4. At minutes 26 :21, the teachers thanking by saying <i>“Thank very much for you coming, for joining us and Good bye”</i>
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		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 <i>“Okey good”, “Okay, that’s good”. “Yah, that’s right”</i>



## MEETING 1 and 2 MR. GABRIEL CHALLENGES IN REMOTE TEACHING

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

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<p>1. Starting at 00:08 - 00:30, the teachers controller student's attendance by call their name and check the absent number.</p> <p>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. <i>"Terlihat gak tampilannya?"</i></p> <p>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 <i>"Kalo ada masalah, silahkan lihat di WA ya filenya ..."</i></p>
	The teacher advises the students	✓		<p>1. At minute 00 : 46 the teachers advised student to check to WhatsApp, because the teachers send the material just now about song lyric.</p>
	The teacher takes a lead and helps the students in the learning process.			✓
Assessor (Harmer, 2001)	The teacher corrects the students mistake		✓	
	The teacher tells the quality the of students score		✓	
	The teacher assesses students assignment	✓		<p>1. At minute 07 : 24, after students answer the question and discussed together, and during that,</p>

				the teacher directly assessed the students answer, she said “ <i>What number are you adi?</i> ”
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓		<ol style="list-style-type: none"> <li>1. At minute 01 : 48, the teacher give instruction to the students to read the first lyric of the song, she said “...<i>silahkan, bait pertama dulu dari ‘Her eyes until I say, you just have to read’</i>”</li> <li>2. At minute, 03 : 54, the teachers asked the student about the meaning of first song lyric that students read before, he said “<i>Yang mana ya kata kuncinya disini, siapa yang bisa menemukannya, silahkan... kata-kata kuncinya, the key word to understand the meaning.</i>”</li> <li>3. At minute 07 : 24 the teachers instruct the student to read again, she said “... <i>siapa yang mau baca bait kedua?</i>” <i>Saya persilahkan</i>”</li> <li>4. At minutes 04 : 53, the teachers pointed the student’s name if student still no respond, she said “.. <i>adi mahawiguna, hallo adi, menurut kamu yang mana, in your opinion which one?</i>”</li> </ol>
	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 “ <i>We will discuss about song lyric, that I send to you via WhatsApp just now</i> ”
	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	✓		<p>1. At minute 05:05-, if the student no respond, the teacher stimulates the students by asking question. “..., <i>the star look like they’re not shining.. ada kata kata look like, ini berarti figurative language nya yang simily, right?</i> ”</p> <p>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.... ? “</p>
	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	✓		1. At minute 07:26 and 09:04, 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.	✓		2. At 04 : 12, The teacher prompts the student with information they have forgotten, she said “ <i>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?</i> ”
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.	✓		<p>1. 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.</p> <p>2. At minute 05 : 49 to 06: 59 the teachers explain the meaning of song lyric, she said “<i>Matanya membuat bintang tak bersinar, mana yang lebih bersinar? Jadi dia lebih melihat mata orang itu lebih bersinar daripada bintangnya</i>” ,</p>
	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. "... <i>Be grateful,.... yeah that's good, bersyukur denga napa yang kita miliki...</i> "
	The teacher investigates students' performance in class	✓		<p>1. 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. "<i>So, now.. what is the conclusion that we can makes based on this song?...</i>", <i>nah kesimpulan apa yang bisa kalian ambi? Apa yang ingin disampaikan oleh si pemilik lagu setelah kita artikan setiap liriknya?</i></p> <p>2. At minute 18 : 00, the teachers offer question, she said "<i>Nah, jika seperti ini lagunya bagaimana suasananya, apakah positif or negative?</i> At that time the teachers investigate students performance during discussed about the meaning of song lyric. They understand or not.</p>

### MEETING MRS. EMILY ACADEMIC LANGUAGE FUNCTIONS

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

				dicuss he said <i>“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?”</i> , <i>“Okey, let’s read it, untuk yang belum baca...”</i>
	The teacher gives instructions to the students	✓		5. At minute 01 : 35 , the teacher gives instruction, she said <i>“Agar lebih jelas lagi silahkan lihat materinya di WhatsApp”</i> 6. At minutes 01 : 47, the teacher gave instructions to the students to student to read the song lyric, she said <i>“Who want to read the first lyric, jadi bait pertama dulu ya!, you just have to read!”</i>
	The teacher supervises the students		✓	Based on the observation The teacher no supervises the student.
	The teacher arranges the students and learning activities		✓	Based on the observation the teachers not arranges the students in a group or pairs.
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		8. At minute 03 : 42 – 04 :01, the teacher asked a question to the students to obtain their idea, the asked <i>“If you read it, there are some key word that helps us to understand what the writer actually says, jadi kira-kira yang mana ya kata kuncinya disini? Siapa yang bisa menemukannya, silahkan kata-kata kuncinya, the key word”</i>  9. At minute 05:19-06-35, the teachers ask question, she said, <i>“... 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</i>

				<p>Name), “<i>Terus rambutnya katanya perfect, perfect itu apa?</i>”</p> <p>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.</p>
	The teacher replies to the question from students regarding the learning activity		✓	Based on the observation in meeting 1, there were no students who asked questions, so the academic language of this feature cannot be identified.
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		1. At minutes 04 : 12, the teacher gives information related to the material, she said “ <i>Kemarin kan sudah kita bahas yang saya kirimkan materi, tentang figurative language we have simily, metaphor and then hyperbola, and personification.</i> ”
	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 “ <i>Oke, Thank you everyone, you leaves</i> ”
	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 “ <i>Yahh, be grateful,.... that’s good</i> ”

## MEETING MRS. EMILY CHALLENGES IN REMOTE TEACHING

Teaching and Learning Components	Challenges	Notes
Teacher (Hamruni, 2011)	<b>Difficult to controll student focus</b>	Based on the meeting, teachers look difficult to control the student's focus, some student still no respond when the teacher asking question.
Students (Hamruni, 2011)	<b>Lack of Facilities (Internet quota, Smartphone, and etc)</b>	At minute
Learning Objectives (Hamruni, 2011)	-	-
Learning Material (Hamruni, 2011)	<b>Must be able to efficient and effective</b>	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..
Learning Activity (Hamruni, 2011)	<b>Time Management</b>	Teachers must be able to manage time in online learning, because some students ask for discussions using Jittimeet to be carried out briefly so as not to use up too much internet quota.
Method of teaching (Hamruni, 2011)	<b>Must be able to efficient and effective</b>	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. -
Media Of Learning (Hamruni, 2011)	<b>Lack of Facilities (Internet quota, Smartphone, and etc)</b>	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.
Source of learning (Hamruni, 2011)	<b>Lack of Facilities (Internet quota, Smartphone, and etc)</b>	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)	-	-



## 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?**

✚ 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 message 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 learnng 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 mellalui 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, walaupun 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 berperilaku 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 assigment, 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 memmanage Usually, I will shared first the topic, they can find which one is dificulties, 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 learnng 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 efektif 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)**

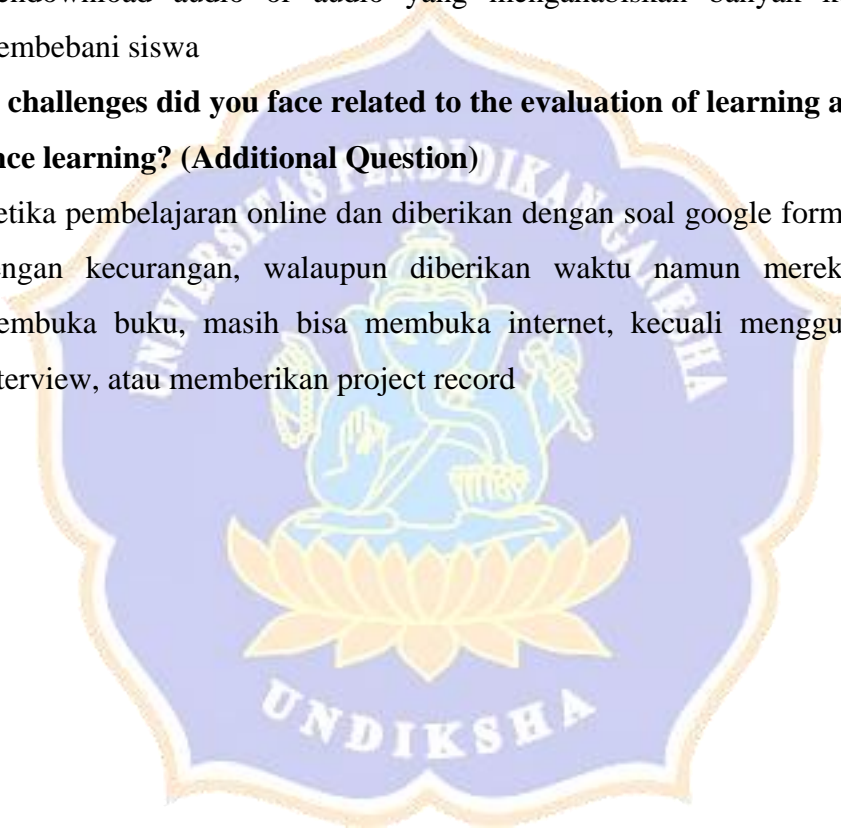
- ✚ Kendala prasarana dan sarana, ingin menyajikan media yang interaktif menggunakan google meet tapi memerlukan kuota yang banyak, jadi banyak yang keluar masuk, hpnnya satu berdua dengan saudara, sarana dan prasarana tidak support.

**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 menghabiskan banyak kuota itu akan membebani siswa

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

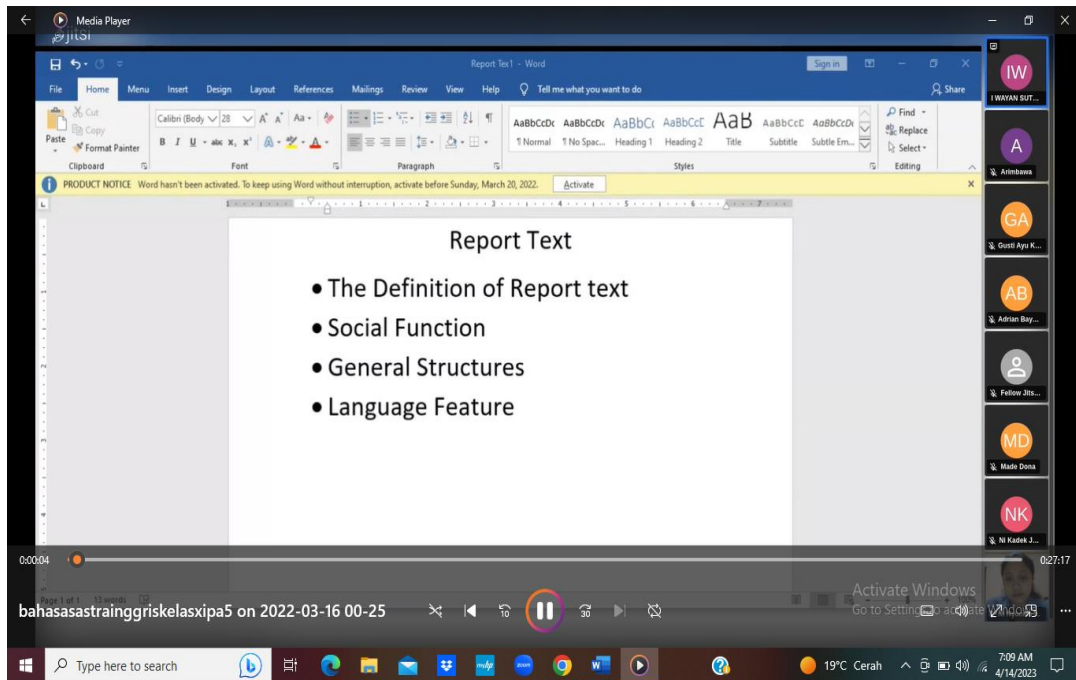
- ✚ Ketika pembelajaran online dan diberikan dengan soal google form, sangat rawan dengan kecurangan, walaupun diberikan waktu namun mereka masih bisa membuka buku, masih bisa membuka internet, kecuali menggunakan strategi interview, atau memberikan project record



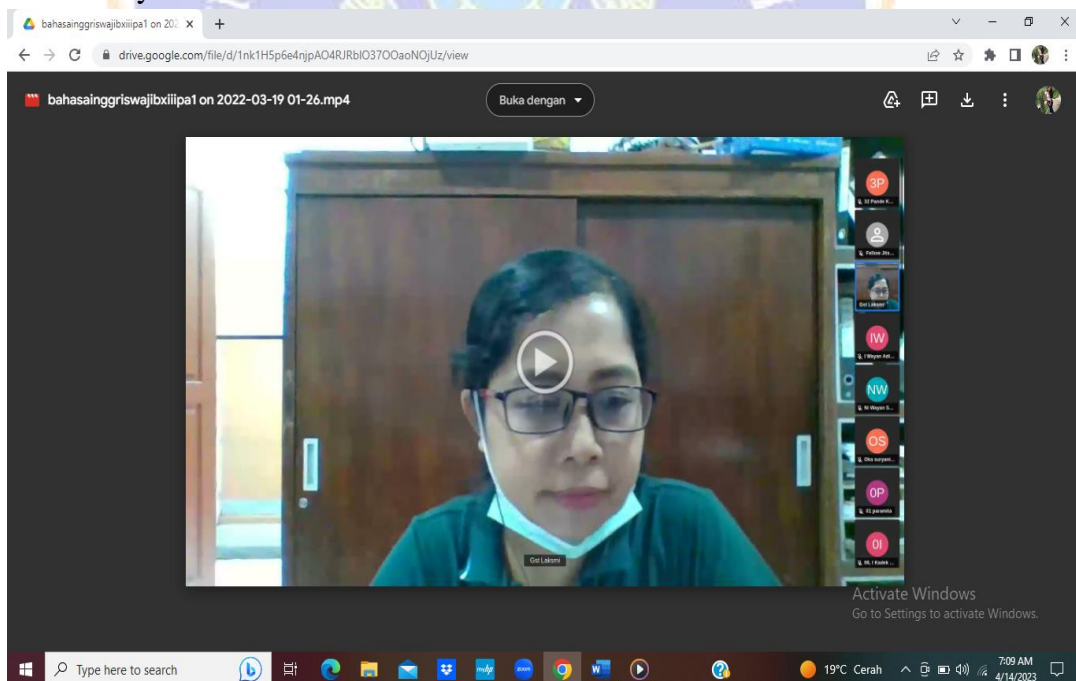
## Appendix 7 Documentation of Activity

### a. Online meeting

Mr. Gabriel

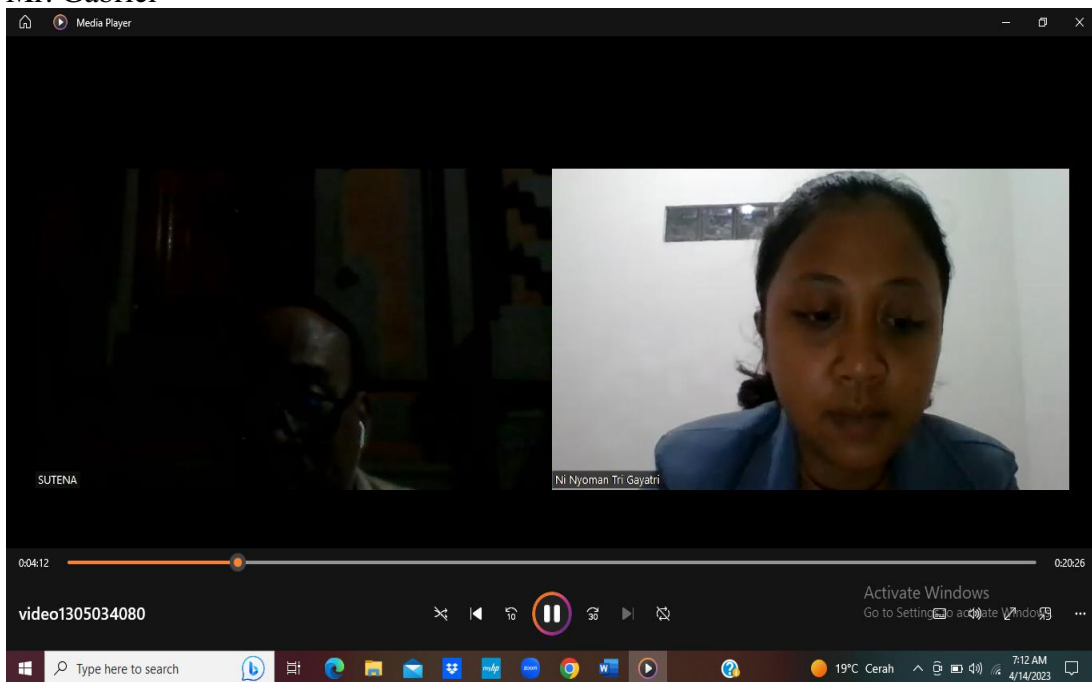


Mrs. Emily



## b. Screenshoot of Interview

Mr. Gabriel



Mrs. Emily

