

## 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,  
  


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

Tembusan:

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

## Approval letter for English Teacher's at 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 : 699/UN48.7.1/DT/2022

10 Maret 2022

Perihal : **Permohonan Izin Penelitian**

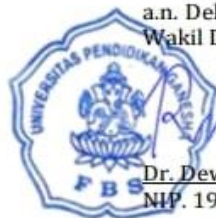
Yth. Guru Bahasa Inggris SMA Negeri 1 Payangan  
 di Payangan, Gianyar, Bali

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

Nama	: Ni Komang Via Leony
NIM	: 1912021020
Jurusan	: Bahasa Asing
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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,



*Dr. Dewa Putu Ramendra*  
 Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
 NIP. 197609022000031001

**Tembusan:**

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

## Appendix 2. Blueprint of the Instruments 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?

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

			<p>participate in class. Offer words or phrases to stimulate students and prompt the students with the information they have forgotten)</p> <p>b. Participant (Engage in students' activity. Participate with the students)</p> <p>c. Resource (Supply the information and the explanation about the material. Provide needed information by explaining the materials when students misunderstand)</p> <p>d. Tutor (Help students one by one when they have difficulties. Explain the material to the students who have difficulties and ensure all students are seen in the learning activity)</p> <p>e. Observer (Give an individual feedback and investigate students in class)</p>
2	<p>What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN?</p>	Hughes (1990)	<p>Academic Language Function :</p> <p>a. Organization: The language of organizing is used to direct and to manage the interaction between a teacher and his/her students. It can involve several sub-functions such as giving instruction, sequencing and supervision.</p> <p>b. Interrogation: The language of</p>

			<p>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.</p> <p>c. Explanation: The language of explaining is used in the occasions where a teacher needs to make his/her students translate, paraphrase, summarize, define, or make correction. For the teacher, it is a language to give information related to people, places and events, or a verbal commentary accompanying pictures, slides and films.</p> <p>d. Interaction: The language of interacting here is mostly about the use of expressions to: 1) Maintain social relations such as greeting, leaving, apologizing, thanking, congratulating, etc. 2) Indicate appreciation, pity, sympathy, interest, surprise, anger, disappointment, etc</p>
3	What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?	Hamruni (2011)	There are several components of teaching and learning namely, students, teacher, learning objective, learning material, learning activities, method of teaching, media of

			learning, source of learning and evaluation.
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### Appendix 3. Result of Expert Judgements 1

#### EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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

Statement In Observation Sheet					Judge's Comments		
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note
What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?	Controller (Harmer, 2001)	The teacher controls students' behaviour, language, and attitude.			√		
		The teacher advises students			√		
		The teacher takes the lead and helps students in the learning process.			√		
	Assessor (Harmer, 2001)	The teacher corrects students' mistake			√		
		The teachers tell the quality of students' score			√		
		The teacher assesses students' assignment			√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			√		

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



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

Singaraja, 12 November 2022

Expert


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

NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

### Observation Sheet to Observering Academic Language Function

Statements In Observation Sheet					Judge's Comments		
Research Question	ROLES	TEACHER ACTIVITY	YES	NO	Relevant	Irrelevant	Notes
What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN?	Organization (Hughes, 1990)	The teacher manages the interaction with the students			√		
		The teacher instructs the students			√		
		Teachers supervising the students			√		
		The teacher arranges the students in the learning activities			√		
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students			√		
		The teacher reply the question from students regarding the learning activity			√		
	Explanation (Hughes,	The teacher explains the					

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

Singaraja, 12 November 2022  
Expert



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

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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

Statements in Observation Sheet				Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?	Teacher			√		
	Students			√		
	Learning objectives			√		
	Learning Material			√		
	Learning Activity			√		
	Method of teaching			√		
	Media Of Learning			√		
	Source of learning			√		
	Evaluation			√		

Singaraja, 12 November 2022

Expert



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

NIP : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

**Interview guide for Teacher Roles, Academic Language used by teacher and Challenges faced by teacher in playing their roles during remote English teaching.**

Statements in interview guide			Judge's Comments		
Research Question	Question	Answer	Relevant	Irrelevant	Notes
What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?	What are teachers' roles that you play during online learning activities?		√		
	How do you control learning activities as well as students during the learning process?		√		
	How do you organize learning activities and students in class?		√		
	How do you evaluate the learning activities and student performance that have been implemented?		√		
	How do you participate in learning activities so that learning activities run smoothly?		√		
	How do you provide information to students?		√		
	How do you guide students learning activities either as a		√		

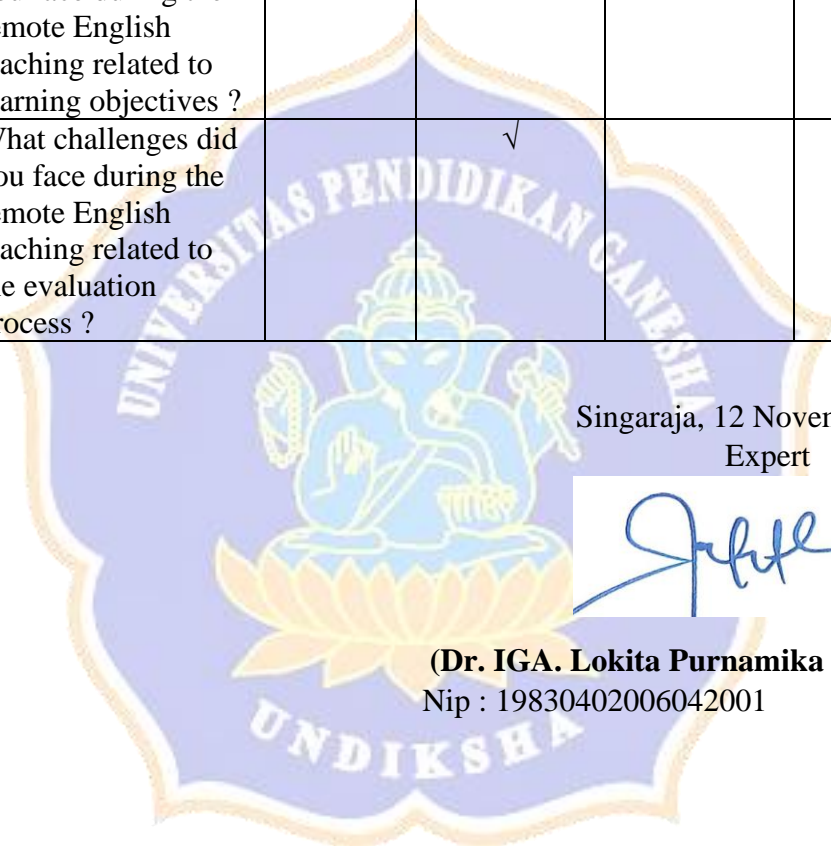
	group or individually?				
	How do you encourage students to participate in class and stimulate students to take a part in the learning activity ?		√		
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN?	What do you usually say to manage the interaction during remote teaching ?		√		
	What kind of instruction do you convey to the student in the learning activities ?		√		
	How do you arrange the student during learning activities ?		√		
	What do you usually say to manage your students during remote teaching ?		√		
	How do you give questions to students so students can convey their answers, opinions or reasons ?		√		
	How do you answer the question from students during teaching and learning activities?		√		
	What do you say when you explain certain material or theories to students ?		√		
	How do you usually		√		

	provide explanation regarding the learning media (picture, slide, and film) ?				
	What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities ?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students ?		√		
What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?	What challenges did you face during the remote English teaching related to the teacher abilities ?		√		
	What challenges did you face during the remote English teaching related to the students abilities ?		√		
	What challenges did you face during remote leaning related to the learning material ?		√		
	What challenges did you face during the remote English teaching related to the learning activities ?		√		
	What challenges did you face during the remote English teaching related to method of teaching ?		√		
	What challenges did		√		

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

Singaraja, 12 November 2022  
Expert

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





## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

### Observation Sheet for Observing the Teachers' Role

Statement In Observation Sheet					Judge's Comments			
Research Question	Roles	Teacher Activity	Yes	No	Relevant	Irrelevant	Note	
What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?	Controller (Harmer, 2001)	The teacher controls students' behaviour, language, and attitude.			√			
		The teacher advises students			√			
		The teacher takes the lead and helps students in the learning process.			√			
	Assessor (Harmer, 2001)	The teacher corrects students' mistake				√		
		The teachers tell the quality of students' score				√		
		The teacher assesses students' assignment				√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.				√		
		The teacher conveys some				√		

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

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

Singaraja, 14 November 2022

Expert


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

Nip : 1993091920180322001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

### Observation Sheet to Observering Academic Language Function

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

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

Singaraja, 14 November 2022

Expert



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


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

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

Statements in Observation Sheet				Judge's Comments		
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?	Teacher			√		
	Students			√		
	Learning objectives			√		
	Learning Material			√		
	Learning Activity			√		
	Method of teaching			√		
	Media Of Learning			√		
	Source of learning			√		
	Evaluation				√	

Singaraja, 14 November 2022

Expert



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

Nip : 1993091920180322001

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

Statements in interview guide			Judge's Commets		
Research Question	Question	Answer	Relevant	Irrelevant	Notes
What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?	What are teachers' roles that you play during online learning activities?		√		
	How do you control learning activities as well as students during the learning process?		√		
	How do you organize learning activities and students in class?		√		
	How do you evaluate the learning activities and student performance that have been implemented?		√		
	How do you participate in learning activities so that learning activities run smoothly?		√		
	How do you provide information to students?		√		
	How do you guide students learning activities either as a group or		√		

	individually?				
	How do you encourage students to participate in class and stimulate students to take a part in the learning activity ?		√		
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN?	What do you usually say to manage the interaction during remote teaching ?		√		
	What kind of instruction do you convey to the student in the learning activities ?		√		
	How do you arrange the student during learning activities ?		√		
	What do you usually say to manage your students during remote teaching ?		√		
	How do you give questions to students so students can convey their answers, opinions or reasons ?		√		
	How do you answer the question from students during teaching and learning activities?		√		
	What do you say when you explain certain material or theories to students ?		√		
	How do you usually provide explanation		√		



	regarding the learning media (picture, slide, and film) ?				
	What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities ?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students ?		√		
What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?	What challenges did you face during the remote English teaching related to the teacher abilities ?		√		
	What challenges did you face during the remote English teaching related to the students abilities ?		√		
	What challenges did you face during remote learning related to the learning material ?		√		
	What challenges did you face during the remote English teaching related to the learning activities ?		√		
	What challenges did you face during the remote English teaching related to method of teaching ?		√		
	What challenges did you face during the		√		

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

Singaraja, 14 November 2022

Expert



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

Nip : 1993091920180322001

## Appendix 4. Research Instruments 1

## OBSERVATION SHEET

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?	Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude			
		The teacher advises the students			
		The teacher takes a lead and helps the students in the learning process.			
	Assessor (Harmer, 2001)	The teacher corrects the students mistake			
		The teacher tells the quality of the students score			
		The teacher assesses students assignment			
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.			
		The teacher conveys some information about class activities to the students.			
		The teacher arranges and put the students into groups or pairs.			
	Prompter	The teacher			

	(Harmer, 2001)	encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next			
		The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process			
		The teacher prompts the student with information they have forgotten.			
	Participant (Harmer, 2001)	The teacher join students' activity as the participant			
	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.			
		The teacher explains additional information when students misunderstand.			
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually			
		Teacher explain the material for the			

		students who have difficulties			
		Teacher ensure that many individuals are seen in learning activity.			
	Observer (Harmer, 2001)	Teacher give and individual feedback to the students			
		Teacher investigate students performace in class			

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN?	Organization (Hughes, 1990)	Teacher manage the interaction with the students			
		Teacher giving instruction to the students			
		Teachers supervising the students			
		Teacher arrange the students and learning activities			
	Interrogation (Hughes, 1990)	Teacher asking question to obtain information, ideas, opinion and reason from the students			
		Teacher reply the question form students regarding the learning activity			
	Explanation (Hughes, 1990)	The teacher explain the material and give information related to the learning material			
		Teacher gives explanation or a verbal commentary accompaying pictures, slides and films			

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

Research Question	Teaching and Learning Components	Challenges	Notes
What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?	Teacher (Hamruni, 2011)		
	Students (Hamruni, 2011)		
	Learning Material (Hamruni, 2011)		
	Learning Activity (Hamruni, 2011)		
	Method of teaching (Hamruni, 2011)		
	Media Of Learning (Hamruni, 2011)		
	Source of learning (Hamruni, 2011)		
	Evaluation (Hamruni, 2011)		

### INTERVIEW GUIDANCE

Research Question	Question	Answer
What are teachers' roles played by English Teacher in remote teaching at SMA N 1 PAYANGAN?	What are teachers' roles that you play during online learning activities?	
	How do you control learning activities as well as students during the learning process?	
	How do you organize learning activities and students in class?	
	How do you evaluate the learning activities and student performance that have been implemented?	
	How do you participate in learning activities so that learning activities run smoothly?	
	How do you provide information to students?	
	How do you guide students learning activities either as a group or individually?	
	How do you encourage students to participate in class and stimulate students to take a part in the learning activity?	
	How do you observe learning activities and ensure that all learning activities have gone according to plan?	
What are the academic language functions do English teachers use to support these roles at SMA N 1 PAYANGAN?	What do you usually say to manage the interaction during remote teaching ?	
	What kind of instruction do you convey to the student in the learning activities ?	
	How do you arrange the student during learning activities?	
	What do you usually say to manage your students during remote teaching?	
	How do you give questions to students so students can convey their answers, opinions or	

	reasons?	
	How do you answer the question from students during teaching and learning activities?	
	What do you say when you explain certain material or theories to students ?	
	How do you usually provide explanation regarding the learning media (picture, slide, and film)?	
	What do you say to greet, apologize, thanks, and, congratulate the students during teaching and learning activities?	
	How do you give appreciation, sympathy, interest, surprise, anger, disappointment to students?	
What are the challenges do English teachers encounter in playing their roles at SMA N 1 PAYANGAN?	What challenges did you face during the remote English teaching related to the teacher abilities?	
	What challenges did you face during the remote English teaching related to the students abilities?	
	What challenges did you face during remote learning related to the learning material?	
	What challenges did you face during the remote English teaching related to the learning activities ?	
	What challenges did you face during the remote English teaching related to method of teaching ?	
	What challenges did you face during the remote English teaching related to the media of learning ?	
	What challenges did you face during the remote English teaching related the source of learning?	



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



## Appendix 5. Result of Observation 1

### TEACHER 1: MRS. ALICE

#### TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<p>1. In this meeting, especially in minutes 06:12 to 06:38 the teacher controls students to rename so it's easy to find out who has joined the room. she said <i>“Okay student, silakan rename terlebih dahulu nama kalian di akun zoom sesuai dengan nama asli. Agar ibu dengan mudah mengetahui siapa saja yang sudah join dalam proses pembelajaran ini”</i>.</p> <p>2. At minutes 06:58 the teacher also controls students to unmute the microphone so that the voices of the teacher and students are not mixed in the learning process.</p> <p>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</p>

				<p>during discussion sessions students must be oncam.</p> <p>4. The teacher also provides rules and regulations when following the learning process.</p>
The teacher advises the students	✓			<p>1. At minutes 10:50, the teacher reminds students to join the room meeting via the WhatsApp group and fills in the attendance link at the end of the lesson.</p> <p>2. At minutes 12:27, the teacher also advised students to always follow the lesson well, and still obey the rules and regulations that were explained at the beginning of the lesson.</p>
The teacher takes a lead and helps the students in the learning process.	✓			<p>1. Starting from minute 13:26, the teacher has been seen leading the learning process by greeting students to open the activity. The teacher also explains the topic to be discussed.</p> <p>2. At minute 14:14 the teacher leads the learning process by stimulating students by giving a number of questions related to the material to be discussed.</p> <p>3. At minute 28:09 the teacher also leads students by giving encouragement or motivation to students so they want to answer</p>

				questions given by the teacher.
Assessor (Harmer, 2001)	The teacher corrects the students mistake		✓	
	The teacher tells the quality the of students score		✓	
	The teacher assesses the students assignment	✓		1. At minute 24:12 to 28:00, the teacher gives the video to the students, then asks the students to watch and analyze the video. And later the teacher will give a number of questions related to the video
Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓		1. At minute 42:34 generally the teacher gives instructions to students to take turns reading the stories shown on the slides.
	The teacher conveys some information about class activities to the students.	✓		1. Starting from minute 13:57, the teacher provides some information about the topic to be 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

				<p>students already understand the material.</p> <p>3. At minutes 59:19 the teacher conveyed more information about the instruction and the topic</p>
	The teacher arranges and put the students into groups or pairs.		✓	
Prompter (Harmer, 2001)	The teacher encourages students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next	✓		<p>1. At minute 28:00, the teacher gives students several questions, then the teacher motivates and encourages students to answer the questions given.</p> <p>2. Then the teacher stimulates students to be able to answer questions, so that the class atmosphere is not passive the teacher appoints students randomly to answer questions.</p> <p>3. At minute 32:00-42:30, the teacher asks students to take turns reading the story shown on the slide.</p>
	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	✓		<p>1. At minute 6:00, the teacher when opening the activity, gives advice and motivation to learn to students to be active in the learning process.</p>
	The teacher prompts	✓		The teacher prompts the students by

	the student with information they have forgotten.			asking a question about previous material.
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	✓		1. At minutes 6:12 until 1:03:12 the teacher joins as a participant and guides students from the beginning to the end of learning.
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		<ol style="list-style-type: none"> <li>1. In minute 19:49, the teacher provides a link to the learning video and instructs students to access the link.</li> <li>2. In minute 42:30, the teachers give more explanation to the students' answers.</li> <li>3. In minute 42:34, the teacher shares a teks story on slide. Then ask students to read the text of the story.</li> <li>4. At minute 59:19, the teacher explained more about the topic of this meeting.</li> </ol>
	The teacher explains additional information when student misunderstand.	✓		Based on the observation in meeting 1, there were no students who misunderstood the learning material because the learning material had already been discussed in the previous meeting.
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	✓		-
	The teacher explains	✓		1. At minutes 21:40, the teacher

	the material to the students who have difficulties			explains instructions to students to watch the video. Then later the teacher will give questions related to the video to students.
	The teacher ensures that many individuals are seen in the learning activity.	✓		1. At minutes 1:02:15, the teacher makes sure students understand the material discussed, and allows students to ask questions.
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		1. At minute 28:90, the teacher gave feedback or reply to the questions answered during the learning activity.
	The teacher investigates students' performance in class	✓		1. At minutes 46:06-59:30 the teacher observes student learning progress by asking questions at the end of the lesson and asking students to conclude what was discussed during the learning process.

## ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		<p>1. At minute 06:56 until 07:32, the teacher managed the interaction with the students by giving them for unmute the microphone so that their voices don't get mixed up when the teacher explains the material and also instructs students to oncam the camera later in the discussion session, she said, <i>"...okay everyone, so for this meeting first you mute your microphone agar suara kita tidak bercampur saat saya menjelaskan materi. Jadi nanti kalian akan diberikan waktu untuk unmute microphone saat kalian ingin memberi pendapat tentang materinya, atau saat kalian ingin bertanya dan menjawab pertanyaan..."</i>, <i>"...dan untuk video, nanti kalian bisa mematikan video saat saya menjelaskan materi. Namun</i></p>



				<p><i>pada saat sesi diskusi kalian wajib untuk oncamera...”</i></p> <p>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 dulu ya menggunakan nama lengkap kalian, you can add with the class or without the class it’s will be fine. As long as you will be use your real name ...”</p> <p>3. At minute 42:10, the teacher asked the several students to read examples of narrative text stories that are displayed on the slides alternately “...so I have example for the narrative text, it is about <i>The Smart Mongkey and The Dull Crocodile</i>. Maybe I can ask students to read the story, okay so can I have some students...”</p>
	The teacher gives instructions to the students	✓		1. At minute 02:51, the teacher explained generally the instruction of the learning activity by saying “Okay Ni

			<p><i>Wayan Prema yanti would you please read the story”.</i></p> <ol style="list-style-type: none"> <li>2. In this meeting, the teacher also explained again generally the instruction in Bahasa Indonesia.</li> <li>3. Starting from minutes 46:13, the teacher gave instructions to the students for answer the question related to the example of narrative text “...okay now I will give you some question related to this one, if you can answer the question you can raise hand and you can unmute and also you can on camera...” “...What kind the narrative text is this?..”</li> <li>4. At minute 46:30, the teacher explained again the instruction in Bahasa Indonesia to emphasize it for the students, she said “...ya kira-kira dari cerita ini, cerita narrative jenis apa ya?...”</li> </ol>
The teacher supervises the students	✓		<ol style="list-style-type: none"> <li>1. At the minute 32:00 the teacher supervises students by asking questions related to the topic and than ask student to answer the question.</li> </ol>

	The teacher arranges the students and learning activities	✓		<ol style="list-style-type: none"> <li>1. At minute 19:49, the teacher arranged the students by giving student directions to check the learning video link in the chat column, she said <i>"...okay everyone now you can cek on the chat kolom, silahkan di cek di chat kolomnya. So I share a link, and you can klik the link..."</i> <i>"...ya now please klik the link and you will be directed into the video..."</i></li> <li>2. At minute 21:01, the teacher started to Instruct students to watch the video trailer, then later ask questions to students, <i>"...yaa silahkan ditonton dulu untuk trailer videonya..."</i></li> </ol>
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		<ol style="list-style-type: none"> <li>1. At minute 14:09, the teacher asked some question to the students related to the topic will be discussed <i>"okay first 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?"</i></li> </ol>

				<p>2. At minute 24:12 until 28:00, the teachers also ask questions related to the learning videos that have been watched, namely <i>“okay that all about the trailer movie, and now I want to ask you answer some question. Do you know what story that is?”</i> <i>“What kind of the story is that?”</i> <i>“mention 3 characters in the that story!”</i> <i>“that story belongs to?”</i></p> <p>3. At minute 32:00 until 42:30, the teacher asked the students about learning material discussed, here the teacher invites students to discuss <i>“...,what is legend?...,”</i></p>
	The teacher replies to the question from students regarding the learning activity	✓	✓	Based on the observation in this meeting, there were no students who asked questions, so the academic language of this feature cannot be identified.
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<p>1. At minute 32:00 until 42:30, while in the discussion section for the learning material (PowerPoint), the teacher also gave the explanation to the students related to the material, she</p>

			<p>said “So today we ae going to learn about narrative text. Yaa I am sure you have learn about this topic previously...,” “so in this meeting I will discus about the lesson, the first one are able to identify the social function, the generic structure, and also the language features of the narrative text...,”</p> <p>2. At minute 42:34 until 59:19, the teacher Instruct several students to read the examples of stories shown on the slides. Then give students questions related to the story and the teacher also gives an explanation, she said “So I have an example of the narrative text...,” “okay 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?...,”</p>
	The teacher gives an explanation or a verbal	✓	1. Starting from minutes 24:09 after the teacher gives a

	<p>commentary          accompanying pictures,          slides, and films</p>		<p>learning video, the teacher gives a verbal explanation about the video shown on the slide.</p> <p>2. Than starting from minutes 29:00, the teacher gave Power Point Slide and than gave a verbal explanation about Narrative Text, she said, “...<i>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...</i>”</p> <p>3. At minute 29:49, the teacher gave verbal explanation about social fuction of Narrative Text, “...<i>so fungsi social dari text ini adalah untuk menghibur pembaca dengan cerita, jadi ceritanya bisa tentang apa saja...</i>”</p> <p>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>I have an example of Narrative</i></p>
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				<p><i>Text. It is about The Smart Monkey and the dull Crocodile</i> “...so the story was about Smart Monkey, in this story the monkey is very smart...”</p>
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓		<ol style="list-style-type: none"> <li>1. At minute 13:15, the teacher greeted the student such as by saying “<i>Good afternoon everyone</i>” and “<i>How are you?. Yaa I hope you all in the good condition</i>”.</li> <li>2. At minute 13:28, the teacher say thank you to students for joining the room meeting. She said “<i>Okay so first of all I glad to say thank you for joining this room meeting</i>”.</li> <li>3. At minutes 14:05, the teacher opened the activity as a continuation of the learning activity, she said “<i>okay first 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?</i>”</li> <li>4. At minutes 44:00, the teacher said thanking the students who already read example of</li> </ol>

			<p>Narrative Text, she said  <i>"...okay thank you Prema Yanti, that's very nice thank you..."</i></p> <p>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 the end of learning, she said  <i>"Okay, if you don't have any question I will dissmis this meeting. So we will meet next week, okay thank you so much for attending to this meeting..."</i></p>
	<p>Teacher gives students appreciation, pity, sympathy, interest, surprise, anger, disappointment</p>	<p>✓</p>	<p>1. At minute 32:19, the teachers give feedback as appreciation to the student's answer, she said  <i>"...okay legenda adalah cerita yang pernah terjadi..."</i></p>

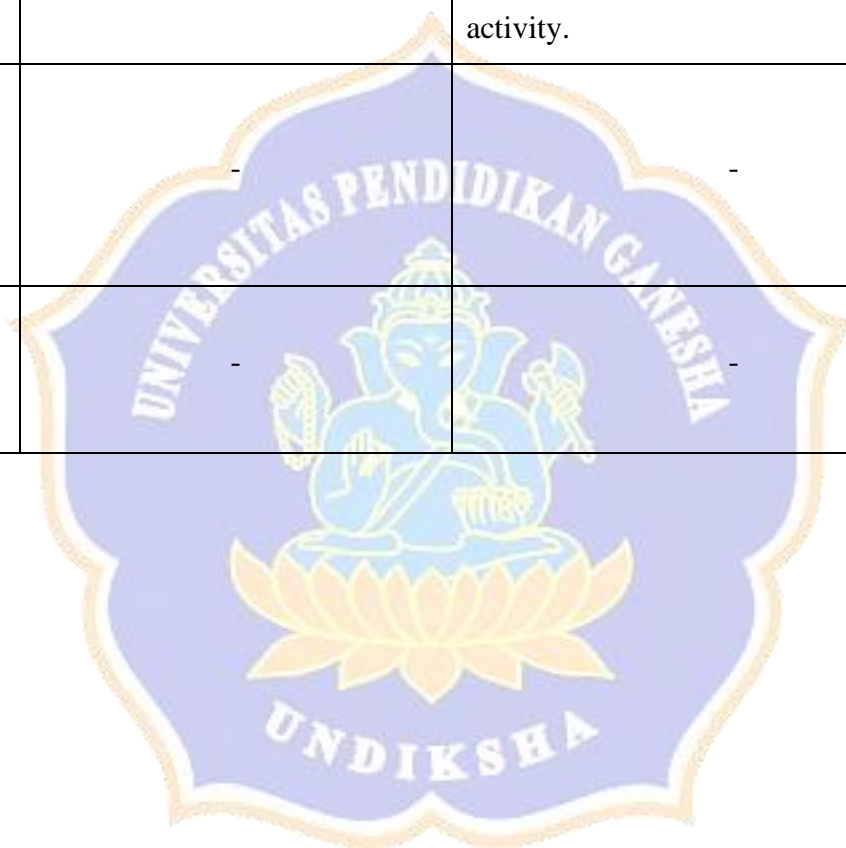


### CHALLENGES IN REMOTE TEACHING

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

	<p>The learning activity was kind of slow as well as the students' response which make the learning</p> <p>The students gave a slow response to the teacher's question, then the teacher asked the students to write it through the chat column</p>	
Learning Objectives (Hamruni, 2011)	-	-
Learning Material (Hamruni, 2011)	-	-
Learning Activity (Hamruni, 2011)	<p>When the teacher gave questions to the students yang related to the topic, siswa tidak ada yang merespon. Sehingga guru harus memilih siswa secara random untuk menjawab pertanyaan.</p> <p>The learning activity was kind of slow as well as the students' response which make the learning activity take more times</p>	<p>The slow responses in filling out the questions makes the learning activity took more time.</p> <p>a.</p>

Method of teaching (Hamruni, 2011)	-	-
Media Of Learning (Hamruni, 2011)	Because the teacher used Zoom, the time of learning activities is limited to 40 minutes and ends.	First the teacher needs to arrange the learning activity again from the start. The time limitation also prevents the teacher from fully observing the learning activity.
Source of learning (Hamruni, 2011)	-	-
Evaluation (Hamruni, 2011)	-	-



## TEACHER 2: MR. HANSEN

## MEETING 1 MR. HANSEN TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<ol style="list-style-type: none"> <li>1. At minute 01:30, the teacher asked the students to turn off their microphone when the teacher explains the material, He said, <i>"Before we start to the topic, Sulastri mic nya bisa dimatikan dulu"</i></li> <li>2. At minute 01:39, the teacher checked the students attendance list. <i>"...Before we discuss to the topic, I will check to your present list at first..."</i></li> <li>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. <i>"...okay can you see the screen?bisa dilihat screen nya?..."</i></li> <li>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</li> </ol>

			<p>the PPT slides. the question and choose directly the student to answer it. "..., <i>Okay I will go to the topic that will discuss today, There is about Learning Objective.</i></p> <p>5. At minute 04:46, the teacher pointed out some students to read the material on the slide. "<i>okay, you can read by your self about the objective...</i>"</p> <p>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.</p>
	<p>The teacher advises the students ✓</p>		<p>1. At minute 01:39, the teacher check the attendance list. "<i>...Before we discuss to the topic, I will check to your present list at first ...</i>"</p> <p>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. "<i>...okay</i></p>

				<p><i>silahkan perhatikan dan dengarkan video dalam slide dengan baik, nanti setelah menonton video saya akan memberikan pertanyaan yang related to the video...</i></p> <p>3. At minute 17:18, the teacher provide information or input to students about how to read sentences that were incorrectly uttered by previous students.</p>
	<p>The teacher takes a lead and helps the students in the learning process.</p>	✓		<p>1. At minute 00:04, the teacher took a lead in learning activity by opening the activity with greetings with the students. <i>“Good morning student?, Okay how are you this morning?”</i></p> <p>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. <i>“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”</i></p>
<p>Assessor (Harmer, 2001)</p>	<p>The teacher corrects the students mistake</p>	✓		<p>1. At minute 16:57, the teacher corrected the students’ mistake which was in the</p>

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

				<p>teacher asked the students to discuss in groups to analyze examples of Announcement texts given by the teacher.</p> <p>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.</p> <p>4. At minute 36:23, the teacher informed the students to The next material will be discussed at the next meeting.</p>
	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, <i>"...that's right, today we are going to learn about Announcement Text..."</i>
	The teacher arranges and put the students into groups or pairs.	✓		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	✓		1. At minute 06:16, after the teacher gives a learning video, the teacher stimulates the students by asking question related to the video. <i>"... .."</i>



	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	✓		<ol style="list-style-type: none"> <li>1. At minute 17:41, the teacher gave a compliment to the students and applause because the student already answered the question rightly.</li> <li>2. At minute 32:49, the teacher also gave compliments and thanked the students for answering the question.</li> </ol>
	The teacher prompts the student with information they have forgotten.		✓	-
Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	✓		<ol style="list-style-type: none"> <li>1. 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 proses from the beginning to the end learning.</li> </ol>
Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓		<ol style="list-style-type: none"> <li>1. At minutes 06:54 to 11:22, the teacher provided the students explanation while showing learning material through Video and also Power Point.</li> <li>2. At minutes 11:31, the teacher continued the learning material by explaining Announcement Text</li> </ol>

				and also the example of Announcement Text.
	The teacher explains additional information when student misunderstand.		✓	-
Tutor (Harmer, 2001)	The teacher helps students when they have difficulties individually	✓		<ol style="list-style-type: none"> <li>1. At minute 15:35, the teacher helps the student by guiding it to the answer, because the student has difficulty answering the question.</li> <li>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..."</li> </ol>
	The teacher explains the material to the students who have difficulties		✓	-
	The teacher ensures that many individuals are seen in the learning activity.		✓	-
Observer (Harmer, 2001)	The teacher gives individual feedback to the students		✓	-
	The teacher investigates students' performance in class	✓		<ol style="list-style-type: none"> <li>1. At minutes 32:27 to..., the teacher observed the students' comprehension by asking the students to directly answer some questions.</li> <li>2. At minute 39:12, the</li> </ol>

				teacher checked the students by asked a question whether the students already understand the instruction or not.
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### MEETING 1 MR. HANSEN ACADEMIC LANGUAGE FUNCTIONS

Category of Academic Language	Teacher Learning Activity	The Researcher's Comment		Notes
		Yes	No	
	The teacher manages the	✓		

<p>Organization (Hughes, 1990)</p>	<p>interaction with the students</p>			<ol style="list-style-type: none"> <li>1. At minute 04:00 the teacher memulai interaksi dan start the lesson by saying greeting to students. <i>“Good Morning student? How are you this morning?”</i></li> <li>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. <i>“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”</i></li> </ol>
	<p>The teacher gives instructions to the students</p>	<p>✓</p>		<ol style="list-style-type: none"> <li>1. At minute 00:50, the teacher gave instruction to the students to attendance list before start the lesson. <i>“...Before we discuss to the topic, I will check to your present list at first</i></li> <li>2. At minute 01:35, while explaining the material, the teacher give instruction to the students to read the example of Announcement. <i>“...can you read the example of Announcement text yang ada dalam slide...”</i></li> <li>3. At minute 25:21, the teacher asked the students to make example of Narrative Text. <i>“...Oke jadi saya akan memberikan tugas individu to make example of Announcement Text...”</i></li> <li>4. At minute 18:14, the teacher</li> </ol>

				<p>also pointed out the students to read the material. “...<i>Okay Sulastri Can you help me to read the example of Announcement Text?...</i>”</p> <p>At minute 32:19, the teacher gave instruction to the students to present results of discussions with groups about analyzing Announcement. “...<i>nah untuk kelompok 1, atau Text 1 siapa yang akan mewakili hasil analisis kelompok 1...</i>”</p>
	The teacher supervises the students	✓		1. At minutes 02:46 and 03:52 the teacher supervised the students by asking question related to the topic. “... <i>you understand about the topic?...</i> ”
	The teacher arranges the students and learning activities		✓	1. The teacher arranges student to discuss in groups and also analysis Announcement.
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		<p>1. At minute 4:52 to 06:14, the teacher asked a questions to the students for obtaining the video, He asked, “...<i>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...</i>”</p> <p>2. At minutes 11:12, the teacher asked a question about Announcement Text. “...<i>Do you know, what announcement is?...</i>”</p>

				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		✓	
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<p>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...”</p> <p>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?...”</p> <p>3. At minutes 20:50, the teacher gives an explanation about Generic structure, social function, and also language features about Annoouncement Text</p>
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		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.	✓		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?...”

			<p>2. At minute 16:15, the teacher thanking the students after read the example of Announcement Text to the students. “...okay, Thank you Sulastri...”</p> <p>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.</p> <p>4. At minute 48:08, the teacher thanking the students for joining the class. “...thank you so much...”</p>
	<p>Teacher gives students appreciation, sympathy, surprise, disappointment</p>	<p>✓</p>	<p>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...”</p> <p>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...”</p>

## MEETING 2 MR. HANSEN TEACHERS' ROLES

Teacher's Role	Teacher's Learning Activity	The Researcher's Comment		NOTES
		Yes	No	
Controller (Harmer, 2001)	The teacher controlled the students' behavior, language, attitude	✓		<p>1. 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.  <i>"Di masa pandemic seperti ini kalian harus tetap belajar dan menjaga kesehatan kalian"</i>.</p> <p>2. At minute 01:10, the teacher asked the students to pray together.</p> <p>3. At minute 00:40, the teacher informed the students to observe PowerPoint.</p>
	The teacher advises the students	✓		<p>1. At minute 00:20, teacher advises student to keep healthy during the covid pandemic so that you can carry out the learning process.</p>
	The teacher takes a lead and helps the students in the learning process.	✓		<p>1. At minute 00:07, the teacher started and take a lead in the learning activity by doing greeting with the students.</p>



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

Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✓		<ol style="list-style-type: none"> <li>1. At minute 06:29, the students gave instructions to asking students to discuss with groups to analyze the text that has been given by the teacher.</li> <li>2. 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>3. At minute 08:12, the teacher instructed the students to prepare their analysis result.</li> <li>4. 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.	✓		<ol style="list-style-type: none"> <li>1. At minute 03:24, the teacher informed the students that the class activity will move to discuss about News Item Text.</li> <li>2. 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.		✓	<ol style="list-style-type: none"> <li>1. At minute 06:29, the students gave instructions to asking</li> </ol>

				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 confused about to do next	✓		1. At minute 08:41, the teacher asked the students to presenting their result.
	The teacher offers some words, phrases, or suggestions to stimulate the students involved in the learning process	✓		1. At minute 10:21, the teacher gave a compliment to a student who already answered the question right. 2. At minute 09:53, the teacher gave applause to the students as appreciation. 3. At minute 09:18, the teacher gave congratulation students for presenting the results of the analysis.
	The teacher prompts the student with information they have forgotten.		✓	-
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.	✓		<ol style="list-style-type: none"> <li>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.</li> <li>2. At minute 3:41, the teacher gave explanation to the students about News Item Text.</li> </ol>
	The teacher explains additional information when student misunderstand.		✓	
Tutor (Harmer, 2001)	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.		✓	
Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		<ol style="list-style-type: none"> <li>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.</li> </ol>
	The teacher investigates students' performance in class	✓		<ol style="list-style-type: none"> <li>1. At minute 12:20 the teacher was observing the students' performance in answering the question related to the topic.</li> </ol>

## MEETING 2 MR.HANSEN ACADEMIC LANGUAGE FUNCTIONS

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

				a group. "...saya sudah bagi kalian menjadi 3 group, and than you have to discuss with your group..."
	The teacher supervises the students	✓		<ol style="list-style-type: none"> <li>1. 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>2. At minute 18:22, the teacher supervised the student score while also presenting it to the students.</li> </ol>
	The teacher arranges the students and learning activities	✓		<ol style="list-style-type: none"> <li>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.</li> </ol>
Interrogation (Hughes, 1990)	The teacher asks questions to obtain information, ideas, opinion, and reason from the students	✓		<ol style="list-style-type: none"> <li>1. At minute 01:16, the teacher controlled the students by asking whether they already done making the assignment.</li> <li>2. At minute 12:18, the teacher asked a question to measure the students' understanding.</li> </ol>
	The teacher replies to the question from students regarding the learning activity		✓	Based on the 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	✓		<p>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...”</p> <p>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...”</p>
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓		<p>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 discuss about the topic “News Item Text...”</p>
Interaction (Hughes, 1990)	The teacher maintains social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓		<p>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?”</p>

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



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

Teaching and Learning Components	Challenges	Notes
Teacher	-	-
Students	-	-
Learning Material	-	-
Learning Activity	-	-
Method of teaching	-	-
Media of Learning	<b>Meeting 1 &amp; 2</b> 1. The use of media zoom that still have limited time, which become obstacle in the learning media	<b>Meeting 1 2&amp;</b> 1. The limitation time makes the learning activity also become limited
Source of learning	-	-
Evaluation	<b>Meeting 1</b> 1. The teacher cannot finished the assessment because of limited time	<b>Meeting 2</b> 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?**

**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 evaluasinya 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 bersungguh-sungguh 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 mengeksplor 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 learnng 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 seperti *“good excellent”*

**18. How do you give appreciation, sympathy, interest, surprise, 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 apa-apa 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 e-learning, 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 kemampuan 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 pembelajaran 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 menyediakan 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. Walaupun 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 manage 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 raise 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 raise 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 penjelasn 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 explanation 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 diberikan.

**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 pangsajali, 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 apresiasi 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, surprise, anger, disappointment to students?**

**Answer:** Akan diapresiasi 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?**

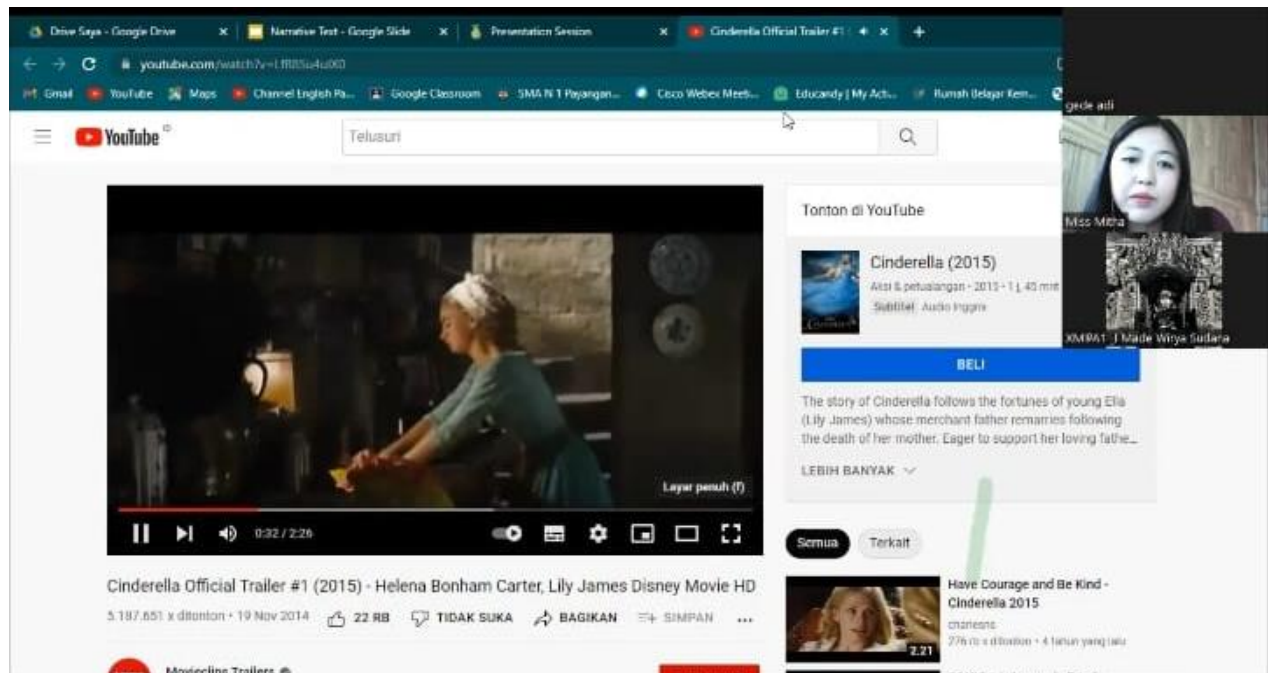
**Answer:** Untuk mencegah atau meminimalisir kendala, yaitu untuk mencegahnya yang pertama sebelum memulai pembelajaran disarankan siswa untuk mencari tempat atau posisi sinyalnya agak bagus. Walaupun jika siswa tidak mempunyai paket data internet mungkin mereka bisa mencari spot wifi gratis. Seperti 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)

The screenshot shows a Google Meet window with a PowerPoint slide titled "Listen to The Announcement Below!". The slide content includes:

Listen to The Announcement Below!

Answer the following Questions based on the announcement you have listened!!

1. What is the announcement about?
2. What does the girl should wear?
3. Where does the announcement take place?
4. How do you think the students react towards the announcement?

The slide also features an advertisement for Animaker with the text "Animated Videos, Done Right!" and the website "www.animaker.com". The meeting interface shows a grid of participants, including Ni Putu Nopita, Wayan SuberL, Yogi Sipi, Wayan Winda, Jopri Adi, I Komang Suar..., and 9 others. The time is 9:00 AM on 18/10/2021.

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

The screenshot shows a Google Meet window with a PowerPoint slide titled "Today we will discuss about NEWS ITEM TEXT". The slide content includes:

Today we will discuss about

NEWS ITEM TEXT

The meeting interface shows a grid of participants, including Made Wraguna, Ningsih Erwin, Mia Julia, Dyra Mahaputri, Ira Anggrani, eglk bennet, and 2 others. The time is 9:44 AM on 20/06/2021.