#### **Appendix 1. Approval Letter**

#### Approval letter for Kepala Sekolah SMA N 1 Payangan



# 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: 698/UN48.7.1/DT/2022 10 Maret 2022

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 1 Payangan di Payangan, 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 Komang Via Leony

NIM : 1912021020 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2021/2022

Judul : Teachers' Roles In Remote English Teaching in senior high school

at Gianyar Regency

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

a.n. Dekan, Wakil Dekan I,

me sport se

NIP 197609022000031001

#### Tembusan:

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

#### Approval letter for English Teacher's at SMA N 1 Payangan



# WEMENTERIAN 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: 699/UN48.7.1/DT/2022 10 Maret 2022

Perihal: Permohonan Izin Penelitian

Yth. Guru Bahasa Inggris SMA Negeri 1 Payangan di Payangan, Gianyar, Bali

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

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at Gianyar Regency

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

a.n. Dekan, Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd. N.P. 197609022000031001

#### Tembusan:

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

# **Appendix 2. Bluprint of the Instruments 1**

#### RESEARCH INSTRUMENT

#### **BLUEPRINT**

**Research Title:** TEACHERS' ROLES IN REMOTE ENGLISH TEACHING AT SMA N 1 PAYANGAN

#### **Research Questions:**

- 1. What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?
- 2. What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN?
- 3. What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?

	// // // // // // // // // // // // //	4110				
No	Research Question	Theory	Note			
1	What are teachers' roles	Harmer (2001)	Teacher role :			
	played by English		a. Controller (Controls students'			
	Teacher in remote		behaviour, languag <mark>e</mark> , and attitude.			
	teaching at SMA N 1		Advises students. takes the lead			
	PAYANGAN?		and helps students in the learning			
		400	process)			
		UN	b. Organizer (Give instruction on			
		SVED TIKES	how the students are going to do			
	0.000		the activity. Convey the			
			information about class activities.			
			Put students into pairs or groups)			
			c. Assessor (Corrects students'			
			mistake, tell the quality of			
			students' score and assesses			
			students' assignment)			
			a. Prompter (Encourage students to			

			particpate in class. Offer words or
			phrases to stimulate studenta and
			prompt the students with the
			information they have forgotten)
			b. Participant (Engage in
			students'activity. Participate with
			the students)
			c. Resource (Supply the information
			and the explanation about the
			material. Provide needed
			information by explaining the
		SENDID!	materials when students
	// 6		missunderstand)
		5((4))}3	d. Tutor (Help students one by one
	N S	a Test	when they have difficulties.
	6		Explain the ma <mark>te</mark> rial to the
			students who have diffiulties and
			ensure all students are seen in the
	77	YYYYY	learning activity)
			e. Observer (Give an
			individualfeedback and
		NDIKS	investigate students inclass)
2	What are the academic	Hughes (1990)	Academic Languange Function:
	language functions do		a. Organization: The language of
	English teachers use to		organizing is used to direct and to
	support these roles at		manage the interaction between a
	SMA N 1		teacher and his/her students. It
	PAYANGAN?		can involve several sub-functions
			such as giving instruction,
			sequencing and supervision.
			b. Interrogation:The language of

			interrogating in the classroom
			mostly aims at eliciting
			information, ideas, opinion, and
			reasons from the students. It can
			include asking question, and
			replying to question.
			c. Explanation: The language of
			explaining is used in the
			occasions where a teacher needs
			to make his/her students translate,
			paraphrase, summarize, define, or
		" P S BEWIND	make correction. For the teacher,
		A	it is a l <mark>an</mark> guage to give
		1 3	information related to people,
	1 2		places and events, or a verbal
			commentary accompanying
			pictures, slides and films.
			d. Interaction: The language of
	74	J. J	interacting here is mostly about
			the use of expressions to: 1)
		17.	Maintain social relations such as
		NDIKS	greeting, leaving, apologizing,
	Section 1		thanking, congratulating, etc. 2)
			Indicate appreciation, pity,
			sympathy, interest, surprise,
2	XXI 4 1 1 1	11 '/2011'	anger, disappointment,etc
3	What are the challenges	Hamruni (2011)	There are several components of
	do English teachers		teaching and learning namely,
	encounter in playing		students, teacher, learning objective,
	their roles at SMA N 1		learning material, learning activities,
	PAYANGAN?		method of teaching, media of

	learning,	source	of	learning	and
	evaluation	1.			



# **Appendix 3. Result of Expert Judgements 1**

# EXPERT JUDGEMENT CONTENT VALIDITY FORM

# 1ST EXPERT

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

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

University of Education

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

S	tatement In	Observation Sheet	,		Jud	Judge's Comments			
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note		
What are	Controller	The teacher							
teachers'	(Harmer, 2001)	controls students'	HOM	DIK	1				
roles	- //	behaviour,			10				
played by		language, and attitude.		_	1				
English	1	The teacher		1/8					
Teacher in	i i	advises students	A	4	$\sqrt{}$				
1 cacher in		The teacher		20	λ.				
remote	4	takes the lead							
teaching at		and helps students in the		History	5.4				
SMA N 1	7/4	learning process.	VY	1	$\gamma$	100			
PAYANG	Assessor	The teacher	NV.						
AN?	(Harmer,	corrects			V				
AIN!	2001)	students'		2.25					
	1	mistake	WS24FS	3 1	0.56 /				
		The teachers tell			1				
		the quality of students' score	A PROPERTY.		V				
		The teacher							
		assesses			$\sqrt{}$				
		students'			<b>'</b>				
		assignment							
	Organizer	The teacher							
	(Harmer,	gives							
	2001)	instructions or			$\sqrt{}$				
		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		√ √	
	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. The teacher	OIA SE		
Participant (Harmer, 2001)	joins the students' activity		$\sqrt{}$	

	as the					
D	participant					
Resource	The teacher					
(Harmer,	should be ready			. 1		
2001)	to supply			V		
	information and					
	language where					
	necessary.					
	The teacher			1		
	explains			$\sqrt{}$		
	additional					
	information	A				
	when students		Section 1			
	misunderstand.					
Tutor	Helps students					
(Harmer,	when they have	11)1/	110	$\sqrt{}$		
2001)	difficulties	And in	251	110		
	individually	4				
11/10	The teacher	(AII)	1		The state of the s	
	explains the		5	$\sqrt{}$		
1	material to the	NO.	16			
7	students who	N A	47	3 F		
	have difficulties	4	1673	X .		
	The teacher			100		
1,0	ensures that	Y	Live	$\checkmark$	J.	
	many			A KE		
7/4	individuals are				1	
1.00	seen in the		7/1/2/		<b>1</b>	
	learning activity.		1		7//	
Observer	The teacher		-	V		
(Harmer,	gives individual	C-Uj-	-			
2001)	feedback to the	0.3	1			
	students	1		-		
	The teacher	100	-	V		
	investigates			,		
	students'					
	performance in					

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	<b>Observation She</b>	et		Judg	ge's Commen	its
Research Question	ROLES	TEACHER ACTIVITY	YES	NO	Relevant	Irrelevant	Notes
What are	Organization	The teacher		Section 1			
the	(Hughes, 1990)	manages the interaction with			V		
academic		the students	SIDE	IID.			
language		The teacher instructs the	d		V		
functions	# /	students					
do		Teachers supervising the		7 ed.	1	-7/	
English		students	100				
teachers		The teacher arranges the		TL	<b>√</b>		
use to		students in the	311	TOY .			
support		learning activities	V	V	$\mathcal{O}$		
these	Interrogation	The teacher	47/2		<		
roles at	(Hughes,	asks the			, ,	1	
	1990)	question to		250	$\sqrt{}$	<i>F</i>	
SMA N 1		obtain	17.3				
PAYAN		information,					
GAN?		ideas, opinion,	A PROPERTY.				
GAN:		and reason from the					
		students					
		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					
	learning					
	material					
	The teacher					
	gives an			,		
	explanation or			$\checkmark$		
	a verbal					
	commentary					
	accompanying					
	pictures, slides,					
	and films		Sec.			
Interaction	Teachers					
(Hughes,	maintain social			,		
1990)	relations such	COLOR	IID.	V		
	as greeting,		- V	A)		
	leaving,	A		C		
# /	apologizing,	$((A))_{7}$		1		
1 1	thanking and		<b>-</b>	100	100	
	congratulating.		16			
	Teacher gives	4 60	-78			
	students					
	appreciation,		TA.	1	11 15	
1	pity, sympathy,		RA V	V	9 8	
	interest,			Val		
	surprise, anger,	YOYY	7			
11.	disappointment	4000			<b>1</b>	

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	Statements in Observation Sheet				Judge's Comments			
Research	Learning	Challenges	Notes	Relevant	Irrelevant	Notes		
Question	Activity							
What are	Teacher			No. of Concession, Name of				
the				V				
challenges	Students							
do			DEVILLE	V	200			
English	A.	A Dr.	The state of the s	410				
teachers	Learning	200						
encounter	objectives	A 3	5	7				
in playing	_							
their roles	Learning			<b>G</b> S,				
at SMA N	Mat <mark>er</mark> ial	- "		V				
PAYANG	т .	- 10		V				
AN?	Learning		- // min		7 8			
AIV:	Activity	NO						
	Method of		ay ay ay ay ay					
	teaching			$\sqrt{}$				
					16			
	Media Of	A		and the	1/1			
	Learning		DIKS	1				
	Source of	Section 2	2000					
	learning			V				
	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	ide	Jι	ıdge's Comme	ets
Research Question	Question	Answer	Relevant	Irrelevant	Notes
What are teachers' roles played by	What are teachers' roles that you play during online learning activities?	as PEN	DIDIA		
English Teacher in remote teaching at SMA N 1	How do you control learning activities as well as students during the learning process?			MESHA	7
PAYANG AN?	How do you organize learning activities and students in class?		THIS S		
	How do you evaluate the learning activities and student performance that have been implemented?	NDI	KS		
	How do you participate in learning activities so that learning activities run smoothly?		V		
	How do you provide information to students?		V		
	How do you guide students learning activities either as a		$\sqrt{}$		

	Т			1	1
	group or				
	individually?		,		
	How do you		$\sqrt{}$		
	encourage students				
	to participate in class				
	and stimulte students				
	to take a part in the				
	learning activity?				
	How do you observe				
	learning activities		$\sqrt{}$		
	and ensure that all		·		
	learning activities				
	have gone according				
	to plan?				
What are	What do you usually		2		
the	say to manage the		V		
academic	intraction during	500000	17.	<b></b>	
		C BELL			
language functions	remote teaching?	1			
	What kind of	<i>A</i>	V	- A - A	
do English	instruction do you	5"			No.
teachers	convey to the student	65		7.2	7
use to	in the learning	B 1 1 5		-	/
support	activites?		A 78	11.00	l l
these roles	How do you arrange	Sil (Ib)	1		
at SMA N	the student during				1
1	learning activities?		(IIIGY)		
PAYANG	What do you usually	CA A	1	V /	
AN?	say to manage your	DOYAY	YYYI		
	students during	1000000		11	
	remote teaching?			18	
	How do you give				
	questions to students	None	- 4 1 1		
	so students can		( ) .		
	convey their				
	answers, opinions or		1	-	
	reasons?				
	How do you answer		$\sqrt{}$		
	the question from				
	students during				
	teaching and				
	learning activities?				
	What do you say		V		
	when you explain		•		
	certain material or				
	theories to students?				
			2		
	How do you usually		V		

	provide explaiantion regarding the learnng media (picture, slide, and				
	film)?				
	What do you say to		$\sqrt{}$		
	greet, apologize,				
	thanks, and,				
	congratulate the students during				
	teaching and				
	learning activities?				
	How do you give		V		
	appreciation,				
	sympathy, interest,				
	suprise, anger,				
	disappointment to	NEGO	DIDIR		
XX/1 4	students?	No.			
What are the	What challenges did	Ä	7		
challenges	you face during the remote English	7.2	<u> </u>		No.
do English	teaching related to		77.5	<b>32</b>	No.
teachers	the teacher abilities?		47 60%	1.5	1
encounter	What challenges did	-41n /	<b>√</b>		
in playing	you face during the	7 11/1	all.		
their roles	remote English		ALLIEA V	J.	-
at SMA N	teaching related to			V /	
1 PAYANG	the students abilities	$\mathcal{X}$	YYYYJ		
AN?	What challenges did		7	7/2	
	you face during				
	remote leaning	10-	- 4 1		
	related to the	BALL DI	188		
	learning material?				
	What challenges did		V		
	you face during the				
	remote English				
	teaching related to the learning				
	activities?				
	What challenges did		V		
	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		$\sqrt{}$		
you face during the				
remote English				
teaching related the				
source of learning?		,		
What challenges did		$\sqrt{}$		
you face during the				
remote English	A			
teaching related to	The state of the s			
learning objectives ?				
What challenges did				
you face during the	. 68 N	Maria	San	
remote English	No.	11.4 3		
teaching related to	4	3		
the evaluation	-01	11)-		
process ?	ع ا			Street, Street

Singaraja, 12 November 2022 Expert

(**Dr. IGA. Lokita Purna**mika Utami, **S.Pd., M.Pd**) Nip: 1983040200604<mark>2</mark>001

# 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**

St	atement In (	<b>Observation Sheet</b>			Ju	dge's Comme	ents
Research	Roles	Teacher	Ye	N	Relevant	Irrelevant	Note
Question		Activity	S	0			
What are	Controller	The teacher		1	State of the last		
teachers'	(Harmer,	controls			1		
roles	2001)	students'	77.37				
played by	A	behaviour,	(III	וני			
English		language, and			11/2		
Teacher in	///	attitude.	$\pi$				
remote		The teacher		7	1	4 1	
teaching at	11	advises students			1	2	
SMA N 1	N I I	The teacher			$A_{\lambda}$		
PAYANG		takes the lead	100		V		
AN?		and helps	172		V		
	1.	students in the	// 1	nie.	3)	7 8	
		learning process.		9	Account of	9.0	
	Assessor	The teacher	VAY.	OT			
	(Harme <mark>r</mark> ,	corrects	187	87/	V		
	2001)	students'				11	
		mistake				19	
		The teachers tell	100.00				
		the quality of	1113		1	AT .	
		students' score			State of the last	<u> </u>	
		The teacher	The same		OF THE PARTY OF TH	•	
		assesses			V		
		students'					
		assignment					
	Organizer	The teacher					
	(Harmer,	gives			1		
	2001)	instructions or			V		
		demonstrations					
		on how students					
		will do the					
		activity.					
		The teacher			,		
		conveys some			V		

	information about class activities to the students.  The teacher arranges and puts the students into groups or pairs.			V	
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		DI	T GALLEY	A SHA
	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.	I K	81	7	
Participant (Harmer, 2001)	The teacher joins the students' activity as the participant			V	

<b>.</b>	- T				
Resource	The teacher				
(Harmer,	should be ready			,	
2001)	to supply			$\sqrt{}$	
	information and				
	language where				
	necessary.				
	·				
	The teacher				
	explains			$\sqrt{}$	
	additional			·	
	information				
	when students				
	misunderstand.				
Tutor			San.		
	Helps students			2/	
(Harmer,	when they have			V	
2001)	difficulties	777	-		
	individually	CUL			
A.	The teacher	-		4.0	
	explains the	≙		V	
11/1/1	material to the	(FAN)		100	
	students who		1		
1 1	have difficulties				
1	The teacher		1	10	
	ensures that	Var.			
	many	4/F	M		
	individuals are	/ 1	Ilisy	9)	77 2
	seen in the			311	
77/	learning activity.	VV	FAL		
Observer	The teacher			V	
(Harmer,	gives individual				
2001)	feedback to the				
2001)	students	10.0		5.73	
'	The teacher	11/2	1	2	A CONTRACTOR OF THE PARTY OF TH
				V	
	investigates	APP.		and the same of th	4
	students'				
	performance in				
	class				

Singaraja, 14 November 2022 Expert

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

# 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 Observering Academic Language Function** 

		bservation Sheet				ıdge's Comn	nents
Research Question	ROLES	TEACHER ACTIVITY	Y E S	N O	Relevant	Irrelevant	Notes
What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYAN GAN?	Organization (Hughes, 1990)  Interrogation (Hughes, 1990)	The teacher manages the interaction with the students The teacher instructs the students Teachers supervising the students The teacher arranges the students in the learning activities The teacher asks the question to obtain information, ideas, opinion, and reason from the students The teacher reply the question from students regarding the learning					

	- 1	m 1					
	Explanation	The teacher					
	(Hughes,	explains the			1		
	1990)	material and			$\sqrt{}$		
		gives					
		information					
		related to the					
		learning					
		material					
		The teacher					
		gives an					
		explanation or			$\checkmark$		
		a verbal					
		commentary	A				
		accompanying		-			
		pictures, slides,	SE		The second second		
		and films					
	Interaction	Teachers	787	100			
	(Hughes,	maintain social		11)			
	1990)	relations such			$\sqrt{}$		
	1770)	as greeting,	IN			A A	
				₹7.			See.
	1	leaving,		348	2 6	12 7	7
	11 6	apologizing,			(33)		
		thanking and	M. K.	725	7.8		
		congratulating.					
		Teacher gives	1/4				
	1	students				7/	
	The same of	appreciation,					
	7 6	pity, sympathy,	M.		1		
	1	interest,	W. W.			7.7	
	8	surprise, anger,				78	
		disappointment		100			

Singaraja, 14 November 2022 Expert

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

#### 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 Observering The Challenges in Remote Teaching** 

		Observation S	Sheet		Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes	
What are the	Teacher			1			
challenges do	Students	ATT A	יוחדע אַ אַ ל	V			
English teachers	Learning objectives	200		V			
encounter in playing their roles	Learning Material	i Was	No.	$\sqrt{}$	制		
at SMA N 1 PAYANG	Lear <mark>n</mark> ing Activity			1			
AN?	Method of teaching	$\mathcal{Y}$		V			
	Media Of Learning	D	DIKS	V			
	Source of learning			1			
	Evaluation			V			

Singaraja, 14 November 2022 Expert

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

#### 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

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

State	ements in interview gu	ide	Jı	ıdge's Comme	ets
Research Question	Question	Answer	Relevant	Irrelevant	Notes
What are teachers' roles played by	What are teachers' roles that you play during online learning activities?	AS PEN	DIDINA		
English Teacher in remote teaching at SMA N 1	How do you control learning activities as well as students during the learning process?			THE SHAPE	7
PAYANG AN?	How do you organize learning activities and students in class?				
	How do you evaluate the learning activities and student performance that have been implemented?	INDI	KSV		
	How do you participate in learning activities so that learning activities run smoothly?		7		
	How do you provide information to students?		V		
	How do you guide students learning activities either as a group or		V		

	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		$\sqrt{}$		
	and ensure that all				
	learning activities				
	have gone according				
	to plan?	1			
What are	What do you usually	The state of the s	V		
the	say to menage the				
academic	intraction during				
language	remote teaching?	. B T V	Mar	Control of the Contro	
functions	What kind of	No.	$\sqrt{A}$		
do English	instruction do you	4	-		
teachers	convey to the student	5(11)	11)-		
use to	in the learning				and the second
support	activites?	2 1 5	<b>7</b> / (a)	- 12	No.
these roles	How do you arrange		1		1
at SMA N	the student during				
1	learning activities?				3
PAYANG	Wh <mark>at</mark> do you usually		11101	. / /	7
AN?	say to manage your	VAVA			
	students during		777///	A	
	remote teaching?				
	How do you give		1	19	
	questions to students			7.0	
	so students can	VDI	K S II		
	convey their answers, opinions or				
	reasons?		The same of the sa		
	How do you answer		V		
	the question from		٧		
	students during				
	teaching and				
	learning activities?				
	What do you say		V		
	when you explain		,		
	certain material or				
	theories to students?				
	How do you usually		$\sqrt{}$		
	provide explaiantion				
-			•	•	•

	44				
	regarding the				
	learnng media				
	(picture, slide, and				
	film) ?		I		
	What do you say to		V		
	greet, apologize,				
	thanks, and,				
	congratulate the				
	students during				
	teaching and				
	learning activities ?		1		
	How do you give		V		
	appreciation,				
	sympathy, interest,	The state of the s	The second second		
	suprise, anger,				
	disappointment to				
	students?	1800			
What are	What challenges did				
the	you face during the	5	<u> </u>		
challenges	remote English	5(1)	<u>))</u> -	190	
do English	teaching related to				7
teachers	the teacher abilities?				Ø.
encounter	What challenges did		1		T .
in playing	you face during the	Sil (lb)			
their roles	remote English				1
at SMA N	teaching related to		ALLESA V	. //	P. Comments
1	the students abilities	SAAA		V and the second	
PAYANG	?	TANA	Y		
AN?	What challenges did	- 11 A A A A A A A A A A A A A A A A A A	V		
	you face during			18	
	remote leaning			7.0	
	related to the	NBT	rell P		
	learning material?	BOAS LA			
	What challenges did		1		
	you face during the				
	remote English				
	teaching related to				
	the learning				
	activities ?		I		
	What challenges did		<b>√</b>		
	you face during the				
	remote English				
	teaching related to				
	method of teaching?		1		
	What challenges did		$\sqrt{}$		
	you face during the				

·				
remote English				
teaching related to				
the media of learning				
?				
What challenges did		$\sqrt{}$		
you face during the				
remote English				
teaching related the				
source of learning?				
What challenges did				
you face during the				
remote English				
teaching related to	A			
learning objectives ?	- Allendaria	-		
What challenges did		1		
you face during the			<b>L</b>	
remote English	A BEN	MAL	Section 1	
teaching related to	A Lamber	11.4 3		
the evaluation		3		
process?	-00	10-		

Singaraja, 14 November 2022 Expert

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

# **Appendix 4. Research Instruments 1**

# **OBSERVATION SHEET**

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What are	Controller	The teacher			
teachers' roles	(Harmer,	controlled the			
played by	2001)	students' behavior,			
English		language, attitude			
Teacher in					
remote		The teacher advises			
teaching at		the students			
SMA N 1					
PAYANGAN?		The teacher takes a	Service .		
		lead and helps the		0.	
		students in the		A	
	A STATE OF THE STA	learning process.	2	-	la.
	Assessor	The teacher	1		
	(Harmer,	corrects the	2000	Service Control	
	2001)	students			
7		mistake		92	
				TE	
		The teacher tells	R		
		the quality of the	V		
		students			
	1/6	score			
		VAAAAAA		Y.	
		The teacher	11/12		
	N.V.	assesses students	=		
		assignment			1
	Organizer	The teacher gives	200	- 7	
	(Harmer,	instructions or	, W.20	1.0	
	2001)	demonstrations on			
	Destant.	how students are	NAME OF TAXABLE PARTY.		
		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	The teacher			

(Ha 200	01)	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			
	S. A. B. C.	The teacher offers some words, phrases, orsuggestionst to stimulate the students involved in the learning process  The teacher prompts the student	Sur <sub>o</sub>	THE STATE OF	
(Ha	rticipant armer,	with information they have forgotten.  The teacher join students' activity as the participant		)	
(Ha	armer, 01)	The teacher should be ready to supply information and language where necessary.	K P	1	
Tu		The teacher explains additional information when students misunderstand. Helps students			
(Ha 200	armer, 01)	when they have 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 the	Organization	Teacher manage the	No		
academic	(Hughes,	interaction with the			
language	1990)	students	17	4	
functions do		Teacher giving		0	7 /
English		instruction to the			11
teachers use to		students	8	100	1
support these		Teachers supervising	13		
roles at SMA		the students			18
N 1	16	Teacher arrange the	S		
PAYANGAN?		students and learning			
		activities			
	Interrogation	Teacher asking	$\leq$	1/	
	(Hughes,	question to obtain			
	1990)	information, ideas,		10	
		opinion and reason	tae	18	
		from the students	-	I	
		Teacher reply the	- Daniel		
		question form			
		students regarding the			
		learning activity			
	Explanation	The teacher explain			
	(Hughes,	the material and give			
	1990)	information related to			
		the learning material			
		Teacher gives			
		explanation or a			
		verbal commentary			
		accompaying pictures,			
		slides and films			

Interaction	Teacher maintain		
(Hughes,	social relation such as		
1990)	greeting, leaving,		
	apologizing, thanking,		
	congratulating.		
	Teacher gives students		
	appreciation, pity,		
	sympathy interest,		
	surprise, anger,		
	disappointment		

Research	Teaching and	Challenges	Notes
Question	<b>Learning Components</b>		
What are the	Teacher (Hamruni,		
challenges do	2011)	אושע.	ls.
English teachers	Students (Hamruni,	_ 1//_	
encounter in	2011)		
playing their	Learning Material		
roles at SMA N	(Hamruni, 2011)		
1 PAYANGAN?	Learning Activity		
	(Hamruni, 2011)		
	Method of teaching		
	(Hamruni, 2011)		5.18
	Media Of Learning		
	(Hamruni, 2011)	NATAVA	A STATE OF THE STA
	Source of learning		<b>(1)</b>
	(Hamruni, 2011)	WALKET TO THE REAL PROPERTY.	
	Evaluation (Hamruni,		
	2011)		grand the second

# **INTERVIEW GUIDANCE**

<b>Research Question</b>	Question	Answer
What are teachers'	What are teachers' roles that you	
roles played by	play during online learning	
English Teacher in	activities?	
remote teaching at	How do you control learning	
SMA N 1	activities as well as students	
PAYANGAN?	during the learning process?	
	How do you aganize learning	
	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	
di d	learning activities so that	10
1	learning activities run smoothly?	ALC: WAR
	How do you provide information	
	to students?	
	How do you guide students	
	learning activities either as a	
	group or individually?	25
1	How do you encourage students	
	to participate in class and	
The state of the s	stimulte students to take a part in	
4	the learning activity?	
1	How do you observe learning	
	activities and ensure that all	
	learning activities have gone	< 1/1
***	according to plan?	24 1 7
What are the	What do you usually say to	
academic language	menage the intraction during	
functions do English	remote teaching?	
teachers use to	What kind of instruction do you	
support these roles at	convey to the student in the	
SMA N 1	learning activites ?	
PAYANGAN?	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?	10
What are the	What challenges did you face	
challenges do	during the remote English	
English teachers	teaching related to the teacher	· ·
encounter in playing	abilities?	
their roles at SMA N		
1 PAYANGAN?	What challenges did you face	<i>'</i> 3
1 PATANGAN!	during the remote English	
	teaching related to the students	
	abilities?	
	What challenges did you face	
1	during remote leaning related to	
1	the learning material?	
	What challenges did you face	- 1//
	during the remote English	20 11
	teaching related to the learning	Section 1
	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?	
	icariiiig :	

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



# **Appendix 5. Result of Observation 1**

# TEACHER 1: MRS. ALICE TEACHERS' ROLES

		T	he	
Teacher's	Teacher's Learning	Resear	rcher's	NOTEC
Role	Activity	Comment		NOTES
		Yes	No	
Controller	The teacher controlled	<b>√</b>	A	1. In this meeting, especially
(Harmer,	the students' behavior,	and the same of th		in minutes 06:12 to 06:38 the
2001)	language, attitude			teacher controls students to
		S 9 8	DID	rename so it's easy to find out
	(7)			who has joined the room. she said
	100	d	(AII)	"Okay st <mark>ude</mark> nt, silakan rename
		. A		terlebih dahulu nama kalian di
			4	akun zoom se <mark>s</mark> uai dengan nama
		<b>从</b>	Ä	asli. Agar ib <mark>u</mark> dengan mudah
		6/	imp \	mengetahui <mark>s</mark> iapa saja yang
		Z.		<mark>s</mark> udah j <mark>oin</mark> dalam proses
		16/4		pembelajar <mark>a</mark> n ini".
		1		2. At minutes 06:58 the teacher also
	1 2	No	STATE OF THE	controls students to unmute the
		EVE I	1100	microphone so that the voices of
			A CONTRACTOR OF THE PARTY OF TH	the teacher and students are not
				mixed in the learning process.
				3. At minute 07:41 to 08:00, the
				teacher also gives instructions to
				students to be allowed oncam or
				offcam during the learning
				process so that the internet
				connection remains stable, but

				during discussion sessions
				students must be oncam.
			4	
			4.	The teacher also provides rules
				and regulations when following
				the learning process.
The teacher advises the	<b>√</b>		1.	At minutes 10:50, the teacher
students				reminds students to join the room
				meeting via the WhatsApp group
				and fills in the attendance link at
			Contract of the Contract of th	the end of the lesson.
			2.	At minutes 12:27, the teacher also
	SPE	WW.	RAN	advised students to always follow
170		<u></u>		the lesson well, and still obey the
	7			rules and regulations that were
$\mathbf{N} \in \mathcal{S}$		20/	do.	explained at the beginning of the
		10	TR	lesson.
The teacher takes a	<b>√</b>		1.	Starting from minute 13:26, the
lead and helps the		All li		teacher has been seen leading the
students in the learning		1	1	learning process by greeting
process.		11/24	$\leftarrow$	students to open the activity. The
				teacher also explains the topic to
	ND	r e s	g P	be discussed.
			2.	At minute 14:14 the teacher leads
		200	Section 2	the learning process by
				stimulating students by giving a
				number of questions related to the
				material to be discussed.
			3.	At minute 28:09 the teacher also
				leads students by giving
				encouragement or motivation to
				students so they want to answer
				zazza za ulej walit to uliswel

					questions given by the teacher.
Assessor	The teacher corrects		✓		
(Harmer,	the students				
2001)	mistake				
	The teacher tells the		✓		
	quality the of students				
	score				
	The teacher assesses	1		1.	At minute 24:12 to 28:00, the
	students	Section			teacher gives the video to the
	assignment	SER	שש	RAD	students, then asks the students to
	185		A	1	watch and analyze the video. And
		1			later the teacher will give a
	1 2 1	N		60	number of questions related to the
	2 (	1/m	9	X	video
Organizer	The teacher gives	1		1.	At minute 42:34 generally the
(Harmer,	instructions or	44			teacher gives instructions to
2001)	demonstrations on how	$\chi \chi \chi$	(YY)	OD	students to take turns reading the
	students are going to				stories shown on the slides.
	do the activity.				
	The teacher conveys	1	IKS	1.	Starting from minute 13:57, the
	some information			CONTRACTOR OF THE PARTY OF THE	teacher provides some
	about class activities to				information about the topic to be
	the students.				discussed and the activities to be
					carried out during the learning
					process.
				2.	At minutes 14:14, the teacher
					gives some question related to
					the material. That has been given
					previously and make sure all the

					students already understand the
					material.
				3.	At minutes 59:19 the teacher
					conveyed more information
					about the instruction and the
					topic
	The teacher arranges		<b>√</b>		
	and put the students				
	into groups or pairs.		A		
Prompter	The teacher encourages	1		1.	At minute 28:00, the teacher
(Harmer,	students to				gives students several questions,
2001)	participate or needs to	Q PE	DID	P.	then the teacher motivates and
	make	200	Δ.		encourages students to answer the
	suggestions about how	5	(A))		questions given.
	students	1 T	30)	2.	Then the teacher stimulates
	may proceed in an		100	78	students to be able to answer
	activity when			Ya	questions, so that the class
	there is a silence or		Allie	4	atmosphere is not passive the
	when they are	YYY	1	7	teacher appoints students
	confused about to do	THAT I	11/2/	$\ll$	randomly to answer questions.
	next			3.	At minute 32:00-42:30, the
		ND	rks	E.	teacher asks students to take turns
				3	reading the story shown on the
			an addition	100000	slide.
	The teacher offers	✓		1.	At minute 6:00, the teacher when
	some words, phrases,				opening the activity, gives advice
	or suggestions to				and motivation to learn to
	stimulate the students				students to be active in the
	involved in the				learning process.
	learning process				
	The teacher prompts	✓		The t	eacher prompts the students by
	L	<u> </u>	<u> </u>	l	

	the student with			asking a question about previous
	information they have			material.
	forgotten.			
Participant	The teacher joins the	✓		1. At minutes 6:12 until 1:03:12 the
(Harmer,	student's activity as			teacher joins as a participant and
2001)	the participant			guides students from the
				beginning to the end of learning.
Resource	The teacher should be	✓		1. In minute 19:49, the teacher
(Harmer,	ready to supply			provides a link to the learning
2001)	information and	AND THE REAL PROPERTY.		video and instructs students to
	language where			access the link.
	necessary.	6 B.F.	WID)	2. In minute 42:30, the teachers give
	1180		A	more explanation to the students'
		2		answers.
		M	39/	3. In minute 42:34, the teacher
			10	shares a teks s <mark>t</mark> ory on slide. Then
		7 ]		ask students to read the text of the
		کے		story.
	7	YY	MYT	4. At minute 59:19, the teacher
			11/2/	explained more about the topic of
				this meeting.
	The teacher explains	ND	1	Based on the observation in meeting 1,
	additional			there were no students who
	information when			misunderstood the learning material
	student			because the learning material had already
	misunderstand.			been discussed in the previous meeting.
Tutor	The teacher helps	✓		-
(Harmer,	students when they			
2001)	have difficulties			
	individually			
	The teacher explains	<b>√</b>		1. At minutes 21:40, the teacher

	the material to the				explains instructions to students
	students who have				to watch the video. Then later the
	difficulties				teacher will give questions related
					to the video to students.
	The teacher ensures	✓		1.	At minutes 1:02:15, the teacher
	that many individuals				makes sure students understand
	are seen in the learning				the material discussed, and allows
	activity.				students to ask questions.
Observer	The teacher gives	1		1.	At minute 28:90, the teacher gave
(Harmer,	individual feedback to				feedback or reply to the questions
2001)	the students	6 6 6	WID)	Ran.	answered during the learning
	311		A.		activity.
	The teacher	<b>✓</b>		1.	At minutes 46:06-59:30 the
	investigates students'	N B		(da)	teacher observes student learning
	performance in class		100	THE .	progress by asking questions at
		7			the end of the lesson and asking
		کے		3	students to conclude what was
	7	YY	MY	(Y)	discussed during the learning
					process.
		1	V.		
		ND)	IKS		

## ACADEMIC LANGUAGE FUNCTIONS

Catagony of		T	he	
Category of	Teacher Learning	Resear	cher's	Notes
Academic	Activity	Com	ment	Notes
Language		Yes	No	
	The teacher manages the	✓		1. At minute 06:56 until 07:32,
Organization	interaction with the			the teacher managed the
(Hughes,	students			interaction with the students
1990)				by giving them for unmute
				the microphone so that their
		ow NI	Inte	voices don't get mixed up
	TAR			when the teacher explains the
	133	.00	0	material and also instructs
		de		students to oncam the camera
			219	later in the discussion session,
		(b)	5	she said, "okay everyone,
		- ///	with the same	so for this meeting first you
				mute yo <mark>ur</mark> microphone agar
		9666		suara k <mark>i</mark> ta tidak bercampur
		1		saat sa <mark>y</mark> a menjelaskan materi.
	$D_{\lambda}$	Target Marie	1	Jadi nanti kalian akan
				di <mark>b</mark> erikan waktu untuk unmute
		The state of the s		microphone saat kalian ingin
				memberi pendapat tentang
				materinya, atau saat kalian
				ingin bertanya dan menjawab
				pertanyaan", "dan untuk
				video, nanti kalian bisa
				mematikan video saat saya
				menjelaskan materi. Namun

				pada saat sesi diskusi kalian
				wajib untuk oncamera"
			2.	At minute 06:12 and minute
				09:42, the teacher managed
				the interaction with the
				students by asking rename
				akun zoom meeting them by
				full name, by saying "okay
				everyone namanya di rename
A CONTRACTOR OF THE PARTY OF TH	Carried Street	-		dulu ya menggunakan nama
				lengkap kalian, you can add
	<b>BENT</b>	DIR		with the class or without the
Sills	4		" C	class it's will be fine. As long
	7(1)	7/		as you will be use your real
1 5 2	110	77e		name"
5	70	4	3.	At minute 42:10, the teacher
7		$\supset U$	~	asked the several students to
	<u> </u>	THE S		read examples of narrative
77	$\gamma\gamma\gamma$	MY	99	text stories that are displayed
		$\leftarrow$	$\leq$	on the slides alternately "so
				I have example for the
	DI	SH	la?	narrative text, it is about The
			+10	Smart Mongkey and The Dull
				Crocodile. Maybe I can ask
				students to read the story,
				okay so can I have some
				students"
The teacher gives	✓		1.	At minute 02:51, the teacher
instructions to the				explained generally the
students				instruction of the learning
				activity by saying "Okay Ni

				Wayan Prema yanti would
				you please read the story".
			2	
			2.	In this meeting, the teacher
				also explained again generally
				the instruction in Bahasa
				Indonesia.
			3.	Starting from minutes 46:13,
				the teacher gave instructions
	1			to the students for answer the
and the same of th	Carried Comments	100000	1000	question related to the
				example of narrative text
	BRNI	MIR	4	"okay now I will give you
SILE.			"C	some question related to this
	200	- T		one, if you can answer the
N 5 a	1	77e	A	question yo <mark>u</mark> can raise hand
B   W			8	and you can unmute and also
N/		=	13	you can on camera"
	$\mathcal{L}$	THEY		"What <mark>k</mark> ind the narrative
7	VVV	MV	P()	text is this?"
	STATE OF		4.	At minute 46:30, the teacher
		7		explained again the
$o_{I}$	7 10 11	rsH		instruction in Bahasa
			Size of the last o	Indonesia to emphasize it for
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	and the same	01 00		the students, she said "ya
				kira-kira dari cerita ini, cerita
				narrative jenis apa ya?"
The teacher supervises	✓		1.	At the minute 32:00 the teacher
the students				supervises students by asking
				questions related to the topic
				and than ask student to
				answer the question.
l			<u>I</u>	

	The teacher arranges the	✓		1.	At minute 19:49, the teacher
	students and learning				arranged the students by
	activities				giving student directions to
					check the learning video link
					in the chat column, she said
					"okay everyone now you
					can cek on the chat kolom,
					silahkan di cek di chat
		À			kolomnya. So I share a link,
	at a state of the		The second		and you can klik the link"
			Company of the		"ya now please klik the link
	118	BENT	MIR		and you will be directed into
	Sills			"C	the vi <mark>deo</mark> "
		7	1	2.	At minute 21:01, the teacher
		110	977e		started to Instruct students to
		70			watch the video trailer, then
	7	10/	$\supset \!\!\! \Gamma_1$	10	later ask questions to
		<u> </u>	THEST		students, "yaa silahkan
	7 66		MY	9	ditonton dulu untuk trailer
			$\leftarrow$		videony <mark>a</mark> "
			1		
Interrogation	The teacher asks	<b>Y</b>	KSP	1.	At minute 14:09, the teacher
(Hughes,	questions to obtain			e formation	asked some question to the
1990)	information, ideas,				students related to the topic
	opinion, and reason from				will be discussed "okay first
	the students				of all I would like to aks you
					some question here. When
					you little girl and little boy,
					did your parents ever tell you
					about story before you going
					to sleep?"

				2.	At minute 24:12 until 28:00,
					the teachers also ask
					questions related to the
					learning videos that have been
					watched, namely "okay that
					all about the trailer movie,
					and now I want to ask you
					answer some question. Do
		À			you know what story that is?"
		The state of the s		Sec.	"What kind of the story is
					that?" "mention 3 characters
	, ,	BENT	IDIR		in the that story!" "that story
	SILV.	4	5	W.C.	belngs to?"
		500	3	3.	At minute 32:00 until 42:30,
		1	77 e	A	the teacher asked the students
	5 7			R	about le <mark>a</mark> rning material
	7	10/	$\supset U$	-	discussed, here the teacher
		4	THISA	Sint	invites students to discuss
	7	VVV	MY	7	",what is legend?,"
	The teacher replies to		<b>✓</b>	Based	on the observation in this
	the question from			meetin	g, there were no students who
	students regarding the	D T	CSH	asked	questions, so the academic
	learning activity			langua	ge of this feature cannot be
		The state of the s	1	identif	ied.
Explanation	The teacher explains the	✓		1.	At minute 32:00 until 42:30,
(Hughes,	material and gives				while in the discussion
1990)	information related to				section for the learning
	the learning material				material (PowerPoint), the
					teacher also gave the
					explanation to the students
					related to the material, she
	1	1	l	1	

AND STEAM	PENI		W 2.	the teacher Instruct several students to read the examples of stories shown on the slides.  Then give students questions
				maybe I can ask one student to read the story" ",okay now I will give you some question related to this story,okay the first one what kind of narrative text is
				this?,"
The teacher gives an	<b>√</b>		1.	Starting from minutes 24:09
explanation or a verbal		1		after the teacher gives a

learning video, the teacher commentary accompanying pictures, gives a verbal explanation slides, and films about the video shown on the slide. 2. Than starting from minutes 29:00, the teacher gave Power Point Slide and than gave a verbal explanation about Narrative Text, she said, "... Okay so our topic today is Narrative Text. Yaa do you know rhat is Narrative Text? Okay so, here are Narrative Text is text which contaions about story..." 3. At minute 29:49, the teacher gave verbal explanation about social fuction of Narrative Text, "...so fungsi social dari text ini adalah untuk mengh<mark>ib</mark>ur pembaca dengan cerita, jadi ceritanya bisa tentang apa saja..." 4. At minute 42:07 to 54:08, the teacher gave example of Narrative Text, than ask students to read the story. And gave a verbal explanation regarding the story, so the students can understand it, "I have an example of Narrative

Interaction (Hughes, social relations such as 1990)  The teacher maintains (Hughes, apologizing, thanking and congratulating.  The teacher maintains (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  At minute 13:15, the teacher greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining the room joining the room in the story was about Smart Monkey, in this story the monkey is very smart"						Text. It is about The Smart
was about Smart Monkey, is this story the monkey is very smart"  Interaction (Hughes, social relations such as greeting, leaving, apologizing, thanking and congratulating.  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  Interaction (Hughes, Social relations such as greeted the student suc						Monkey and the dull
Interaction (Hughes, social relations such as 1990)  greeting, leaving, apologizing, thanking and congratulating.  Interaction (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining the room joining the room meeting.						Crocodile" "so the story
Interaction (Hughes, social relations such as 1990)  greeting, leaving, apologizing, thanking and congratulating.  The teacher maintains  1. At minute 13:15, the teacher greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining the room in the good to say thank you for joining the say thank yo						was about Smart Monkey, in
Interaction (Hughes, social relations such as 1990)  greeting, leaving, apologizing, thanking and congratulating.  1. At minute 13:15, the teacher greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining the room in the good say thank you for joining the say than						this story the monkey is very
(Hughes, social relations such as greeting, leaving, apologizing, thanking and congratulating.  (Hughes, social relations such as greeted the student such as by saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining the room for joining the room in the good say thank you for joining the say						smart"
greeting, leaving, apologizing, thanking and congratulating.  saying "Good afternoon everyone" and "How are you? Yaa I hope you all in the good condition".  2. At minute 13:28, the teache say thankyou to students fo joining the room meeting. She said "Okay so first of all I glad to say thank you for joining	Interaction	The teacher maintains	<b>√</b>		1.	At minute 13:15, the teacher
apologizing, thanking and congratulating.  **everyone"* and "How are you? Yaa I hope you all in the good condition".  **2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining the room in the good condition.	(Hughes,	social relations such as				greeted the student such as by
and congratulating.  Yaa I hope you all in the good condition".  2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining.	1990)	greeting, leaving,				saying "Good afternoon
condition".  2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining		apologizing, thanking	Carrie Control		E1624	everyone" and "How are you?.
2. At minute 13:28, the teacher say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining		and congratulating.				Yaa I hope you all in the good
say thankyou to students for joining the room meeting. She said "Okay so first of all I glad to say thank you for joining		18	BRVI	IDIR		condition".
joining the room meeting. She said "Okay so first of all I glad to say thank you for joining		SILVE	4		2.	At minute 13:28, the teacher
said "Okay so first of all I glad to say thank you for joining		- N	5	<b>3</b> 3		say thankyou to students for
to say thank you for joining		N S a	1	77 e		joining the room meeting. She
THE STATE OF THE S		5 (4			8	said "Okay so first of all I glad
this room meeting"		V7		201	18	to say than <mark>k</mark> you for joining
tuis room meeting.			Щ_	IIII	5.4	this room m <mark>e</mark> eting".
3. At minutes 14:05, the teache		7	VVV	VVV	3.	At minutes 14:05, the teacher
opened the activity as				44	$\leq$	opened the activity as a
continuation of the learning						continuation of the learning
activity, she said "okay first o		$\sigma_{I}$	700	CSB		activity, she said "okay first of
all I would like to aks you					-	all I would like to aks you
some question here. When you				0		some question here. When you
little girl and little boy, die						little girl and little boy, did
your parents ever tell you						your parents ever tell you
about story before you going						about story before you going
to sleep?"						to sleep?"
4. At minutes 44:00, the teacher					4.	At minutes 44:00, the teacher
said thanking the students who						said thanking the students who
already read example o				1		

			Narrative Text, she said
			"okay thank you Prema
			Yanti, that's very nice thank
			you"
			5. At minute 1:03:12, the
			teacher say thank you to the
			students because the students
			already follow the learning
			activity from the beginning to
4000000		-	the end of learning, she said
			"Okay, if you don't have any
	PENI	IDIR	question I will dissmis this
SITA			meeti <mark>ng.</mark> So we will meet next
	5(11)	200	week, ok <mark>ay than</mark> k you so much
1 5 8	1	77e	for atten <mark>d</mark> ing to this
5 8			meeting"
Teacher gives students	1		1. At minute 32:19, the teachers
appreciation, pity,	4	THEY	give feedback as appreciation
sympathy, interest,	VVV	VEL	to the student's answer, she
surprise, anger,			said "… <mark>o</mark> kay legenda adalah
disappointment			cerita yang pernah terjadi"
	Tandards	- 77 h !	V 34 V //

## CHALLENGES IN REMOTE TEACHING

Teaching and Learning Components Teacher	Challenges  The teacher terkadang had a	Notes  The effect of this bad connection make
(Hamruni, 2011)	bad connection so the teacher's voice cannot be heard clearly.	the instruction is not clear, because during this part the teacher is explaining the instruction of the activity, and that
	SITAS PEND	makes the instruction not really clear, and the teacher needs to repeat it again.
Students	The students sometimes forgot	The challenges are risked make the class
(Hamruni,	to unmute their mic and vice	noise because sometimes the students
2011)	versa, so the teacher often	forgot to mute their microphone, jadi
	reminds students to unmute the	guru mengingatkan untuk mematikan
	microphone.	agar pembelajaran berjalan dengan lancar
	7 COOM	The next challenge, the students seemed
	The teacher reviewed the	passive and lack of interest in
	previous material by asking	participating the class.
	"what is Narrative Text?"	SHA
	However, most of the students	
	remained silent, and only one	students difficult to interact, thus the
	responded, which is a slow	teacher advised to answer it through chat.
	response.	This challenge made the teacher needs to
		arrange again the students
	The teacher asked about the	
	story of Narrative Text.	
	However, there were no	
	students who respond it.	

	The learning activity was kind of slow as well as the students' response which make the learning  The students gave a slow response to the teacher's question, then the teacher asked the students to write it through the chat column	
Learning	W P B BRUD	WIRA.
Objectives	A 1160	C.
(Hamruni,		
2011)		2/60 =
Learning		
Material	(1977)	
(Hamruni,		
2011)		777777
Learning	When the teacher gave	The slow responses in filling out the
Activity	questions to the students yang	questions makes the learning activity
(Hamruni,	related to the topic, siswa tidak	took more time.
2011)	ada yang merespon. Sehingga	a.
	guru harus memilih siswa	
	secara random untuk	
	menjawab pertanyaan.	
	The learning activity was kind	
	of slow as well as the students'	
	response which make the	
	learning activity take more	
	times	

Method of		
teaching		
(Hamruni,	-	-
2011)		
Media Of	Because the teacher used	First the teacher needs to arrange the
Learning	Zoom, the time of learning	learning activity again from the start. The
(Hamruni,	activities is limited to 40	time limitation also prevents the teacher
2011)	minutes and ends.	from fully observing the learning
	_	activity.
Source of		
Source of learning		
	AS PEND	IDIKA
learning	OSITAS PEND	IDIRANG.
learning (Hamruni,	DOSITAS PEND	IDIRANG.
learning (Hamruni, 2011)	SAND THE PEND	IDIRANC.

# TEACHER 2: MR. HANSEN MEETING 1 MR. HANSEN TEACHERS' ROLES

		The		
Teacher's	Teacher's Learning	Researcher's		NOTES
Role	Activity	Com	ment	NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	NDID,	KAN G.	1. At minute 01:30, the teacher asked the students to turn off their microphone when the teacher explains the material, He said, "Before we start to the topic, Sulastri mic nya bisa dimatikan dulu"
				2. At minute 01:39, the teacher checked the students attendance list. "Before we disscus to the topic, I will check to your present list at first"
	UNI	IKS	HA	3. At minute 04:10, the teacher share PPT and also checked the students to make sure that the students can see the learning material. "okay can you see the screen?bisa dilihat screen nya?"
				4. At minute 04:21, the teacher asking students to pay attention to the PPT slides, and asking students to observe the material displayed on

					the PPT slides. the question and choose directly the student to answer it. ", Okay I will go to the topic that will disscus today, There is about Learning Objective.
		N D I D		5.	At minute 04:46, the teacher pointed out some students to read the material on the slide. "okay, you can read by your self about the objective"
শ্ব	AND THAT IS NOT THE PARTY OF TH		TO SEE	6.	At minute 5:14, the teacher gave the video for the students, and ask students to pay attention and listen. And then after that the teacher gives some questions related to the video shown.
	The teacher advises the students	) IKS	NA H	1.	At minute 01:39, the teacher check the attendance list. "Before we disscus to the topic, I will check to your present list at first"
				2.	At minute 05:29, the teacher informed the students to watching the learning video shown on the slide, the teacher asks to pay attention to the video and informs that after watching the video the teacher will ask questions related to the video earlier. "okay

				3.	silahkan perhaatikan dan dengarkan video dalam slide dengan baik, nanti setelah menonton video saya akan memberikan pertanyaan yang related to the video"  At minute 17:18, the
		<u></u>			teacher provide information or input to students about how to read sentences that were incorrectly uttered by previous students.
**	The teacher takes a lead and helps the students in the learning process.		KANG.	ANSINA .	At minute 00:04, the teacher took a lead in learning activity by opening the activity with greetings with the students. "Good morning student?, Okay how are you this morning?"
	ON I	1K 8	HA	2.	At minute 00:41, the teacher took a lead the students to pray together before they start the learning activity. And ask one of the students to lead the prayer. "Okay before we start the lesson
					today, we will pray first. I will invite one of your to lead pray at beginning, and for Sulastri please lead we, for pray together to start the lesson"
Assessor (Harmer, 2001)	The teacher corrects the students mistake	<b>✓</b>		1.	At minute 16:57, the teacher corrected the students' mistake which was in the

				pronunciation of the word as an example of Announcement.
				At minute 35:06, the teacher corrected the students' answer because the students still have a misunderstanding about the question.
	The teacher tells the quality the of students score	NDID	1.	At minute 37:38, the teacher gave information about the students to focus on the video and answering the question.
Na.	The teacher assesses students assignment		GIASSIA.	At minute 32:15 to, the teacher was having practice together with the students, and during that, the teacher directly assessed the students answer.
			2.	The teacher guiding and directing students by providing work sheets that have been provided in the LMS.
	NI ONI	IKSHA	3.	Then the teacher also gives group assignments in the form of Announcement text which must be discussed in the group.
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.			At minute 08:04, while explaining the material, the teacher give instruction to the students to read the example of Announcement Text.
			۷.	At minute 13:17, the

				teacher asked the students to discuss in groups to analyze examples of Announcement texts given by the teacher.
				3. At minute 21:18, the teacher asked the students to make example of Announcement text and ask students to read the results of the Announcement text that has been made.
শ্ব	AND THAT P	ÎN DID	KANG	4. At minute 36:23, the teacher informed the students to The next material will be discussed at the next meeting.
	The teacher conveys some information about class activities to the students.			1. At minute 6:32, the teacher conveyed some information to the students about the lesson during the meeting, she said, "that's right, today we are going to learn about Announcement
	The teacher arranges and put the students into groups or pairs.	<b>√</b>		Text"  During the learning process, the teacher Ask students to discuss in groups. And analyze the example Announcement text on the slide.
Prompter (Harmer, 2001)	The teacher encourages students to participate or needs to make suggestions about how students may proceed in an	<b>√</b>		1. At minute 06:16, after the teacher gives a learning video, the teacher stimulates the students by asking question related to the video. ""

	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	N D Z D			At minute 17:41, the teacher gave a compliment to the students and applause because the student already answered the question rightly.  At minute 32:49, the teacher also gave compliments and thanked the students for answering the question.
**	The teacher prompts the student with information they have forgotten.	Â	VANG	1	man orang ma quasican
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	ik (Signal)		NH.	At minute 04:58, the teacher join discussion by asking the students about video related to learning material and also the teacher join the learning prosses from the beginning to the end learning.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	<b>Y</b>		1.	At minutes 06:54 to 11:22, the teacher provided the students explanation while showing learning material through Video and also Power Point.
				2.	At minutes 11:31, the teacher continued the learning material by explaining Announcement Text

			and also the example of Announcement Text.
The teacher explains additional information when student misunderstand.		<b>√</b>	-
The teacher helps students when they have difficulties individually	✓ 		1. At minute 15:35, the teacher helps the student by guiding it to the answer, because the student has difficulty answering the question.
AND RAITAS P.	INDID.	KAY G	2. At minute 18:37, the teacher pointed out one student to read the note, however, because she has difficulty in reading it, the teacher helped the students by guiding it. "you can spell it"
The teacher explains the material to the students who have difficulties		<b>V</b>	
The teacher ensures that many individuals are seen in the learning activity.	IKS	Th	
The teacher gives individual feedback to the students		<b>√</b>	-
The teacher investigates students' performance in class	<b>√</b>		<ol> <li>At minutes 32:27 to, the teacher observed the students' comprehension by asking the students to directly answer some questions.</li> <li>At minute 39:12, the</li> </ol>
	additional information when student misunderstand.  The teacher 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.  The teacher gives individual feedback to the students  The teacher investigates students' performance in	additional information when student misunderstand.  The teacher 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.  The teacher gives individual feedback to the students  The teacher investigates students' performance in	additional information when student misunderstand.  The teacher 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.  The teacher gives individual feedback to the students  The teacher investigates students' performance in

		teacher	checked	the
		students	by aske	d a
		question	whether	the
		students	alre	eady
		understan	d	the
		instruction	n or not.	



# MEETING 1 MR. HANSEN ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Research Comment Yes	Notes
	The teacher manages the	✓	

Organization (Hughes, 1990)	interaction with the students	PENDID		. At minute 04:00 the teacher memulai interaksi dan start the lesson by saying greeting to students. "Good Morning student? How are you this morning?  2. At minute 00:41, next at the beginning before start the lesson the teacher started the learning activity, the teacher asked the students to pray together. "Okay before we start the lesson today, we will pray first. I will invite one of your to lead pray at beginning, and for Sulastri please lead we, for pray together to start the lesson"
	The teacher gives instructions to the students	DIKS	3	At minute 00:50, the teacher gave instruction to the students to attendance list before start the lesson. " Before we disscus to the topic, I will check to your present list at first  At minute 01:35, while explaining the material, the teacher give instruction to the students to read the example of Announcement. " can you read the example of Announcement text yang ada dalam slide"  3. At minute 25:21, the teacher asked the students to make example of Narrative Text. " Oke jadi saya akan memberikan tugas individu to make example of Announcement Text"  4. At minute 18:14, the teacher

				also pointed out the students to read the material. "Okay Sulastri Can you help me to read the example of Announcement Text?"  At minute 32:19, the teacher gave instruction to the students to present results of discussions with groups about analyzing Announcement. "nah untuk kelompok 1, atau Text 1 siapa yang akan mewakili hasil analisis kelompok 1"
	The teacher supervises the students		DIKA,	1. At minutes 02:46 and 03:52 the teacher supervised the students by asking question related to the topic. "you understand about the topic?"
	The teacher arranges the students and learning activities			1. The teacher arranges student to disscus in groups and also analysis Announcement.
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	DIK (	SH	1. At minute 4:52 to 06:14, the teacher asked a questions to the students for obtaining the video, He asked, "so now before we start the lesson, I want to all of you, untuk memperhatikan video dan juga mendengarkan audio dalam video tersebut. Kemudian nanti saya akan memberi pertanyaan related to the video"  2. At minutes 11:12, the teacher asked a question about Announcement Text. "Do you know, what announcement is?"

				3. At minute 22:21, the teacher asked the students to read the example of Announcement Text.
	The teacher replies to the question from students regarding the learning activity		<b>✓</b>	
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	<b>*</b>		1. At minutes 11:54, the teacher explained the learning material to the students which is about Announcement Text, he explained, "okay know I will learn about Announcement Text"
	AND RESTRAS	PENDI	DIKA	2. At minutes 16:00 to, the teacher continued the explanation about example of Announcement Text. "saya ingin kalian membacanya, siapa yang mau baca contoh text announcement ini pertama?"
				3. At minutes 20:50, the teacher gives an explanation about Generic structure, social function, and also language features about Annoouncement Text
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓ 1 K		1. At minutes 06:17, the teacher gave verbal comments to the students answer while the teacher showing video to the students. "what do you think about this video"
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	<b>√</b>		1. At minutes 00.04, the teacher gave some greetings for the students as the opening activity, she said, "Hello good morning, how are you this morning?"

			2. At minute 16:15, the teacher thanking the students after read the example of Announcement Text to the students. "okay, Thank you Sulastri"
			3. At minute 47:19, the teacher closed the activity by saying thank you to the students. "thank you so much for you attention, don't for get to join again for the next meeting.
718	ENDI	) Dika	4. At minute 48:08, the teacher thanking the students for joining the class. "thank you so much"
Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment			1. At minute 16:32, the teacher gave compliments to the student who already read the example of Announcement Text. "okay, that's very good. Thank you very much Slulastri"
	DIK	SHA	2. At minutes 28:22, the teacher gave applause as appreciation for the students who already present the analysis Announcement Text. "okay that's very good Ayu Listia sudah lengkap sekali. You can analyzed the text very well"

## MEETING 2 MR. HANSEN TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	Resear	he cher's ment No	NOTES
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	IDIKA S	Chillian	<ol> <li>At minute 00:20, the teacher controlled the students by asking student to keep healthy during the covid pandemic so that you can carry out the learning process. "Di masa pandemic seperti ini kalian harus tetap belajar dan menjaga kesehatan kalian".</li> <li>At minute 01:10, the teacher asked the students to pray together.</li> </ol>
		E SE		3. At minute 00:40, the teacher informed the students to observe PowerPoint.
	The teacher advises the students	<b>V</b>		1. At minute 00:20, teacher advises student to keep healthy during the covid pandemic so that you can carry out the learning process.
	The teacher takes a lead and helps the students in the learning process.	<b>√</b>		1. At minute 00:07, the teacher started and take a lead in the learning activity by doing greeting with the students.

					"Good morning everybody, how are you this morning?  At minute 01:12, the teacher also took a lead in starting the class activity with praying.  At minute 14:26, the teacher close the activity with thanking the students.
Assessor (Harmer, 2001	The teacher corrects the students mistake	IDIKA	1		-
	The teacher tells the quality the of students score	3	The state of		
	The teacher assesses students assignment		J. J.	1.	At minute 07:36, the teacher providing space for student discussion in groups at LMS.
	OND II	SH		2.	At minutes 11:27 to, the teacher asking students to analyze and evaluate text by filling in blank spaces in the text given.
				3.	At minute 12:00, the teacher showed the students answer, so they can know which answer is right or wrong.
				4.	At minute 12:18, the teacher assessed the answers with the students. And provide feedback

Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	<b>√</b>		1. At minute 06:29, the students gave instructions to asking students to discuss with groups to analyze the text that has been given by the teacher.
	AND PEND	IDIKA S	A CANALS IN	<ol> <li>At minutes 07:34 the teacher asked the students to check their LMS. the teacher has prepared a discussion room in the LMS</li> <li>At minute 08:12, the teacher instructed the students to prepare their analysis result.</li> <li>At minute 08:41, the teacher asked the students to presenting their result.</li> </ol>
	The teacher conveys some information about class activities to the students.	CSE		<ol> <li>At minute 03:24, the teacher informed the students that the class activity will move to disscus about News Item Text.</li> <li>At minute 36:48, the teacher informed the students about an activity they are going to have for the next meeting.</li> </ol>
	The teacher arranges and put the students into groups or pairs.		<b>√</b>	1. At minute 06:29, the students gave instructions to asking

				students to discuss with groups to analyze the text that has been given by the teacher.
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	<b>✓</b>		1. At minute 08:41, the teacher asked the students to presenting their result.
Ą	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	IDIKA	CANES	1. At minute 10:21, the teacher gave a compliment to a student who already answered the question right.
				<ul><li>2. At minute 09:53, the teacher gave applause to the students as appreciation.</li><li>3. At minute 09:18, the</li></ul>
	OND II	SH		teacher gave congratulation students for presenting the results of the analysis.
	The teacher prompts the student with information they have forgotten.		<b>✓</b>	-
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	✓		1. At minute 04:01 to 11:45, the teacher took a part in the learning activity by discussing the answer together

			with the students.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓	1. At minute 02:31, the teacher shared the PowerPoint about News Item Text to the students and showed the task of the news item text.
			2. At minute 3:41, the teacher gave explanation to the students about News Item Text.
	The teacher explains additional information when student misunderstand.	IDIKA.	V <sub>C</sub>
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	372	
	The teacher explains the material to the students who have difficulties	50	
	The teacher ensures that many individuals are seen in the learning activity.		
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	SH	1. At minute 03:44, the teacher while assessing the answers with students together, he also observing the students' response and give feedback to the students.
	The teacher investigates students' performance in class	✓	1. At minute 12:20 the teacher was observing the students' performance in answering the question related to the topic.

# MEETING 2 MR.HANSEN ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Researcher's Comment		Notes
- Lunguage		Yes	No			
Organization (Hughes, 1990)	The teacher manages the interaction with the students	<b>√</b>		1. At minute 00:54, the teacher leads the pray together with the students. "we have to pray together first"		
	The teacher gives instructions	<b>✓</b>		1. At minutes 02:00 the		
	to the students	DIDIR	IN CAPITAL	students gave instruction to some students to watch the video and gave some question related to the video. "before go to the topic I have one video for you, so now just watch the video first"		
	N.D.I	KSE KSE	No.	2. At minute 01:11, the teacher gave instruction to the students for answer the question after watch the video. "okay based on that vide, so what can you say about the video?"		
				3. At minute 03:30 to, the teacher informed the students with the learning activity. "so today our topic is about News Item Text"		
				4. At minute 06:22, the teacher asked the students to disscus in		

				a group. "saya sudah bagi kalian menjadi 3 group, and than you have to disscus with your group"
	The teacher supervises the students	DIDIA	dy	<ol> <li>At minute 07:27, the teacher supervises students by giving group assignments to analyze the News Item Text, then asking them to present it.</li> <li>At minute 18:22, the teacher supervised the student score while also presenting it to</li> </ol>
	The teacher arranges the students and learning activities			the students.  1. At minute 06:33 the teacher organizes students and learning activities by guiding group work, and asking students to analyze examples of News Item Text.
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	KSB	A	<ol> <li>At minute 01:16, the teacher controlled the students by asking whether they already done making the assignment.</li> <li>At minute 12:18, the teacher asked a</li> </ol>
	The teacher replies to the		<b>√</b>	question to measure the students' understanding.  Based on the
	question from students regarding the learning activity			observation, there was no students who asked questions to the teacher so, this particular category of academic

				language cannot be identified.
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	1		1. At minute 11:14, the teacher showed as well as explained the answer for to the students. "and than now, kita akan cek untuk konfirmasi sebenarnya kata apa yang sesuai dengan kata yang kalian temukan berbeda"
	AND DELLAR PER	DIDIR	IN GARAGE	2. At minute 11:24, the asked the students to analyzed and evaluate their answer while also assessing the students task, and gave explanation about it. "okay yang pertama kita bahas tentang mengisi blank task ini"
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	KSE	N. A.	1. At minute 13:26, the teacher informed the students the material about the News Item Text. "okay after watch the video, today we will disscus about the topic "News Item Text"
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	<b>✓</b>		1. At minute 00:02, the teacher opened the activity by saying hello and doing greeting with the students. "Hello, good morning everybody? How are you this morning?

Γ					
				2.	At minute 08:30, the teacher thanking the students for answering the question. "okay good thank you Angga"
		<u></u>		3.	At minute 13:53, the teacher closed the activity by thanking the students. "thank you so much for today guys, and good bay"
	Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment		NGARE.	1.	At minute 08:30, the teacher gave compliment for a student who already answered the question right. "okay, that's good Angga"
				2.	At minute 09:37, the teacher gave applause to the students as appreciation.  "thank you very much for this first group"
		K S 1		4.	At minute 30:48, 36:22, the teacher gave appreciation for students because they already finish the quiz. "that's good we have already answer the question on the video. great job to all of you"

### MEETING 1 & 2 MR.HANSEN CHALLENGES IN REMOTE TEACHING

Teaching and Learning Components	Challenges	Notes
Teacher	-	-
Students	-	-
Learning Material	-	-
Learning Activity		-
Method of teaching	AS PENDIDIA	-
Media of Learning	Meeting 1 & 2  1. The use of media zoom that still have limited time, which become obstacle in the learning media	<ul><li>Meeting 1 2&amp;</li><li>1. The limitation time makes the learning activity also become limited</li></ul>
Source of learning	V MAN	N -
Evaluation	Meeting 1  1. The teacher cannot finished the assessment because of limited time	Meeting 2  1. This challenges make the assessment activity is continued in the next meeting.

#### **Appendix 6. Result of Interview 1**

#### **TEACHER 1: MRS. ALICE**

#### **Interview:**

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

Answer: Peran guru yang saya mainkan selama kegiatan pembelajaran daring itu banyak ya salah satunya sebagai fasilitator. Bagaimana kita memfasilitasi pembelajaran pembelajaran daring yang cocok dengan karakter yang juga sesuai dengan fasilitas yang ada

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

PENDIDIA

Answer: Selama proses pembelajaran saya menggunakan video conference untuk pembelajaran, dan juga membuat WhatsApp group. Jadi sebelum pembelajaran berlangsung saya sendiri sebagai guru memberikan informasi kepada siswa mengenai pembelajaran berlangsung hari kemudian setelah mempersiapkan itu saya juga melaksanakan presensi dulu pada saat baru masuk ke room.

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

Answer: Mengatur kegiatan pembelajaran selama pembelajaran online guru sebagai controller, jadi dalam pelaksanaan kegiatannya itu guru meminta siswa untuk mengikuti pembelajaran secara kondusif. Jadi saya meminta siswa menghidupkan videonya ketika guru menjelaskan materi yang disampaikan. Kegiatan pembelajaran banyak juga sih tantangannya ya selama proses pembelajaran daring, apalagi kita tidak dapat tatap muka secara langsung.

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

Answer: Untuk evaluasi nya itu ada evaluasi proses yang terjadi selama proses pembelajaran saya melakukan observasi untuk mengetahui apa namanya, sikap mereka seperti itu apakah mereka antusias? Apakah mereka disiplin mengikuti pembelajaran kemudian juga dengan menyediakan assesment melalui platform e-learning belajar id atau menggunakan Google form.

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

Answer: Dengan cara mempersiapkan dengan matang ya, dengan cara apa namanya itu misalnya dengan cara mempersiapkan dengan matang kemudian juga mengatur bagaimana siswa itu agar tidak diberikan akses untuk membuka audionya secara mandiri kemudian juga memberikan penjelasan kepada siswa agar mereka mempunyai gambaran tentang materinya. Setelah itu baru meminta siswa untuk melakukan diskusi kemudian memberikan evaluasi juga.

#### 6. How do you provide information to students?

Answer: Jadi sebelum berlangsung kegiatan pembelajaran yaitu terlebih dahulu pada WhatsApp grup yang sudah kita buat apa saja yang pembelajaran yang akan kita laksanakan pada hari tersebut jam berapa materinya apa. Kemudian apa-apa saja indikatornya seperti itu, jadi siswa mempunyai bayangan kegiatan yang akan dilalui pada proses pembelajaran.

### 7. How do you guide students learning activities either as a group or individually?

**Answer:** Jujur agak sedikit susah ya untuk membimbing kegiatan secara berkelompok jadi lebih banyak kegiatan yaitu kegiatan individu.

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

**Answer:** Mengamati dengan cara melakukan observasi ya misalnya ketika kegiatan pembelajaran tersebut ketika diberikan pertanyaan seperti itu sudah bisa menjawab

pertanyaan atau tidak untuk mengecek pemahaman mereka. Apakah mereka bersungguhsungguh mengikuti kegiatan pembelajaran atau bagaimana.

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

**Answer:** Contohnya misalnya kita akan masuk ke room 15 menit lagi itu kemudian biasanya untuk meningkatkan motivasi siswa dalam mengikuti pembelajaran, memberikan reinforcement seperti itu penguatan jadi siswa yang mau menjawab seperti itu jadi diberikan penguatan penguatan diberikan pujian dan lain sebagainya. Tidak lupa juga mengucapkan salam sebelum memulai pembelajaran dengan greeting, "good morning everyone, how are you today?

#### 10. What kind of instruction do you convey to the student in the learning activites?

Answer: Instruksi secara verbal dan juga ada instruksi nonverbal dan dapat menyampaikan langsung misalnya "oke silakan kalian simak video pembelajaran berikut ini" biasanya saya berikan ketika mereka mengerjakan soal-soal.

#### 11. How do you arrange the student during learning activities?

Answer: Untuk mengatasi siswa itu jujur agak susah ya apalagi kita tidak bertemu secara langsung jadi mengatur siswa paling meminta mereka untuk sekedar seperti ketika guru menjelaskan dan ketika temannya menjawab, untuk tetap kondusif. Dan mereka itu lagi di fase yang ingin mencoba seperti itu ya kadang juga mereka bereksplorasi. Jadi pertama saya minta agar mereka tetap disiplin mengikuti pembelajaran. Jika memang seperti itu sudah diberikan peringatan tapi melakukan hal-hal yang tidak pantas biasanya langsung saya keluarkan mereka dari room. Iya supaya tidak mengganggu juga karena jujur sih sangat susah ya mengatur siswa selama pembelajaran jarak jauh ini apalagi juga kadang waktu ini kan ini adalah hal yang baru bagi kita untuk menggunakan teknologi dalam pembelajaran jarak jauh ini hal yang baru sekali dan hal yang pertama bagi kita jadi kita juga masih banyak belajar lebih banyak eksplorasi tentang aplikasi ini bagaimana.

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

**Answer:** Oh oke jadi di awal biasanya saya memberikan seperti classroom rules and regulation nya pembelajaran dari ini saya yang sederhana lah ya, seperti ketika ada yang berbicara yang lainnya itu wajib untuk mute audionya kemudian kalau ada yang mau bertanya itu harus raise hand dulu kemudian diberikan kesempatan baru nanti audionya dihidupkan sehingga pembelajaran juga bisa lebih kondusif. "okay student, you can mute your microphone when ia explaining the today's material"

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

Answer: Untuk pertanyaan sih biasanya diberikan secara langsung secara lisan mengajukan pertanyaan kemudian meminta siswa untuk siapa yang bisa mungkin menjawab jadi dia berusaha untuk mengutarakan pendapatnya nanti akan diberikan seperti misalnya nilai tambahan atau diberikan reward.

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

Answer: Menjawab pertanyaan dari siswa pada saat kegiatan pembelajaran kalau ada pertanyaan dari siswa biasanya tidak menjawab secara langsung melempar kan ke siswa yang lain seperti itu, memberikan kesempatan kepada siswa yang lain untuk membantu menjawab nanti di akhir akan memberikan penguatan terhadap jawaban siswa tersebut. Mereka bisa belajar dari teman sebaya terlebih dahulu lebih banyak mengekspor informasi kemudian baru ya guru hanya sebagai fasilitator saja.

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

Answer: Oke selanjutnya apa yang katakan ketika akan menjelaskan suatu materi atau teori tertentu kepada siswa untuk menjelaskan materi pembelajaran biasanya menggunakan pendekatan induktif dengan cara memberikan contoh-contoh terlebih dahulu baru masuk ke materi jadi nggak langsung menjelaskan. "hari ini kita belajar tentang narasi seperti itu misalnya" jadi menggali dulu siswa menanyakan pertanyaan tentang pengalaman pengalaman mereka.

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

**Answer:** Jadi biasanya saya cuma meminta siswa untuk menonton video dengan instruksi, "nah anak-anak sekarang kita akan menonton sebuah video" tentang materi yang akan dibahas pada pembelajaran tersebut.

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

Answer: Yang standar aja seperti ini lalu menyapa siswa dengan menanyakan kabar "Good morning everyone, how are you today? Memperhatikan kompetensi sosial emosional siswa kemudian bertanya tentang kesiapan mereka mengikuti kegiatan pembelajaran misalnya kayak English ya kalau memberikan compliment seperti "good job" dengan menyebut nama mereka biasanya kalau kita menyebut namanya mereka akan merasa lebih dihargai. Bagaimana cara memberikan Apresiasi Simpati ketertarikan keterkejutan ataupun kemarahan kekecewaan kepada siswa untuk memberikan apresiasi seperti "good excellent"

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

Answer: Saya jarang sih marah ke siswa langsung aja kalau misalnya apa namanya pembelajaran jarak jauh itu yang memberikan peringatan aja sih kayak biasanya mereka melakukan hal-hal yang tidak pantas mencorat-coret itu kan jadi kan kelihatan itu namanya secara langsung apa kalau memang tidak direspon ya langsung aja saya keluarkan dari room.

# 19. What challenges do you face when carrying out teacher roles in the classroom? (Additional Question)

Answer: Tantangannya adalah proses pembelajaran jarak jauh ini sangat sangat sangat baru bagi kita para pendidik ya menggunakan teknologi dalam pendidikan apalagi aktifkan dadakan sekali munculnya bila kita tanpa persiapan dan kita harus belajar otodidak dari penguasaan teknologi jadi harus belajar banyak lagi

"...kemudian ada juga tantangan secara teknis dimana juga mengajar di sekolah dimana siswa berasal dari letak geografis yang sulit dijangkau oleh internet seperti itu jadi dalam

kegiatan pembelajaran banyak siswa yang tidak bisa berpartisipasi ketika melakukan video conference dengan alasan tidak ada koneksi internet dan tidak bisa melakukan apaapa yang tidak bisa membantu apa-apa untuk masalah tersebut..."

"kemudian juga guru dalam mencari media pembelajaran yang sesuai dengan karakteristik siswa dengan materi yang cocok"

#### 20. How do you overcome these obstacles? (Additional Question)

Answer: Seperti siswa yang tidak mempunyai apa namanya koneksi internet biasanya juga sediakan latihan atau materi juga materi dan latihan latihan soal itu Miss Kirimkan juga via WhatsApp kemudian juga mikirin kan lewat e-learning belajar ID yang kalau misalnya siswa mempunyai koneksi internet yang tidak memadai mungkin mereka bisa ke Balai Banjar atau ke rumah temennya. Jadi mereka bisa join ke video meeting, untuk masalah media pembelajaran tersebut kalau memang tidak ada di internet media yang sesuai dengan materi dan juga dengan level kemampuan siswa.

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

Answer: Melaksanakan peran gurunya ya bukan sebagai fasilitator si untuk meminimalisir itu jadi harus sering-sering pelatihan, supaya bisa memfasilitasi pembelajaran online biar kita lebih paham juga ya apa-apa saja sih yang diperlukan kemudian juga belajar untuk mendesain pembelajaran online biar lebih menarik seperti itu. Jadi, harus banyak-banyak ikut pelatihan dan banyak belajar lagi.

#### **TEACHER 2: MR. HANSEN**

#### Interview:

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

**Answer:** Kalau saya selama pembelajaran daring perannya kebanyakan hanya cenderung sebagai fasilitator, yaitu memfasilitasi sumber belajar siswa. Misalnya saja saat pembelajaran daring siswa disekolah SMA N 1 Payangan itu kebanyakan siswanya belajar mandiri. Seperti itu, saya hanya sebagai fasilitator.

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

Answer: Selama proses pembelajaran berlangsung siswa hanya dapat saya kontrol melalui assesment, melalui penilaiannya. Jadi di awal untuk pembelajarannya kami memakai elearning, diawal kami sediakan materi. Baik materi secara tertulis ataupun berupa video yang mungkin bisa di link youtube. Setelah itu nantinya disediakan assesment yang digunakan sebagai tolak ukur nanti sejauh mana siswa memahami materi yang sudah disediakan. Jadi siswa belajar secara mandiri, setelah itu diukur kemamupan siswa berdasarkan assesment tau test yang sudah disediakan.

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

Answer: Mengatur siswa? Mengatur siswa karena untuk membelajaran daring, untuk mengatur siswanya cenderung agak sulit karena pembelajarannya tidak dilaksanakan secara langsung dan hanya menggunakan video conference. Jadi untuk mengontrol siswa dalam pembelajaran daring, tidak dapat berjalan dengan maksimal, hanya mungkin saya batasi dengan waktu pembelajaran. Misalnya terjadwal siswanya selama 2 jam pelajaran, jadi saat itu materi yang disampaikan dibuat agar cukup dengan waktu yang sangat limited. Jadi untuk siswa yang belajar mandiri ini atau secara daring hanya bisa dikontrol melalui sejauh mana mereka memahami materi yang sudah diberikan.

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

Answer: Untuk evaluasi kebanyakan evaluasinya menggunakan test. Dan test nya itu dilaksanakan dengan meyediakan soal-soal di e-learning atau memakai google form. Jadi soalnya itu bisa berupa soal objektif atau soal essay untuk menilai sejauh mana pemahaman siswa dengan materi yang sudah diberikan.

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

Answer: Kegiatan pembelajaran, karena kegiatan pembelajaran seperti yang saya katakan tadi yaitu tidak dapat dikontrol dengan baik. Karena kita tidak bisa tatap muka, untuk mengontrolnya dengan menggunakan partisipasi siswa. Karena di e-learning siswa yang berpartisipasi atau tidak berpartisipasi terlihat jelas. Ketika siswa sudah mengakses materi akan terlihat di e-learning tercentang. Jadi disana kita bisa mengontrol partisipasi siswa.

#### 6. How do you provide information to students?

Answer: Okay sebelum pembelajaran biasanya pembelajarannya itu lewat google form atau e-learning dan diawal akan diinformasikan lewat WhatsApp group. Jadi disana akan diinformasinya jam atau durasi untuk mengakses materi atau join dalam room meeting.

#### 7. How do you guide students learning activities either as a group or individually?

Answer: Kalau bimbingan kelompoknya ketika pembelajaran daring sangat sulit untuk memberikan siswa belajar dengan kelompok. Karena pada saat pandemic dilarang untuk berkerumun, misalnya jika saya meminta siswa untuk belajar kelompok mereka mungkin akan datang ke rumah temannya. Jadi untuk menyiasati hal tersebut saya hanya memberikan tugas individu kepada siswa, dan sangat jarang sekali saya memberikan tugas kelompok. Kalaupun saya memberikan tugas kelompok saya akan meminta siswa untuk berdiskusi secara daring saja. Dan untuk bimbingannya, jika ada permasalahan yang tidak dimengerti siswa. Nantinya siswa dapat menggunakan fitur chat langsung di e-learning, dan yang lebih sering siswa bisa mengechat langsung melalui WhatsApp.

### 8. How do you encourage students to participate and take a part in the learning activities?

Answer: Untuk mengamati proses pembelajaran, yaitu sama seperti tadi yaitu mengamati kegiatan pembelajaran akan tercermin dari partisipasi siswa dalam mengakses materi dan mengerjakan assessment. Jadi akan terlihat disana siswa yang sudah berpartisipasi atau belum.

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

**Answer:** 

#### 10. What do you usually say to menage the intraction during remote teaching?

Answer: Untuk mengatur siswa, ketika saya melaksanakan video conference saya berinteraksi dengan siswa dengan yang pertama mengucapkan salam atau greeting seperti "good morning" jadi itu juga ekspresi yang sering digunakan untuk membiasakan siswa. Terus untuk mengucapkan terima kasih jika seandainya ada siswa yang berhasil menjawab pertanyaan. Jadi itu sih yang paling sering digunakan.

#### 11. What kind of instruction do you convey to the student in the learning activites?

Answer: Untuk pembelajaran jarak jauh, instruksi yang sering dipakai yaitu yang pertama "joining the classroom" terus nanti jika semua sudah bergabung di room disana instrusinya adalah tentang mengontrol kelasnya. Seperti misalnya mengidupkan dan mematikan kamera atau menghidupkan dan mematikan microphone, jadi itu untuk instruksi pertama. Kemudian meminta siswa untuk berpartisipasi di kelas dengan baik. Selanjutnya instruksinya lagi yaitu meminta siswa untuk mempelajari materi atau baca atau mengamati video terkait materi yang akan dibahas. Setelah itu baru mengecek pemahaman siswa dengan menjawab pertanyaan atau menanggapi jawaban temannya.

#### 12. How do you arrange the student during learning activities?

**Answer**: Kalau mengatur siswa, jika pembelajaran melalui video conference saya mengaturnya dengan ya seperti tadi meminta siswa untuk menghidupkan atau mematikan audio agar pembelajaran menjadi kondusif. Dan juga saat sesi diskusi mereka harus menghidupkan kamera. Agar saya mengetahui mana siswa yang aktif dan mana siswa yang

tidak aktif saat mengikuti pembelajaran. Kemudian ada aturan siswa saat ingin menyampaikan pendapat atau menjawab pertanyaan dari guru, yaitu harus rise hand terlebih dahulu agar proses pembelajaran menjadi kondusif.

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

Answer: Yang dikatakan untuk mengelola siswa, biasanya mengintruksikan kepada siswa "silahkan masuk ke room google meet, saya tunggu 15 menit lagi" mungkin begitu cara saya untuk mengelola siswa. Kemudian pastikan mereka raise hand dulu sebelum mereka menjawab atau memberikan pendapatnya dan juga saat mereka ingin menanyakan sesuatu. Setelah ditunjuk dan menyebutkan namanya baru mereka boleh menghidupkan microphonenya dan berbicara. Agar kelasnya lebih kondusif dan lebih terkontrol.

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

Answer: Ketika melaksanakan pembelajaran melalui video conference untuk memberi pertanyaan biasanya saya cenderung mirip dengan kelas konvensional karena saya pasti mengajukan pertanyaan secara umum. Jadi siswa dapat menjawab dengan raise hand terlebih dahulu. Jika tidak ada siswa yang rsise hand jadi otomatis siswa akan ditunjuk secara random untuk menjawab pertanyaan atau memberi pendapat.

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

Answer: Saat melaksanakan pembelajaran video conference pertanyaan dapat saya jawab langsung saat pembelajaran tersebut. Atau meminta siswa menanggapi temannya, dan nantinya saya akan memberi penguatan terhadap jawaban dari siswa tersebut. Kemudian jika waktu sudah habis, saya akan meminta siswa untuk bertanya melalui WhatsApp langsung.

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

**Answer:** Untuk menjelaskan teori saat pembelajaran daring, mungkin penjelasakn teori tidak saya jelaskan banyak. Tidak banyak menjelaskan teori, kebanyakan siswa

mempelajari teori mandiri dengan memberikan siswa sumber bacaan atau sumber dari video.

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

**Answer:** Kalau gambar dan video itu sangat mudah dipakai, gambar dan video bisa langsung disisipkan dalam materi yang akan disberikan.

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

Answer: Untuk menyapa siswa yang pertama pastinya saya awali dengan panganjali, kemudian baru greeting "good morning everyone, how are you today?" setelah sapaan dengan bahasa inggris, kemudian selanjutnya menanyakan kondisi siswa. Kemudian ketika ada siswa yang berhasil menjawab pertanyaan dengan baik dan memberi pertanyaan yang bagus itu akan diapresiasi dengan mengatakan "good job" atau "well done" dengan memberi apreseasi kepada siswa. Nanti juga kalau ada siswa yang melakukan kesalahan atau jawaban yang tidak sesuai paling saya akan memberikan motivasi dengan mengatakan "okay its okay, you can practice more" misalnya kalau pronounciationnya kurang.

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

Answer: Akan diapreiasi dengan seperti tadi, akan diberi ungkapan seperti mengatakan beberapa ekspresi bahasa inggris agar mereka terbiasa mendengar ungkapan bahasa inggris seperti "great job or good job" "well done" untuk mengapresiasi jawaban atau partisipasi siswa. Kemudian kalau untuk simpati menanyakan kabar atau kondisi siswa "how are you today?" Selanjutnya untuk memberikan ketertarikan, misalnya mengatakan "pendapatmu menarik atau that's interesting" ya model ungkapan seperti itu. Terakhir untuk kemarahan misalnya menggunakan ungkapan anger, namun saya tidak terlalu sering mengungkapkan kemarahan. Mungkin hanya memberikan siswa peringatan saja "don't' do that again" or etc.

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

Answer: Tantangannya tentu sangat banyak sekali saat pembelajaran daring. Jadi saya ambil contoh beberapa tantangan yang sangat terkendala. Yang pertama adalah kita tidak pernah dipersiapkan saat belajar atau saat kuliah untuk menghadapi pembelajaran daring, jadi otomatis kita harus belajar secara otodidak bagaimana melaksanakan pembelajaran daring. Kemudian yang kedua, masalah koneksi internet. Karena disini, di Payangan sendiri masih di desa jadi situasi sinyalnya sangat tidak stabil. Jadi sinyal itu sangat mempengaruhi proses pembelajaran jarak jauh ini karena untuk melaksanakan pembelajaran dengan video conference sangat kesulitan. Selanjutnya yang lagi satu mungkin minat belajar siswa karena pandemi ini membuat minat belajar siswa jadi rendah.

#### 21. How do you overcome these obstacles?

Answer: Yang pertama seperti yang saya katakan tadi, untuk persiapan pembelajaran secara daring otomatis kita harus mencari sumber atau banyak juga fasilitas yang dapat digunakan untuk belajar daring. Kita juga harus menguasai teknik pembelajaran daring dengan mengikuti pelatihan atau sharing dengan teman-teman guru yang lain. Kemudian untuk masalah koneksi, masalah koneksi ini hampir tidak dapat dipecahkan namun sedikit tidaknya pembelajaran dilakukan minimal dapat dilaksanakan melalui WhatsApp grup. Itu merupakan solusi minimal yang bisa dilaksanakan ketika siswa tidak dapat mengakses pembelajaran karena terkendala sinyal. Atau nantinya kita dapat merangkum materinya dan share di WhatsApp grup. Selanjutnya yang terakhir itu mengenai minat belajar siswa, untuk minat belajar siswa ini kita dapat lebih sering memberikan materi berupa video atau audio. Sehingga pembelajaran menjadi lebih menarik.

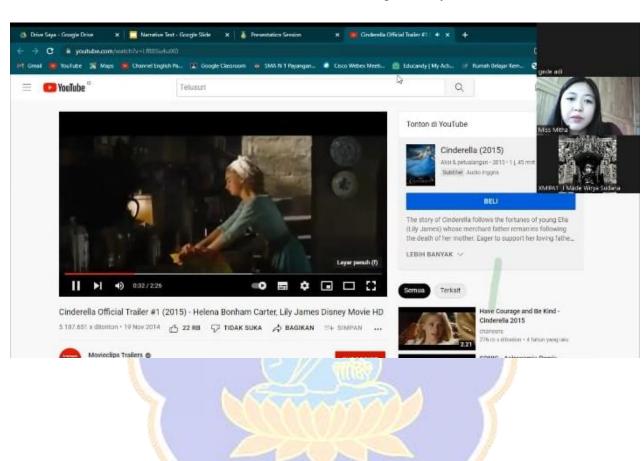
# 22. What do you usually do to prevent and minimize the obstacles that exist when implementing the teacher's roles in the classroom?

Answer: Untuk mencegah atau meminimalisisr kendala, yaitu untuk mencegahnya yang pertama sebelum memulai pembelajaran disarankan siswa untuk mencari tempat atau posisi sinyalnya agak bagus. Ataupun jika siswa tidak mempunyai paket data internet mungkin mereka bisa mencari spot wifi gratis. Seperti contohnya di Payangan, terdapat

spot wifi gratis yang disediakan di Balai Banjar atau Wantilan dan itu dapat diarahkan diawal. Namun jika siswa benar-benar merasa terkendala dengan itu setidaknya siswa mungkin bisa mendatangi rumah temannya yang satu Banjar karena untuk perkumpulan 2 atau 3 orang masih bisa ditoleransi saat pandemi. Selain itu untuk mencegah kesulitan saat saya share video karena saat saya share video pembelajaran itu juga membutuhkan akses internet yang bagus untuk mendownload video tersebut.

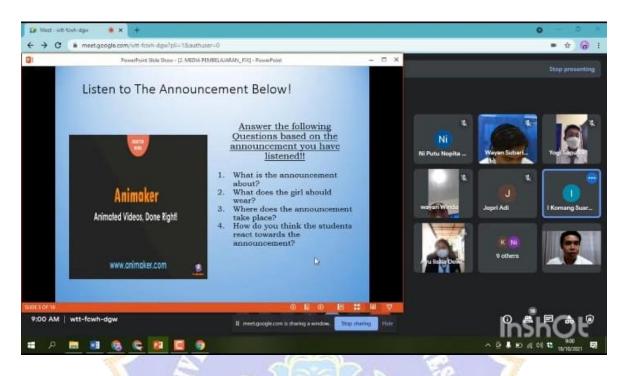


### **Appendix 7. Screenshot of Activity**



Picture 1. Mrs. Alice Learning Activity

Picture 2. Mr. Hansen Learning Activity (meeting 1)



Picture 3. Mr. Hansen Learning Activity (meeting 2)

