APPENDICES

APPENDIX 1. OBSERVATION PERMIT LETTER



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 3151/UN48.7.1/DT/2022 31 Oktober 2022

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 1 BLAHBATUH

di Jl. Lap. Astina Jaya Blahbatuh, Kec. Blahbatuh, Kabupaten Gianyar

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

Nama : Ida Ayu Made Suryaniti

NIM : 1912021207 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2022/2023

Judul : TEACHERS' ROLES IN ENGLISH REMOTE TEACHING AT SMAN

1 BLAHBATUH AND SMAN 1 GIANYAR 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,

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

Tembusan:

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



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 3150/UN48.7.1/DT/2022 31 Oktober 2022

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 1 Gianyar

di Jl. Ratna, Tegal Tugu, Kec. Gianyar, Kabupaten Gianyar

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

Nama : Ida Ayu Made Suryaniti

NIM : 1912021207 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2022/2023

Judul : THEACHERS' ROLES IN ENGLISH REMOTE TEACHING AT

SMAN 1 BLAHBATUH AND SMAN 1 GIANYAR 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

APPENDIX 2. BLUEPRINT OF THE INSTRUMENT

RESEARCH INSTRUMENT

BLUEPRINT

Research Title: Teachers' Roles In Remote English Teaching In Senior High School at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency

Research Questions

- What teacher roles are played by English teachers in remote teaching in senior high school at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency?
- 2. What academic language function do English teachers use to support these roles in senior high school at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency?
- 3. What are the challenges encountered by the teacher in senior high school at at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency in playing their roles?

Theory

No	Research Question	Theory	Note	
1	What teacher roles	Harmer (2001)	Teacher role:	
	are played by		a. Controller (Controls	
	English teachers in		students' behavior, language,	
	remote teaching in		and attitude. Advises	
	senior high school at		students. takes the lead and	

helps students in the learning SMAN 1 Blahbatuh and **SMAN** process) Gianyar in Gianyar b. Organizer (Instruct on how Regency? the students are going to do the activity. Convey the information about class activities. Put students into pairs or groups) c. Assessor (Corrects students' mistake, tell the quality of students' score and assesses students' assignment) a. Prompter (Encourage students to participate in class. Offer words or phrases to stimulate students and prompt the students with the information they have forgotten) b. Participant (Engage students' activity. Participate with the students) c. Resource (Supply the information and the

			explanation about the
			material. Provide needed
			information by explaining
			the materials when students
			misunderstand)
			d. Tutor (Help students one by
		_	one when they have
			difficulties. Explain the
		PENDIDA	material to the students who
	TIP	8 KEVATAT	have difficulties and ensure
			all students are seen in the
			learning activity)
		MA	e. Observer (Give individual
			feedback and investigate
		$(\lambda(\lambda(\lambda))$	students in the class)
2	What academic	Hughes (1990)	Academic Language Function:
	language function	NDIKS	a. Organization: The language
	do English teachers		of organizing is used to
	use to support these		direct and manage the
	roles in senior high		interaction between a
	school at SMAN 1		teacher and his/her students.
	Blahbatuh and		It can involve several sub-
	SMAN 1 Gianyar in		functions such as giving
	Gianyar Regency?		

instruction, sequencing, and supervision. b. Interrogation: The language interrogating in the classroom mostly aims at eliciting information, ideas, opinion, and reasons from the students. It can include asking the question and replying to the question. c. Explanation: The language of explaining is used on the occasions when a teacher his/her needs make students translate. paraphrase, summarize, define, or make the correction. For the teacher, it language to give information related people, places, and events, or a verbal commentary accompanying pictures, slides, and films.

			d. Interaction: The language of
			interacting here is mostly
			about the use of expressions
			to 1) Maintain social
			relations such as greeting,
			leaving, apologizing,
			thanking, and
			congratulating, etc. 2)
		- SENDIDA	Indicate appreciation, pity,
	TILE	8 LEVATO	sympathy, interest, surprise,
		1400	anger, disappointment, etc
3	What are the	Hamruni	There are several components
	challenges	(2011)	of teaching and learning
	encountered by		namely, students, teacher,
	teachers in senior	(((()))	learning objective, learning
	high school at	700	material, learning activities,
	SMAN 1 Blahbatuh	NDIKS'	method of teaching, media of
	and SMAN 1		learning, source of learning, and
	Gianyar in Gianyar		evaluation.
	Regency in playing		
	their roles?		
	I	<u>l</u>	I

APPENDIX 3. RESULT OF EXPERT JUDGEMENT

EXPERT JUDGEMENT CONTENT VALIDITY FORM

1ST EXPERT

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

Position: First Suverpisor as the lecturer in English Language Education, Ganesha

University of Education

Observation Sheet for Observing the Teachers' Role

St	atement In (Observation Sheet			Ju	Judge's Comments		
Research Question	Roles	Teacher Activity	Ye s	N o	Relevant	Irrelevant	Note	
	Controller (Harmer, 2001)	The teacher controls students' behavior, language, and attitude.	RA.	7 36	7			
		The teacher advises students The teacher takes the lead and helps students in the learning process.) S	√ √			
	Assessor (Harmer, 2001)	The teacher corrects students' mistake The teachers tell the quality of	11/2		1			
		students' score The teacher assesses students' assignment	SUPPLE STATE		V			
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			V			

	T				Г		
		The teacher			,		
		conveys some			$\sqrt{}$		
		information					
		about class					
		activities to the					
		students.					
					. 1		
		The teacher			$\sqrt{}$		
		arranges and					
		puts the students					
		into groups or					
		pairs.					
		•					
	Prompter	The teacher			V		
			The same of	No.	v		
	(Harmer,	encourages		790			
	2001)	students to	400	1			
	A STATE OF THE PARTY OF THE PAR	participate or	P				
	11/10	needs to make	Sil	1			
		suggestions	10	13			
1		about how					
	120	students may		- 3	-	No. of Contract of	
		proceed in an	7.5		32		
N. I		activity when	CP.),	1		
		there is silence					
				Ġ			
1		or when they are					
17		confused about	SV.				
		what to do next					
		ムシンシン			A 5		
		The teacher					
	4 V	offers some					
	11/1	words, phrases,	li.		1.9		
		or suggestions to	225	12	7 3		
			1 2 18	49	1.00		
		stimulate the					
		students	200	-	-		
		involved in the	September 1				
		learning process					
		The teacher			,		
		prompts the			$\sqrt{}$		
		student with					
		the information					
		they have					
	D 4:	forgotten.					
	Participant	The teacher					
	(Harmer,	joins the			ı		
	2001)	students' activity			√		
		as the					
		participant					
	<u> </u>	participant			l		<u>L</u>

	D	TD1 . 1				
	Resource	The teacher				
	(Harmer,	should be ready			.1	
	2001)	to supply			V	
		information and				
		language where				
		necessary.				
		•				
		The teacher				
		explains			\checkmark	
		additional				
		information				
		when students				
		misunderstand.				
	Tutor	Helps students				
		when they have			$\sqrt{}$	
	(Harmer,	difficulties	State of the last		٧	
	2001)			7		
		individually				
		The teacher	P			
		explains the		v .	V	
		material to the	- 0	(5)	The same of the	
	25/	students who			7	
	11-3	have difficulties	3			
		The teacher	(AL			
1.	1	ensures that	170	0	V	
		many			0.00	
		individuals are	O.			
1.7		seen in the	W/			
9	A	learning activity.	3	100		
	Observer	The teacher	V- 1		V	
	(Harmer,	gives individual	1944	-40		
	2001)	feedback to the			7.5	
		students	1550		18	
		The teacher	1	2	V	
		investigates	1			
	Land Control	students'			Control of the Contro	
	100		A PROPERTY.	-		
		performance in				
		class				

Singaraja, 12 November 2022 Expert

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

1ST EXPERT

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

Position: First Suverpisor as the lecturer in English Language Education,

Ganesha University of Education

Observation Sheet to Observering Academic Language Function

Stat	ements In the	Observation Shee	et		Judge's Comments		
Research Question	ROLES	TEACHER ACTIVITY	Y E S	N O	Relevant	Irrelevant	Notes
What academic language function	Organization (Hughes, 1990)	The teacher manages the interaction with the students	k,	N	1		
do English teachers		The teacher instructs the students	ેત	9	V	77	
use to support these roles?		Teachers supervising the students		Š	V		
roles?	7	The teacher arranges the students in the learning		?	√		
	Interrogation	activities The teacher					
	(Hughes, 1990)	asks the question to obtain	1		V		
		information, ideas, opinion, and reason					
		from the students					
		The teacher replies the question from students			V		
		regarding the learning activity					

	Explanation	The teacher				
	(Hughes,	explains the				
	1990)	material and			$\sqrt{}$	
	1990)				,	
		gives				
		information				
		related to the				
		learning				
		material				
		The teacher				
		gives an			,	
		explanation or			$\sqrt{}$	
		a verbal				
		commentary				
		accompanying				
		pictures, slides,	Sec.			
	-0	and films		Section 1		
	Interaction	Teachers			&	
	(Hughes,	maintain social	"	. //	The same of the sa	
	1990)	relations such	1.0	1.85	$\sqrt{}$	
		as greeting,	1994	3/	3	
		leaving,				
Value of the last		apologizing,				
		thanking, and	7.5	8	0	
N.			W	3	1	
		congratulating.		8	1114	
		Teacher gives students	V	AS .		
1.		The second of th				
1		appreciation,	2007	S	V	
16		pity, sympathy,	V	-	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
		interest,				
	N. Committee	surprise, anger,	W 8-	-		
		disappointment				

Singaraja, 12 November 2022 Expert

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

Nip: 19830402006042001

DNDIKSHA

1ST EXPERT

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

Position : First Suverpisor as the lecturer in English Language Education,

Ganesha University of Education

Observation Sheet to Observering The Challenges in Remote Teaching

Stat	ements in th	e Observation	n Sheet	Ju	dge's Comm	ents
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the	Teacher			V		
challenges encounter ed by	Students	Q PEN.	DIDIR	V		
English teachers in playing	Learning objectives	SA SA	By ANG	1		
their roles?	Learning Material		Z	V	7/	
	Learning Activity	9		V		
	Method of teaching			V		
	Media Of Learning	ONDI	KSHA	V		
	Source of learning			■ √		
	Evaluation			V		

Singaraja, 12 November 2022 Expert

Soften

1ST EXPERT

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

Position : First Suverpisor as the lecturer in English Language Education,

Ganesha University of Education

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

Staten	nents in the interview ş	guide	Ju	Judge's Comments				
Research Question	Question	Answer	Relevant	Irrelevant	Notes			
What teacher roles are played by English teachers in remote	What are the teachers' roles that you play during online learning activities? How do you control learning activities as	NDIDIA						
teaching at SMAN 1 Blahbatuh and SMAN 1	well as students during the learning process? How do you organize learning							
Gianyar in Gianyar Regency?	activities and students in class? How do you evaluate the learning		1					
	activities and student performance that have been implemented?	IKSE	1					
	How do you participate in learning activities so that learning activities run smoothly?		V					
	How do you provide information to students?		V					
	How do you guide students' learning activities either as a		V					

		Т	T	T	1
	group or				
	individually?		,		
	How do you		$\sqrt{}$		
	encourage students				
	to participate in class				
	and stimulate				
	students to take a				
	part in the learning				
	activity?				
	How do you observe				
	learning activities		$\sqrt{}$		
	and ensure that all		·		
	learning activities				
	have gone according	A			
	to plan?				
What	What do you usually		V		
academic	say to manage the				
language	interaction during	NDID.			
function	remote teaching?	A COLUMN	4 1		
do English	What kind of	_	V		
teachers	instruction do you	(IAI)	(A)		
use to	convey to the student			The same of the sa	
support	in the learning	3017	A C	7.8	
these roles	activities?	2 / 6			
in senior	How do you arrange		2		
high	the student during		V		
school at	learning activities?	THE		77 8	
SMAN 1					
Blahbatuh	What do you usually	VALL	V	T Comment	
and	say to manage your			1	
SMAN 1	students during	>		1.11	
Gianyar in	remote teaching?			9	
Gianyar	How do you give			*	
Regency?	questions to students	IKS	y26 / /		
Regency:	so students can		The same of		
	convey their	A STATE OF THE PARTY OF THE PAR	and the same of th		
	answers, opinions, or				
	reasons?		.1		
	How do you answer		N V		
	the question from				
	students during				
	teaching and				
	learning activities?		-1		
	What do you say		·V		
	when you explain				
	certain material or				
	theories to students?		. 1		
	How do you usually		V		
	explain the learning				

	T	I	I	ı	1
	media (picture, slide,				
	and film)?				
	What do you say to		V		
	greet, apologize,				
	thank, and,				
	congratulate the				
	students during				
	teaching and				
	learning activities?				
	How do you give		V		
	appreciation,		,		
	sympathy, interest,				
	surprise, anger, and				
	disappointment to	A			
	students?				
What are	What challenges did		V		
the	you face during the		, The state of the		
challenges	remote English	NDID.			
encountere	teaching related to	ALUM I			
d by	the teacher's	A	10		
teachers in	abilities?	TAN	1		
playing	What challenges did		2	The state of the s	
their roles	you face during the	3017		7.8	
at SMAN	The state of the s	1/4			
at SIVIAIN	remote English				
Blahbatuh	teaching related to the student's		A3		
and		THE		7 8	
SMAN 1	abilities?	III 21 2			
***	What challenges did	LANTE	V	The state of the s	
Gianyar in	you face during			3	
Gianyar	remote learning)		7/	
Regency?	related to the			1	
	learning material?	-		ÿ.	
	What challenges did	TKS	V /		
	you face during the		The same of		
	remote English	A STATE OF THE PARTY OF THE PAR	The state of the s		
	teaching related to				
	the learning				
	activities?		I		
	What challenges did		√ 		
	you face during the				
	remote English				
	teaching related to				
	the method of				
	teaching?		1		
	What challenges did		V		
	you face during the				
	remote English				
	teaching related to				

	1			
the media of				
learning?				
What challenges did				
you face during the				
remote English				
teaching related to				
the source of				
learning?				
What challenges did		$\sqrt{}$		
you face during the				
remote English				
teaching related to				
learning objectives?	_			
What challenges did		$\sqrt{}$		
you face during the				
remote English				
teaching related to				
the evaluation	NUIDIE			
process?		4 10	&	

Singaraja, 12 November 2022

Expert

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

2nd EXPERT

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

Position : Second Suverpisor as the lecturer in English Language

Education, Ganesha University of Education

Observation Sheet for Observing the Teachers' Role

Stat	Statement in the Observation Sheet					Judge's Comments			
Research	Roles	Teacher	Ye	N	Relevant	Irrelevant	Note		
Question		Activity	S	0					
	Controller	The teacher		200	,				
	(Harmer,	controls	- 2	77	V				
	2001)	students'		1	and the same of th				
		behavior,	111	8					
		language, and		10					
1	.00	attitude.							
	7.0	The teacher		- 3		No. of Contract of			
		advises students	4.5		V	T			
Y	3	The teacher	778	Ž.	A seed	14			
1	222	takes the lead		Ų	V				
		and helps		9					
		students in the	₩/		1/1	1			
1	A	learning process.	-5			i i			
***	Assessor	The teacher	V		, \ \				
	(Harmer,	corrects		/	√				
	2001)	students'			7.7				
		mistake	li.		1.0				
		The teachers tell	1	3					
		the quality of			V				
	Sections.	students' score							
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	The teacher	1		1				
		assesses			V				
		students'							
		assignment							
	Organizer	The teacher							
	(Harmer,	gives			.1				
	2001)	instructions or			N N				
		demonstrations							
		on how students							
		will do the							
		activity.							
		The teacher			ı				
		conveys some			V				

			1	, ,			,
		information					
		about class					
		activities to the					
		students.					
		The teacher					
					V		
		arranges and					
		puts the students					
		into groups or					
		pairs.					
	Prompter	The teacher					
	(Harmer,	encourages			,		
	2001)	students to					
	2001)	A STATE OF THE PARTY OF THE PAR	State of the last				
	Ab.	participate or		The same			
	1/4	needs to make	47.1	1			
	A STATE OF THE PARTY OF THE PAR	suggestions	P				
	11/2	about how	53.1	0			
		students may		13			
A		proceed in an					
4	100	activity when		- 3		St. St.	
		there is silence	7		32		
N. I		or when they are	VI)S)	1-20		
		confused about		Ġ			
1		what to do next					
1	200		W/				
1		The teacher		100	,		
		offers some	Y Y		$\sqrt{}$		
		words, phrases,	1964	1			
	1/2	or suggestions to			4.7		
	111	stimulate the	100	-3	1.9		
		students	250	42	1 11		
	1	involved in the	100	19	100		
				سنتر			
		learning process					
		The teacher			.1		
		prompts the			$\sqrt{}$		
		student with					
		the information					
		they have					
		forgotten.					
	Participant	The teacher					
	(Harmer,	joins the					
					$\sqrt{}$		
	2001)	students' activity			٧		
		as the					
		participant					
	Resource	The teacher					
		should be ready					

(Harmer, 2001)	to supply information and language where necessary.			V		
	The teacher explains additional information when students misunderstand.			1		
Tutor (Harmer, 2001)	Helps students when they have difficulties individually			V		
95	The teacher explains the material to the students who have difficulties	I RA	120	7		
PAINIA	The teacher ensures that many individuals are seen in the learning activity.			7	7	
Observer (Harmer, 2001)	The teacher gives individual feedback to the students			1		
	The teacher investigates students' performance in class	H	1 00 1			

2nd EXPERT

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

Position : Second Suverpisor as the lecturer in English Language

Education, Ganesha University of Education

Observation Sheet to Observering Academic Language Function

		Observation Shee				ıdge's Comm	ents
Research Question	ROLES	TEACHER ACTIVITY	Y E S	N O	Relevant	Irrelevant	Notes
What academic language function	Organization (Hughes, 1990)	The teacher manages the interaction with the students	T.		V		
do English teachers	A LOST	The teacher instructs the students		State of	V		
use to support these		Teachers supervising the students	9		V		
roles?	7	The teacher arranges the students in the learning activities		2	1		
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain	B		V		
		information, ideas, opinion, and reason from the students		20.00			
		The teacher replies the question from students regarding			V		
	Explanation	the learning activity The teacher explains the					

(7.7	1				.1		
	ughes,	material and			V		
199	90)	gives					
		information					
		related to the					
		learning					
		material					
		The teacher					
		gives an					
		explanation or			$\sqrt{}$		
		a verbal					
		commentary					
		accompanying					
		pictures, slides,					
		and films					
Inte	eraction	Teachers	-				
(Hı	ughes, 🦽	maintain social		Section 1	,		
199	90)	relations such			V √		
	The state of the s	as greeting,	16	. /	The state of the s		
		leaving,	10	10			
		apologizing,		30			
		thanking, and					
1800	A.S.	congratulating.				No.	
		Teacher gives	A.		100	1/8	
	3	students	3	8	-		
		appreciation,	W.W.	1			
		pity, sympathy,		10	$\sqrt{}$		
		interest,	10				
	To	surprise, anger,		N.,	1		
			P.AV		I N		
<u> </u>		disappointment					

Singaraja, 14 November 2022

Expert

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

2nd EXPERT

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

Position : Second Suverpisor as the lecturer in English Language

Education, Ganesha University of Education

Observation Sheet to Observering The Challenges in Remote Teaching

Stat	ements in th	e Observation	Judge's Comments			
Research Question	Learning Activity	Challenges	Notes	Relevant	Irrelevant	Notes
What are the	Teacher					
challenges encounter ed by	Students	AS PEN	DIDIKAN	1		
English teachers in playing	Learning objectives			V		
their roles?	Learning Material			V		
	Learning Activity			V		
	Method of teaching			V		
	Media Of Learning	ONDI	KSHA	V		
	Source of learning			√		
	Evaluation			V		

2nd EXPERT

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

Staten	nents in the interview ş	guide	Judge's Comments				
Research Question	Question	Answer	Relevant	Irrelevant	Notes		
What teacher roles are played by English	What are the teachers' roles that you play during online learning activities?	NDIDIA	1// 1				
teachers in remote teaching?	How do you control learning activities as well as students during the learning process?	X					
	How do you organize learning activities and students in class?		1	3			
	How do you evaluate the learning activities and student performance that	IKSE	1				
	have been implemented?						
	How do you participate in learning activities so that learning activities run smoothly?		V				
	How do you provide information to students?		V				
	How do you guide students' learning						

			ı	T	T
	activities either as a		\checkmark		
	group or				
	individually?				
	How do you		$\sqrt{}$		
	encourage students				
	to participate in class				
	and stimulate				
	students to take a				
	part in the learning				
	activity?				
	How do you observe				
	learning activities		$\sqrt{}$		
	and ensure that all				
	learning activities				
	have gone according				
	to plan?	Contract of the Contract of th			
What	What do you usually		V		
academic	say to manage the	NDIDT -			
language	interaction during		4	l.	
function	remote teaching?	_		No.	
do English	What kind of	(1/A)_	V		
teachers	instruction do you			The same of the sa	
use to	convey to the student	3017		7.8	
support	in the learning	2 1/4		- 1	
these roles	activities?				
in senior	How do you arrange		1		
high	the student during	TITLE	V	77 8	
school at					
SMAN 1	learning activities?	VVVV	2		
Blahbatuh	What do you usually		V	1	
and	say to manage your	$\rightarrow \leftarrow$		1.11	
SMAN 1	students during			1	
	remote teaching?			7	
Gianyar in	How do you give	TKS	Y /		
Gianyar	questions to students	37-2	The same of the sa		
Regency?	so students can	A CONTRACTOR OF THE PARTY OF TH			
	convey their				
	answers, opinions, or				
	reasons?		ı		
	How do you answer		$\sqrt{}$		
	the question from				
	students during				
	teaching and				
	learning activities?				
	What do you say		$\sqrt{}$		
	when you explain				
	certain material or				
	theories to students?				
	when you explain certain material or		V		

	How do you usually		$\sqrt{}$		
	explain the learning				
	media (picture, slide,				
	and film)?				
	What do you say to		V		
	greet, apologize,				
	thank, and,				
	congratulate the				
	students during				
	teaching and				
	learning activities?				
	How do you give		V		
	appreciation,				
	sympathy, interest,				
	surprise, anger, and				
	disappointment to				
	students?				
What are	What challenges did	MILLER	1		
the	you face during the		10		
challenges	remote English	4			
encountere	teaching related to	(IAN)	-		
d by	the teacher's		- A		
teachers in	abilities?	3 2 / (A SE		
playing	What challenges did	A 40 -	1		
their	you face during the				
roles?	remote English				
1.0	teaching related to	THIST	L.,	7 8	
	the student's		E) A	The state of the s	
	abilities?			A X	
	What challenges did	10/10/10	V	7 7	
	you face during			1	
	remote learning				
	related to the	Water of the			
	learning material?	I IC 2 s			
	What challenges did		V		
	you face during the	The second			
	remote English				
	teaching related to				
	the learning				
	activities?				
	What challenges did		V		
	you face during the				
	remote English				
	teaching related to				
	the method of				
	teaching?				
	What challenges did		$\sqrt{}$		
	you face during the				

	1	T		l .
remote English				
teaching related to				
the media of				
learning?				
What challenges did		$\sqrt{}$		
you face during the				
remote English				
teaching related to				
the source of				
learning?				
What challenges did		$\sqrt{}$		
you face during the				
remote English				
teaching related to				
learning objectives?				
What challenges did		V		
you face during the				
remote English	NDIDIE			
teaching related to		11	la.	
the evaluation	<u></u>	NO COL		
process?	(((1))	1		

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APPENDIX 3. RAW OBSERVATION DATA

OBSERVATION RESULT

Frist Observation for Teacher 1

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

Teaching

Platform : Zoom Meeting

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What teacher	Controller	The teacher	✓		- Recording 1:
roles are	(Harmer,	controls			00.36 "Junita, I
played by	2001)	students'	The same of the sa		hope, Julita can
English		behavior,			lead your friends
teacher in	- A	language,		-	to pray together
remote		attitude.	100		please, before we
teaching in	7/10		110		start the class
senior high	32	MAN		W)	today". At
school at	()	724		1	minutes 01.15
Klungkung	S .		A	32	"Pl <mark>ea</mark> se turn on
regency roles?	5 8	1 1 1 1 1 1 1		1	the camera".
			N	100	01. <mark>5</mark> 3 "if you
	V		10		wa <mark>n</mark> t to talk
		プ // 研修)		ple <mark>a</mark> se unmute the
	1		5		microphone and
70		VVVVVV	VV)		if you don't want
1.0					to talk you can
100		>->			mute"
	100		-	1	- Recording 2:
7	D.	The same of the sa		1.0	00.39 "before
		DIKS	VI.28		starting our class
			and the same		I hope one of you
			STATE OF THE PARTY		can lead us to
					pray together"
					In the first and
					second recordings it
					can be seen that the
					teacher controls the
					behavior, language,
					and attitudes of
					students by telling
					students to pray
					together before the
					learning activities
					begin and in the first

			1 1
			recording it is also
			seen that the teacher
			directs students to
			turn on the camera
			and turn on the
			microphone if they
			want to speak
	The teacher	✓	- Recording 1:
	advises		02.04 "We learn
	students		an English lesson
			today, as you
			know the
			important thing
			to learn English.
			which, English is
			an international
			language. So that
	PENDIDIE		is so important to
		4 10	you for the
	\triangle	6	English lesson
	c((AN))	1	and try to speak
			English and
			please, later you
			can try to use
	(allow)		English in our
189		1	lea <mark>r</mark> ning"
	YIIIBY	L	- Recording 2:
		2/1	13.12 "You don't
7/	VVVVVV	Y 7 /	need to read it,
			<mark>j</mark> ust explain in
			general"
			It can be seen that
	V		the teacher advises
	DIKST		students to use
Contraction of the Contraction o			English in the
	The same of the sa		learning process so
			that students get
			used to using
			English and are able
			to communicate
			using English. And
			in the second
			recording, it can be
			seen that the teacher
			advises students not
			to read the
			assignments that are
			already in front of
<u> </u>		•	

T			La .
			the screen, but
			students are
			expected to explain
			in general terms so
			that a lot of time is
			not wasted and the
			teacher expects
			students to be able
			to conclude the
			results of the
			assignment
	The teacher	✓	- Recording 1:
	takes a lead		03.40 "And now
	and helps		we will continue
	students in		with a new topic
	learning		and I would like
	process.	1	to give you a
	SENDING.	- A	clue. The clue is
	Tarker III	4035	a story, an
2/10	_	1	imaginative, and
	AMAN.	1	fictional story. So
	2		did you know
	1507		what is our topic
	The set of	W.	today?". 04.25
		K	"now I would like
		73	to share with you
	一 // 前被		the purpose/goal
		80.0	of our teaching-
	MANATA		
			learning process
			for today".
			- Recording 2:
	E	0.7%	01.30 "Today I
	DIKST	VI.26	would like to
		The same	discuss a text, but
		and the same of the	before that,
			would like to
			share a video".
			02.47 "what the
			video it is?
			In the first
			recording, it can be
			seen that the teacher
			leads the learning
			process by giving a
			question to students
			or giving
			brainstorming with
			students and the

Asse	The teacher	AT GAME	teacher also explains the learning objectives to students so that students know today's learning objectives. besides that, the teacher also helps students to answer the questions given by giving students some clues. Likewise in the second recording, it can be seen that the teacher leads the lesson by telling the learning material that they will learn today and the teacher also provides a video to provide an illustration or example and this really helps students in the learning process
	DENDIA		teacher leads the lesson by telling the
	- " C AFY DINI	110	
//		10	
	(IAI)	1	teacher also
			provides a video to
			provid <mark>e</mark> an
		787	illustr <mark>at</mark> ion or
	N/ab S	12	example and this
			really <mark>h</mark> elps students
	THE THE		in the <mark>l</mark> earning
			L CONTRACTOR CONTRACTO
Asse			✓ On the first and
(Har			second
2001	The second secon		recordinging is not
	mistake		available or not
	VDIKS		visible the teacher
	WELL THE	Street, or other party.	correct the students
Tyester.	m i		mistakes
	The teachers		✓ On the first and
	tell the quality of students		second
			recordinging is not available or not
	score		visible the teacher
			the quality of
			students score
	i	1 1	students score
	The teacher	√	
	The teacher		- Recording 1:
	assess students		- Recording 1 : 40.14 "Good job,
			- Recording 1: 40.14 "Good job, you have
	assess students		- Recording 1 : 40.14 "Good job,

			- Recording 2: 15.04 "It is a good example" In first and second recordinging, the teacher assesses the results of the student's assignment by saying that this is a good example, a good assignment and the teacher also gives appreciation to students by saying good jobs and good work.
Organizer Harmer, 001)	The teacher gives instruction or demonstration on how students are going to do the activity.	A CANASILA	- Recording 1: 14.21 "I will give you the Jamboard for one group until the last group. You can see here, there is a random narrative text. So you have to put in the best place or arrange each paragraph in the right place but before that you should identify the social function, orientation, complication, solution and also find a moral value of narrative text and also please, find the tense of this text and language features and please participate the character in that text.and I

The teacher	will give you 15 minutes to discuss and after that you will present your work" - Recording 2: "Before I already shared the Jamboard link to you and you have already written, explore and find all information about that discussion text and now, you will present it and later you will explain what you have found" In the first recording, the teacher gives instructions regarding the assignments given by the teacher and the instructions given are very clear and similarly in the second recording, the teacher gives instructions to students to make presentations about the assignments previously given - Recording 1:
convey some information about class activities to the	13.12 "Now we'll discuss about more specific about narrative
students.	text" - Recording 2: 20.33 "In this section we discuss or

THE STATE OF THE S	The teacher arranges and put the students into group or pairs.	identify the social function, text structure, and language features of the text and you have to try to write a discussion text as well" In the first recording, the teacher conveys information about the class activities that they will carry out and likewise in the second recording, the teacher conveys information about the activities they are carrying out during the learning process. - Recording 1: 14.21 "last meeting, I already give you the Jamboard for one group until the last group" - Recording 2: 07.14 "I saw group 1, 2, 3, 4, 5 and 6 all done and I need your help to present" In the first recording the teacher formed students into several groups and gave them a groupwork
		help to present" In the first recording the teacher formed students into several groups and gave

Г	<u> </u>	<u> </u>	<u> </u>	, a a l
				ontinued the work
			О	of each group
Prompter	The teacher	✓	-	Recording 1:
(Harmer,	encourage			18.12 "what do
2001)	students to			you think about
	participate or			that story about?,
	needs to make			is there anyone
	suggestions			who knows that
	about how			story?, have you
	students			read it?, about
	may proceed in			who? how many
	an activity			characters in that
	when			story"
	there is a		-	Recording 2:
	silence or	the same of the sa		Diana?". 02.58
	when they are			"can anyone give
	confused about			an opinion?
	to do next	31. 1		about social
472		41		media Budi
	<u></u>	3300		maybe?"
	5(((1)))3	7	F AT TO	n the first and
		4.0		econd recordings, it
1 2 2		(8)	c	an be seen that the
45				eache <mark>r</mark> encourages
	1 db > 1	A.	s	tuden <mark>t</mark> s to
		()	_	participate by giving
	THEY	4		question
		\gg		epeatedly to all
7	AAAAAA	177	s	tudents and if no
	18 18 18 18 18 18 18 18 18 18 18 18 18 1	\leftarrow		on <mark>e</mark> responds, the
				eacher directly
			a	ppoints one of the
	V 2 1	0.5	s	tudents to answer
3	VED INSTE		tl	he question given.
	The teacher	-4504-400		In the first and
	offers some	-		second recording,
	words, phrases			is not available or
	or suggest to			not visible the
	stimulate the			teacher offers some
	students			words, phrases or
	involved in			suggest to stimulate
	learning			the students
	process			involved in
				learning process
	The teacher		√	Recording 1:
	prompts the			03.44 "I would
	student with			like to give you a
				clue. The clue is
<u> </u>	•			

	T		1	
		information		a story, an
		they have		imaginative, and
		forgotten.		fictional story"
				The teacher gives a
				clue to students so
				that these students
				do not forget the
				material they get
	Participant	The teacher	✓	- Recording 1 :
	(Harmer,	join students		08.10-20.27 (the
	2001)	activity as		teacher make a
		the participant		discussion sectio)
				- Recording 2 :
				17.27-25.50 (the
				teacher makes a
				group discussion
	100			in a zoom
	A STREET	SENDIDIE		meeting and they
	4.0		4 10	also make a
	9/1	_		different room
11/1/1		c((A))	1	between one
4			(4)	group and
	S 5	1 3 9 1		ano <mark>th</mark> er group)
	S 💖		数	In the first record,
		1 de 1		the teacher
				participant in the
)	C // VIIITE	1	discussion section
	N.C		E A	and the second
7/4		WWW	Y	record also, the
	100			teacher forms
1				students into several
	100		70000	groups and the
	V 0	-	b 4	teacher also makes a
		DIKST		different room in
	noneman.	39-50		each group so that
			The same of the sa	each group can
				discuss with their
				respective members.
				besides that the
				teacher also seemed
				to participate in the
				discussion. such as,
				asking questions
				regarding a given
				project and giving
				directions in terms
				of what they should
				do.
	<u> </u>			μυ.

	Resource	The teacher	✓	-	In the first and
	(Harmer,	should be			second
	2001)	ready to supply			recording, seen
		information			the teacher
		and language			already ready
		where			supply
		necessary.			information and
		•			language where
					necessary by
					saying "there any
					question student"
		The teacher		√ -	On the first and
		explains			second
		additional			recordinging is
		information			not available or
	and the same of th	when student	Marian.		not visible the
		misunderstand.	100		teacher explains
	Samuel Park	misulucistaliu.			additional
A		BEKUUN	P Brown		information when
#	400		4 M		student
	43		- TO 1	24 h	
		54443	30		misunderstand
	m.	***	1		D 11 4
	Tutor	Helps students			Recording 1:
	(Harmer,	when they	R	11	25.22 Student
	2001)	have	/\		"S <mark>or</mark> ry miss,
		difficulties			per <mark>m</mark> ission to
	100	individualy	4		as <mark>k,</mark> the text in
		SAAAAA		1	<mark>qu</mark> estion was
					given in the
1.0					group?"
					Teacher: "No,
1	1 2		c Page	7.8	but at Jambord
		DIKST	Vize	1 1	earlier. please
		MEST NOT THE	100000		check again"
	The state of the s		and the same of the		Recording 2:
					03.24 Student :
					"Can I speak in
					Indonesia?
				-	Teacher: "Yes,
					you can"
					n the first record, it
					an be seen that one
					f the students was
				C	onfused with the
				te	ext meant by the
				te	eacher. So, the
				te	eacher helps
					udents by
				te te	ext meant by the eacher. So, the eacher helps

				explaining again that the text mean is the
				text on the Jamboard
				and the second
				recording is also
				seen by the teacher
				helping students in
				trouble. which, the
				teacher asked the
				students to answer a
				question that was
				given. However, one
				of the students had
				difficulty giving an
				opinion because
				English language
				she had was not
A Comment of the Comm	SENDIDIA		No.	fluent so, the student
14.77		4 10		asked permission
	<u></u>	10		from his teacher to
	<(14A))>		X.	use Indonesian and
				the teacher allowed
			4	the stu <mark>d</mark> ent to use
				Indon <mark>es</mark> ian. so, it
	allo -			can be said that here
	10//			the teacher helps
	YITEY			stude <mark>nt</mark> s in dealing
				with English
7/	AMMAAA			language difficulties
		4		tha <mark>t</mark> they have so,
				t <mark>he</mark> teacher allows
			1000	them to use
	DIKSE	3.2	107	Indonesian so that
	AND LOSE		No.	these students can
				give their opinions.
	The teacher		✓	- On the first and
	explains the			second
	material for the			recordinging is
	students who			not available or
	have			not visible the
	difficulties			teacher explain
				the material for
				the students who
				have difficulties
	The teacher		✓	- Recording 1:
	ensures that			37.08 " <i>Third</i>
	many			group, who want
	individuals are			to speak? there

	T	T	1	
		seen in		are Kasna, Puja,
		learning		Sintya, Eka"
		activity.		- Recording 2 :
				25.59 "is it clear,
				the explanation is
				about the
				discussion text?
				maybe others
				can, I can hear
				Dimas? Megan's
				voice?", 26.23
				"can others? who
				heard me Rani?
		A.		Puspa? Yogi?
				Galuh?"
			Market Control	
				In the first and
		AND TO SERVICE OF SERV		second recording,
		A SEKTION IS		the teacher is seen
#	AP.		ar .	making sure that
///	4.5	ATT.		every student
	457	5(1(4))?	72	follows the lesson
1.4	1231		N 50	by calling several
	<i>6</i> 5 (<i>6</i>)			students to ensure
	> 14			that they are
		(Ib)	N	involved in learning
				activit <mark>i</mark> es.
1/	Observer	The teacher	Y	- Recording 1 :
	(Harmer,	gives an		Teacher: "Can
7.0	2001)	individual	TJ	you conclude
1.0		feedback to the		what a narrative
		students		text is?"
	V 700			Student: "The
1		V		narrative text is
		DIKS		an imaginative
	The state of the s		The state of the s	story to entertain
			Section 1	people, thank
				you"
				Teacher: "Thank
				you, very good.
				We can see based
				on the story, it's
				not a true story.
				So we can know,
				the narrative text
				is"
				- Recording 2:
				02.57 Teacher:
				"Who wants to
		l		who wants to

A PARTIAL AND SOLVE OF THE PARTIAL AND SOLVE O	The teacher investigates students' performance in class	the text Budi ma - Student miss, the explains impact of media in there ar and con Teache you very that's a answer. explaine there ar and con In the first second rec can be seen teacher gav feedback to after studen answered t questions g the teacher - Record 40.57 "I shared of with a g form wo and plea on it firs "I've for result yo are wor and it's - Record 21.19 "I you a pr Please f	? What is about? alybe?" it: "Yes e video is how the of social tself is, re proses" Thank y much, good Budi has red that re proses" and ordings it in that the ve o students ints he given by img 1: "'ve a quiz roogle orksheet ase work st". 57.36 and the ou guys ring on great" ing 2: "will give roject. Find an
		- Record 21.19 "I you a pr Please f image th support	ing 2: I will give roject. Find an hat can your and text. edit"

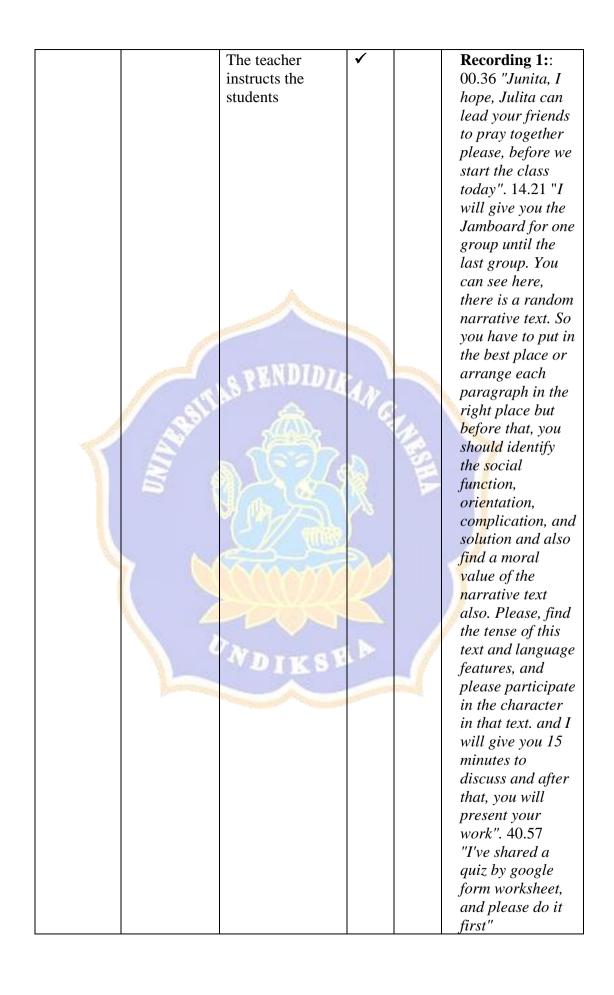
teacher investigates student performance in class by giving quizzes to all students and instructing all students to work on the quiz. after that, the teacher notifies the results of student performance and the second recording also shows the teacher giving a project to students in order to measure student performance.



Second Observation for Teacher 1

Purpose : To observe the academic language used during remote Teaching

Research	ROLES	TEACHER	YES	NO	NOTES
Question		ACTIVITY			
What	Organization	The teacher	✓		- Recording 1:
academic	(Hughes,	manages the			01.53 "If you
language	1990)	interaction with			want to talk
function		the students			please unmute the
do English					microphone and
teacher use			No.		if you don't want
to support			1		to talk you can
these roles		_ TABLE			mute"
in senior		6 BELLININIS			- Recording 2:
high			all o		01.49 "Can you
school at				A. C.	see the video?".
Klungkung		54447	- 1	1	07.06 "Is it
regency			N .	70	visi <mark>bl</mark> e?"
	2		(al	1	In the first
			R	100	recording, it can be
	- 0		13		seen that the
1.0)		teacher manages
11			\$		interaction with
199		MANAGO			students by
					reminding students
					to turn on the
				9	microphone if they
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		7.0	want to give
		Marust	ylan .	1	opinions or ask
			100		questions. And
	1		and the same of	-	similarly in the
					second recording,
					several times it is
					seen that the
					teacher also asks
					students some
					questions and this
					is one of the ways
					the teacher
					manages
					interaction with
					students.



Teachers supervising the ✓	Recording 2:". 00.39 "before starting our class I hope one of you can lead us to pray together", 07.32 "I need your help to present what you have found here and explain a little bit about what you have found. Go ahead, you have a chance" In the first recording, it can be seen that the teacher gives several instructions to students starting from instructing students to pray first before class begins, then the teacher also gives a task instruction that they have to do and finally the teacher instructs students to work on the questions in the google form. And for the second recording, the teacher also gives instructions to students to present the results of the work that has been given before - Recording 1: 17.25-26.18 (At	s i
students	this minute, it can be seen that the teacher made a different room fo	

		I		
				know what kind
				of text?"
				In the first and
				second records, it
				can be seen that the
				teacher asked
				several questions to
				students and the
				teacher gave all
				students the
				opportunity to give
				their opinions,
				ideas, and reasons
	The teacher reply	✓		- Recording 1:
	the question from	the same of the sa		19.16 student :
	students			"miss I have a
	regarding	1		question, do we
	the learning			only arrange the
77	activity	AN.		paragraphs?"
(5)	A	3		teacher: "first we
	5((()))3		9	arrange the
			100	pa <mark>rag</mark> raphs after
			1	that <mark>,</mark> identify the
			11	soc <mark>i</mark> al function,
0.0		/\		tex <mark>t</mark> structure,
		1		an <mark>d</mark> explain what
	A MILEY	4		is the story about
	MAANA			and explain
				briefly, find the
				orientation,
			,	complication, and
			7.0	what is solution"
	NDIKST	g _{ad}	1	- Recording 2:
	THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN TRANSPORT NAMED IN THE PERSON NAMED	1000		12.56 Student :
		SECTION S	-	"did I explain this
				issue miss"
				- Teacher: "yes,
				you can do that"
				In the first and
				second records,
				students ask a
				question to the teacher and the
				teacher and the
				immediately
				responds or answers the
				question
		<u> </u>	<u> </u>	question

		T T	
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material		- Recording 1: 05.17 "The purpose of the teaching-learning process today is". 08.46 "Narrative text is" - Recording 2: 15.18-21.18 "The first is about what is the discussion text. So here, the
	The teacher gives	✓	discussion text is" - Recording 1:
The last	an explanation or a verbal commentary	ANC	06.41 (Teacher shows a youtube video entitled
S. C. C.	accompanying pictures, slides,		Angeline Jolie Movie)
Thia	and films		- Recording 2: 01.55-05.53 (at this minute, the teacher shows a youtube video entitled Social Media Pros and Cons)
Interaction (Hughes,	Teachers maintain social	*	- Recording 1: 00.06 "Good
1990)	relations such as greeting, leaving,		afternoon everyone", 00.11
1	apologizing, thanking and		"How are you today?", 01.26
	congratulating.		"Thank you Budi", 05.03
			"Thank you", 05.43 "Thank you very much Dian"
			In meetings notes, the teacher really
			maintains social relations with
			students, such as saying thank you when you want to

	1	1			
			answer the		
			questions that have		
			been given and		
			don't forget to greet		
			the teacher by		
			saying good		
			afternoon and		
			asking about the		
			students' condition		
	Teacher gives	✓	- Recording 1:		
	students		"wow, great"		
	appreciation,		"Okay great,		
	pity, sympathy,		that's a great		
	interest, surprise,		line"		
	anger,		- Recording 2:		
	disappointment		08.36 "Very		
<i>F</i>			good", 10.25		
The state of the s	~ SENDIDIA		"Well done",		
	2	4 15	10.15 "Great job,		
			you have		
	c(tAl)	1	presented well".		
			57.38 "I've found		
			you <mark>r</mark> answer, it's		
		10	gre <mark>a</mark> t"		
	No the Control of the	\mathcal{X}	In the first and		
	7 77		second recordings,		
	THE THE		the teacher gives		
		3) 1	appreciation to		
	AAAAAAA	Y 7 /	students who want		
			to participate		
	ONDIKSHA				
			1		

Second Observation for Teacher 1

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

Teaching

Research Question	Teaching and Learning	Challenges
	Components	
What are challenges	Teacher (Hamruni, 2011)	Difficult to control the
encounter by teacher in		students
senior high school at	Students (Hamruni,	The student's less active in
SMAN1 Blahbatuh and	2011)	learning activity
SMAN 1 Gianyar at	Learning Material	-
Gianyar Regency in	(Hamruni, 2011)	
playing their roles?	Learning Activity	
	(Hamruni, 2011)	
//A	Method of teaching	10
	(Hamruni, 2011)	
	Media Of Learning	Lack of use of learning
	(Hamruni, 2011)	media
	Source of learning	Lack of use of learning
	(Hamruni, 2011)	media
	Evaluation (Hamruni,	Difficult to evaluate
V	2011)	W /B

Second Observation for Teacher 2

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

remote Teaching

Research	ROLES	TEACHER	YES	NO	NOTES
Question	ROLLS	ACTIVITY		110	NOTES
What teacher	Controller	The teacher	1		- Recording 1:
roles are	(Harmer,	controls			"why is it quiet to
played by	2001)	students'			join, even though
English	2001)	behavior,			the zoom link has
teachers in	. material	language,	The state of the s		already been
remote		and attitude.		90.	shared, why
teaching in			40	1	doesn't anyone
senior high		SEKTIN	Ra.		join?", "before
school at	100				that, please
SMAN1	60	(IAI)	****	1	captain of the class
Blahbatuh and	(A)	7		1	lead the prayer",
SMAN 1			27	2	"I will <mark>c</mark> heck your
Gianyar at			(ST)	N.	present"
Gianyar	- 1		M.		- Recording 2:
Regency roles?			100		01.50 "Just let me
		- // ****	is)		check your name
	100		4	- 1	here, to make sure
		MANY			yo <mark>u</mark> are here",
1.0	100	200000	17/2/5	/	04. <mark>5</mark> 6 "Hay Devi,
1,0		>->-			Could you turn on
			- Inches	3	your camera
*	D.	£	20		Devi?", 09.14
		DIKS	1. 4.50	- /	"Could you turn on
			33		your camera,
			NAME OF TAXABLE PARTY.		Ening?", 26.16
					"Where is your
					video, Meli?"
					This can be seen from
					the first recording,
					Mr.Boy controlling
					the behavior and
					attitudes of students
					where students seem
					to be a few who join
					the zoom meeting that
					has been provided

			and this is same as with second recording, which are Mr.Boy controll the students' behavior, language, and attitude by ensuring students are present at the meeting by checking student attendance and controlling student behavior so students can show their face
	The teacher	1	- Recording 1: "I
	advises		will warn you
	students	Pol	later, please
4.7° -		1	include me in your
237	ATTACK TO THE PARTY OF THE PART	5501	class group, even
	5		tho <mark>ugh I already</mark> shared the zoom
		125	link ea <mark>r</mark> lier with
		(STA)	the class leader"
- 1		M	- Recording 2:
No.		100	01.34 "When you
	- //	(B)	are speaking,
			answering or
	VVVV	M	telling something
	STATE PARTY		please, on your
	77		camera so that we
		E-F	can see clearly
	Transmission of	11 D	your voice and
	VDIKS		your face", 02.19
Lanca Control		-	"well everyone, if
	The second second	1	you have any
			problems with my
			voice, could you
			please tell me if,
			my voice is unclear
			and after that, I
			can stop my
			explanation"
			It can be seen the
			first
			recordingMr.Boy advises students so
			auvises students so

A RATTA	The teacher		s t r a t i g t s s s N	and teacher runs moothly. And for the second ecording, Mr. Boy advised all students to turn on the camera of they wanted to give an opinion or they want to speak tomething and Mr. Boy also advised the students so that tudents could tell Mr. Boy if there were problems with the voice or unclear explanations Recording 1:
9	takes a lead and helps students in learning		ill.	"Now I will start the class" and "Now we are going to talk about
K	process.)	recount text and we will discuss recount text,
	7		V .	recount text is"
1		227.70	F 10	the first recording,
	DIKS	1		r.Boy can be seen ading the learning
THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TW		-		ocess by opening
The second second		September 1974	_	e class and starting
				e recount text
				aterial by
				xplaining the efinition of recount
				xt and a general
				escription of recount
				xt.
			-	Recording 2:
				02.40 "well ladies
				and gentleman our meeting today it is
l				manatum a 4 a dan i i i i

	Assessor (Harmer, 2001)	The teacher corrects students mistake		Charles	your opinion or telling your habit" In the second recording, Mr. Boy led the learning process by welcoming the students first, after that Mr. Boy also informed the learning activities that students would get at this meeting. And at 26.26-28.28 minutes Mr.Dumbler also seemed to help his students who spoke less English, so Mr.Dumbler explained more simply so that the students understood the questions given by Mr.Boy Recording 1: "don't eat but ate", "I went to the zoo don't I am to the zoo", and there were many trees don't there are
		A SECTION AND ADDRESS OF THE PARTY OF THE PA	N.		
	2001)	The state of the s	(B)		
	N/C	mistake	3	si)	
7/		VVVV	M		
	100		11/2	/	-
1				9	m <mark>a</mark> ny trees".
	1				- Recording 2:
		DIKS	1 P	- 7	02.40 "well ladies
					and gentleman our meeting today it is
			NAME OF TAXABLE PARTY.		actually giving
					your opinion or
					telling your habit"
					telling your habit" In the first and second
					telling your habit" In the first and second recording, Mr.Boy
					telling your habit" In the first and second recording, Mr.Boy fixes the way students
					telling your habit" In the first and second recording, Mr.Boy fixes the way students use words or
		The		√	telling your habit" In the first and second recording, Mr.Boy fixes the way students use words or pronunciation
		The teachers tell		√	telling your habit" In the first and second recording, Mr.Boy fixes the way students use words or pronunciation In the first and second
		-		√	telling your habit" In the first and second recording, Mr.Boy fixes the way students use words or pronunciation
		teachers tell		✓	telling your habit" In the first and second recording, Mr.Boy fixes the way students use words or pronunciation In the first and second recording is not

Т	1				1 1 0 1
					the quality of student
					scores
		The teacher		✓	In the first and
		assess			second recording is
		students			not available or not
		assignment			visible the teacher
		_			assess students
					assigment
	Organizer	The teacher	✓		- Recording 1:
	(Harmer,	gives			"Now we will make
	2001)	instruction			past tense
	2001)	or			sentences, I will
		demonstrati			give an example of
		on on how students are			making past tense sentences"
	Activities .		No. of Concession, Name of Street, or other Persons, Name of Street, or ot		
		going to do		100	- Recording 2:
	and file	the activity.		1	02.40 "it is
A P			130		actually about
#	100		-3/		having a
	0.5	A	5507	Contract of the Contract of th	discussion about
	457	5(((3)))2			an <mark>issu</mark> e, habits
			> .		things, <mark>an</mark> d others
	S &		(da)	7	to have some of
	5 8		778	III,	your opinions to
	- N	Alle S	17/		discus <mark>s</mark> "
V.	10/				In the first recording
1 (THE N	7		Mr.Boy gives an
	NE		3	A	instruction to students
77 //		VVVVV	MY		to make a past tense
1.9	100			1	sentence and Mr.Boy
7.7				(0)	also gives an example
	and the same		- Barrier		to students so that
	D	Transaction of	200		students can
	11 -	DIKS	100	10	understand the
		337-5310		_	instructions more
			The second second		
					clearly. And for the
					sesond meeting
					Mr.Boy also give an
					intsruction to student
					what they will do and
					what will they discuss
					in that meeting today
		The teacher	✓ _		- Recoridng 1:
		convey			"Now we talk
		some			about the recount
		information			text and try to
		about class			make it understand
L		20041 01400			

		activities to			the recount text in
		the students.			a simple way"
					- Recording 2:
					02.57: "I have
					taken on an issue,
					one update thing
					that now, of
					course, is very
					important for us, it
					is about our
					passion, let me
					give a few bit
					· ·
					understanding of
					passion. and on my
			No.		mind passion
				No. 1	actually that things
				1	that you like, you
A STATE OF THE STA		DENIMBER .	P		to do"
	472		418	24	The first and second
//	. 6	<u></u>	354	6	recording, Mr.Boy
#/4	6.7	5(((1)))2		1	conveying
			5 .		information about the
	5 8		d	7	class activities that
	5 8		778	m,	they will <mark>d</mark> o or learn
		Alba San	IKI		today.
	1	The teacher		✓	In the fi <mark>r</mark> st and
1.0		arranges	1		second recording is
	N.G	and put the	=	1	not available or not
7/4		students	VY I		visible the teacher
	1	into group	17/11/2	6	arrange and put the
7 (1	or pairs.		0	students into group
	N THE		100	-2	or pairs
	Prompter	The teacher	1		- In the first and
	(Harmer,	encourage	A STATE OF	1	second recordings,
	2001)	students to	-		Mr.Boy often asks
	1	participate	The state of the s		or gives students
		or needs to			the opportunity to
		make			answer questions
		suggestions			whit calling
		about how			students' names
		students			that have been
		may			given by Mr.Boy
		proceed in			and, this
		an activity			encourages
		when			students to
		there is a			participate in the
		silence or			learning process

when they are confused about to do next The teacher Recording 1: "If	
confused about to do next	
about to do next	
about to do next	
next	
The teacher ✓ - Recording 1: "If	
offers some wrong don't cry,	
words, just relax"	
phrases or - Recording 2: "le	t
suggest to me give the	
stimulate opportunity to all	
the students student"	
involved in The first recording	
learning Mr.Boy gives an	
process advice to students so	,
that students are not	
afraid to have	
opinions and can	
stimulate students to	
be involved in the	
learning process. Ar	d
for the second	
recording, Mr.Boy	
also give opportunit	7
to all student to free	
	y
give their opinion	
about something	
The teacher	
prompts the second recording is	
student with not available or not	
information visible the teacher	
they have promts the students	
forgotten. with information	
they have forgetten	
	u
(Harmer, join in the discussion	
2001) students activities in which,	
activity as Mr. Boy was seen	
the asking each other	
participant questions to studen	ts
by giving response	
to students either	
responding by	
asking again or	
refuting the opinion	ıs
given by students	

	Resource	The teacher	✓		- Recording 1:
	(Harmer,	should be			"Each of you
	2001)	ready to			makes a past tense
	2001)	supply			sentence or if you
		information			want to write
		and			directly or tell a
					•
		language where			story, that's fine
					too. I'll give an
		necessary.			example when I
					was a child"
					- Recording 2:
					student: 05.54
		A			"actually, I don't
					know what to say"
			RM Commence		Teacher: "Let me
				No.	give you a more
					simple question, do
A		PENUM	12		you know what is
#	400		-41		your hobby?"
///	200	無	5567	6	In the first recording
	A	5(((1)))2		1	Mr.Boy provides
11/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1			> <	100	information to
			(413)	1	students and Mr.Boy
	> ?		78	10	also read <mark>y</mark> to provide
	1	Alba -	1A		an exam <mark>pl</mark> e so that the
4		J"7/			example can be used
1/			W/		by stude <mark>nt</mark> s. And for
		VAUNUE	\Rightarrow	21	the second recording,
10		AAAAA	1000	1	Mr. Boy provides
1.0					infor <mark>m</mark> ation or
	1			9	language that is more
1	1				easily understood by
4		Transport of the Park	11 1	- 7	students.
		The teacher	1		- Recording 1:
	September 1	explains	-4577		"First, I went to
		additional	1		the zoo, don't I a m
		information			go to the zoo so
		when			you have to use
		student			Verb 2, if don't
		misundersta			have a Verb, we
		nd.			use was or were"
					- Recording 2:
					07.40 "So, your
					hobby is not your
					passion. because
					actually, a hobby
					is"
			i	L	·

				In first recording, Mr.Boy corrects student mistakes by providing clearer information regarding the correct use of sentences in making a past tense sentence. And for the second recording, Mr. Boy provided additional information when one of the students misunderstood between hobbies and passion.
	Tutor (Harmer,	Helps students	✓	- Recording 1: Teacher: "Dewa
	2001)	when they have difficulties	41	Gede Agung go please" (here, the teacher wants
		individualy	P.A.	Dewa <mark>Ge</mark> de Agung to try to make a
	3			past tense sentence). Student:
\	6			"Yest <mark>e</mark> rday, I went to <mark>Di</mark> nda's house an <mark>d</mark> then, ate fried
	2	70	\leq	ric <mark>e</mark> together, hmmm" (here, he starts to get
	0.	VDIKS	H A	confused and thinks about the next sentence)
			SUPERIOR STATE	Teacher: "How were you feeling?"
				Student: "I felt happy" - teacher: "Good,
				thank you" - Recording 2: 28.58 Teacher:
				"Do you get benefit from that, those the activities besides happy doing it"
L		ı		112

AND STATE OF THE PARTY OF THE P	The teacher explains the material for the students who have difficulties	- Student: "Sorry, benefit itu apa?" - Teacher: "Benefit mean is manfaat" - Student: "Benefit from my hobby?" - Teacher: "Yes, from dancing and cooking" - Student: "Sorry I don't speak English" - Teacher: "Do you often help your mother cook in the cafe" In the first recording, it can be seen that Mr.Boy really helped the students in dealing with the difficulties experienced by these students when the teacher asked the students to make a past tense sentence. And same as in the second recording, Mr.Boy help the student to understand the question because the student can't speak english fluently - Recording 1: "First, I went to the zoo, don't I am go to the zooso you have to use Verb 2 if you don't have a Verb, use was or were" - Recording 2: 32.29 Student:
		was or were" - Recording 2:

		Teacher: '	'Okav
			-
		you as a sti	
		have you	
		As seen in firs	
		recording, Mr	•
		explains the u	
		past tense to s	
		who find it di	
		understand ho	
		use the past te	
		when making	
		sentence. And	
		second record	
		Mr.Dumbler a	ılso re-
		explained the	
		question to the	
		students who	have
	PENDIDIA	difficulty	_
472		understanding understanding	; the
// 557	4	question	
	The teacher	- Recording	
	ensures that	"Firstly, I	
11 2 3	many	to che <mark>ck</mark> yo	ur
45 8	individuals	presence"	_
0.5	are seen in	- Recording	
	learning	00.12 "Bef	
	activity.	going on, le	
	VAVOR	check first	•
	AAAAAA	pr <mark>e</mark> sence h	
	777711111111111111111111111111111111111	As seen in the	
		and second re	_
		Mr.Boy made	sure
	VDIKS	that students	
	WENT LIGHT	participated in	
		learning activi	
		addition, the t	
		had asked the	
		students sever	
		to make sure t	:he
		students were	-
		in the learning	3
		activities	
Observer	The teacher	- Recording	1:
(Harmer,	gives an	"Okay gred	at, that's
2001)	individual	a good sen	
	feedback to	- Recording	
	the students	11.57 "thar	
		that you ha	-

	The teacher investigates students' performanc e in class		described the detail, actually, of course, hobby is", 17.00 "Thank you Kalya, it's very great English I need from Kayla, you said", 21.22 "Okay, that's why Gym is not passion, but passion actually" In the first and second recording, the teacher gives feedback to students after, students answer the question - It can be seen here how Mr.Boy investigates student performance with answers that they can convey or give to the teacher according to the questions that have here gives
1			to the teacher according to the
	NDIKS,	E A	

First Observation for Teacher 1

Purpose : To observe the academic language function used during remote

Teaching

academic language function do English teacher use to support these roles in senior high school at Klungkung regency [Additional Recording 2: 01.50 "Just let me check your name here, to make sure you are here", 01.34 "When you are speaking, answering or telling something please, on your	Research	ROLES	TEACHER	YES	NO	NOTES
academic language 1990) Interaction with the students Some regency Some ready to study now?" and "do you now?" and	Question		ACTIVITY			
language function do English teacher use to support these roles in senior high school at Klungkung regency Indicate the students interaction with the students in the students interaction with the students in the student	What	Organization	The teacher	✓		- Recording 1: "Are
function do English teacher use to support these roles in senior high school at Klungkung regency with the students hear my voice?" Recording 2: 01.50 "Just let me check your name here, to make sure you are here", 01.34 "When you are speaking, answering or telling something please, on your camera so that we can see clearly your voice and	academic	(Hughes,	manages the			you ready to study
do English teacher use to support these roles in senior high school at Klungkung regency students - Recording 2: 01.50 "Just let me check your name here, to make sure you are here", 01.34 "When you are speaking, answering or telling something please, on your camera so that we can see clearly your voice and	language	1990)	interaction			now?" and "do you
teacher use to support these roles in senior high school at Klungkung regency teacher use to support these roles in senior high school at we can see clearly your voice and	function		with the			hear my voice?"
to support these roles in senior high school at Klungkung regency to support these roles in senior high school at Klungkung regency check your name here, to make sure you are here", 01.34 "When you are speaking, answering or telling something please, on your camera so that we can see clearly your voice and			students	Charles on the Control of the Contro		- Recording 2:
these roles in senior high school at Klungkung regency these roles in senior high school at conserved the series of the series	teacher use	-			1	01.50 "Just let me
in senior high school at Klungkung regency wou are here", 01.34 "When you are speaking, answering or telling something please, on your camera so that we can see clearly your voice and	to support	The state of the s	TO NATA		12	check your name
high school at Klungkung regency high school at Klungkung regency high school at Klungkung are speaking, answering or telling something please, on your camera so that we can see clearly your voice and	these roles		& ABIATA	44 .		here, to make sure
school at Klungkung regency are speaking, answering or telling something please, on your camera so that we can see clearly your voice and	in senior				0	you are here",
Klungkung regency answering or telling something please, on your camera so that we can see clearly your voice and	high	63	AM		1	01.34 "When you
regency telling something please, on your camera so that we can see clearly your voice and	school at		724			are s <mark>peak</mark> ing,
please, on your camera so that we can see clearly your voice and	Klungkung			٦٢,	3	answe <mark>ri</mark> ng or
camera so that we can see clearly your voice and	regency			STATE OF THE PARTY.	A.	telling something
can see clearly your voice and				M		please <mark>,</mark> on your
your voice and				10		camer <mark>a</mark> so that we
	1			5)		can s <mark>ee</mark> clearly
your face". 02.19		C. The		3	-	your voice and
	-		VVVVV	MY		yo <mark>ur</mark> face". 02.19
"well everyone, if				7/1/5	1	"w <mark>e</mark> ll everyone, if
you have any	1					yo <mark>u</mark> have any
problems with my				The same	2	problems with my
voice, could you		7	75	2 N		voice, could you
please tell me if,			VDIKS	1920	1	please tell me if,
my voice is unclea				33		my voice is unclear
after that, I can				NAME OF TAXABLE PARTY.	-	after that, I can
stop my						stop my
						explanation but if
						that's clear enough
I will continue"						I will continue"
In the first recording,						In the first recording,
						Mr. Boy managed the
interaction with the						
students by making						students by making
sure the students						
heard the teacher's						heard the teacher's
voice first. And in the						voice first. And in the
second recording,						

			Mr.Boy manages the instruction with the student by instructing the student to open their microphone and camera if they want to talk about something to make sure their explanation clearly
THE STATE OF THE S	The teacher instructs the students		- Recoding 1: "Please one of you lead the prayer. maybe the captain of the class can lead the prayer", "Each of you makes a past tense sentence or if you want to write directly or tell a story" - Recording 2: 04.56 "Hay Devi, Could you turn on your camera Devi?", 09.14
	NDIKS	HA	"Could you turn on your camera, Ening?", 26.16 "Where is your video, Meli?" In the first recording, Mr. Boy gave instructions to the class leader to lead a prayer before class started and the teacher also gave instructions to students to make a simple past tense sentence. And in the second recording, Mr.Boy gave instruction to the student to open their camera to make sure

			they join in the
		ļ	meeting or class.
	Teachers	✓	- in the meeting the
	supervising the		teacher
	students		participated in
			discussions with
			students and
			Mr.Boy also asked
			questions and
			participated in the
			discussion.
	The teacher	✓	- Recording 1:
	arranges the		"Now we talk
	students in the		about the recount
	learning	84	text and try to
	activities	Charles of the Control of the Contro	make it understand
	activities		the recount text in
	- TANKE		A Characteristic Control of the Cont
	- CARIAN	Art.	<i>a simple way"</i> - Recoding 2: 02.40
1//	4000		"Well, ladies and
			ACCUPATION OF THE PROPERTY OF
			gen <mark>tl</mark> emen our
		2.5	meetin <mark>g t</mark> oday is
		(Ala)	actual <mark>ly</mark> for having
		YR	a disc <mark>u</mark> ssion about
		V	an iss <mark>u</mark> e, about
		ia)	updat <mark>in</mark> g today,
		Y C	and have some of
	VAAAAR		you <mark>r o</mark> pinion on
			the discussion. and
1. V		=	I h <mark>a</mark> ve determined
			one issue/one
		1357	update thing that
	NDIKS	1 1 1 20	now, of course, it
	- W. Z. J. S.		will be very
The state of the s		4500	important for us it
		1000	is about our
			passion''
			In the first and second
			recording, Mr.Boy
			organizes students
			and student activities
			by informing them of
			the topics or activities
			they will do at today's
			meeting first
Interrog	ation The teacher	✓	- Recording 1:
(Hughes			"Gede Yuda when
1990)	question to		we used do and
1770)	1 400000011 10		o who we will

		obtain			does in the
		information,			sentence?, "what
		ideas, opinion,			the video about?"
		and reason			- Recording 2:
		from the			10.02 "What do
		students			you think about
					passion is different
					with hobbies and
					then people now
					difficult to find or
					to know their
					passion", 14.45
					"How important is
		A.			a passion for us or
					have you found
			Charles on the Control of the Contro		your passion?",
			200	1	23.11 "getting
	and the	-UNDID		12-	money is more
		6 LELLINIA	Kan		important than
			- 4	0	passion? what do
A A	(30)	CHAIN		1	you think about it"
1		7		72	In the first and second
			A.	7	· The second sec
			(SE)	W.	recording, Mr.Boy
1			(R	100	asks some questions
	- 0		10		to the student to get
1.0			61)		more information or
	70.00				get their opinion or
The second second			\Rightarrow		idea
		The teacher		/	In the first and
		reply the			second recording is
		question from		4	not avaliable Mr.Boy
	7 / 5	students			replaying the
		regarding	103	7	question from
		the learning			student regarding the
	Part Contract	activity			learning.
	Explanation	The teacher	1		- Recording 1:
	(Hughes,	explains the			"Now I will start
	1990)	material and			the class and now
		gives			we are going to
		information			talk about recount
		related to the			text and we will
		learning			discuss recount
		material			text, recount text
					is"
					- Recording 2:
					03.11"Let me give
					a few bits of
					understanding
	<u>l</u>			l .	

				about passion. on my mind that passion is actually the thing that you like to do". In the first and second recording,
	The teacher gives an	✓	1 1 1	Mr. Boy provided information related to learning materials by explaining a little about the meaning of passion. Recording 1: the teacher displays
MARKIT	explanation or a verbal commentary accompanying pictures, slides, and films		CAMA	slides and explains slides about recount text Recording 2: is not available or not visible Mr.Boy giving explanation or a verbal
Interaction (Hughes, 1990)	Teachers maintain social relations such	*	/	commentary accompanying pictures, slides, and films. Recording 1: "Thank you for joint", "thank you
	as greeting, leaving, apologizing, thanking and congratulating.	RA		for captain of the class to lead the prayer", "allright, thank you so much", "good, thank you" Recording 2: 00.06 "Thank you
				for all you have joint our zoom meeting today", 11.57 "thank you, that you have described the detail". 17.00
				"Thank you Kalya, it's very great English"

		In the first and second
		recording, Mr. Boy
		maintains social
		relations with each
		student by greeting
		them before the
		lesson begins and Mr.
		Boy also thanks the
		students who have
		answered the
		questions that have
		been given
	Teacher gives ✓	- Recording 2:
	students	28.34 "You have
	appreciation,	spoken English
	pity,	very well and I
	sympathy,	understand what
The state of the s	interest,	you are talking
	surprise, anger,	about and we are
6	disappointment	sharing it here,
	S(IAI)	you have spoken
		Engli <mark>sh v</mark> ery very
N S	a 1 = 1/2	well". At minutes
	\$70 AC-70	42.43 "thank you,
		I'm sp <mark>e</mark> echless
		about <mark>it</mark> "
N. V.	YIIII Y	In the second
		recording,
	AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	Mr.Dumbler gave his
		appreciation to the
		students

First Observation for Teacher 1

Purpose : To observe the challenges face by teacher during remote

Teaching

Research Question	Teaching and Learning Components	Challenges
What are	Teacher (Hamruni,	Difficult to control the
challenges	2011)	students
encounter by	Students (Hamruni,	The student's less active in
teacher in senior	2011)	learning activity

high school at	Learning Material	-
SMAN1 Blahbatuh	(Hamruni, 2011)	
and SMAN 1	Learning Activity	-
Gianyar at Gianyar	(Hamruni, 2011)	
Regency in	Method of teaching	-
playing their roles	(Hamruni, 2011)	
?	Media Of Learning	Lack of use of learning media
	(Hamruni, 2011)	
	Source of learning	Lack of use of learning media
	(Hamruni, 2011)	
	Evaluation (Hamruni,	Difficult to evaluate
	2011)	



APPENDIX 4. INTERVIEW RESULT

INTERVIEW RESULT TEACHER 1

Teacher : Teacher 1

Date : 30th November 2022

Media : Zoom Meeting

No	Question	Answer
1.	Apa peran guru	Untuk role disini kita harus menguasai
	yang Anda mainkan	semuanya mulai dari assesor, controller, kita
	selama kegiatan	mengontrol class dengan baik seperti itu. Yang
	pembelajaran	pasti kelas tetap kondusif dan menyenangkan
	daring?	pastinya.
2.	Bagaimana cara	Maka sebagai seorang guru yang memegang
	Bapak/Ibu	kendali penuh terhadap proses pembelajaran
	mengontrol kegiatan	meskipun proses belajar siswa merupakan pusat
	pembelajaran serta	siswa dari proses belajar mengajar disini guru
	siswa selama proses	tetap memegang peranan yang sangat penting
1	pembelajaran?	sebagai pengontrol bagaimana siswa itu bekerja.
3.	Bagaimana Anda	Untuk setiap pelajaran tentunya akan saya beri
	mengatur kegiatan	tahu atura <mark>nn</mark> ya terlebih dahulu, setela <mark>h</mark> itu ada
	belajar dan siswa di	tujuan pembelajaran yang harus disampaikan
	<mark>ke</mark> las?	agar siswa paham apa topik kita. dan kalau
		belajar berkelompok dimana bisa dilakukan
		dalam zoom meeting dengan berkelompok jadi
	100	nanti kita arahkan ke topik. Dan jika tujuan dan
		aturan pembelajaran sudah diketahui, maka
		tinggal membimbing siswa. Untuk kerja
		kelompok, kami sering menggunakan beberapa
		platform untuk kerja kelompok, selain zoom
		meeting atau grup WhatsApp, mereka tetap bisa
		belajar dan ada juga bentuk diskusi seperti
		Google Slide. Setelah itu, mereka diapresiasi di sana dalam pembelajaran jarak jauh.
4.	Bagaimana	Di sini semua yang saya lakukan tergantung
٦.	Bapak/Ibu	pada jenis pertanyaan atau jenis proses yang
	mengevaluasi	sedang kita lalui. Kalau misalnya proses
	kegiatan	kelompok itu berupa presentasi. Presentasi tetap
	pembelajaran dan	bisa dilakukan saat zoom meeting ada hal yang
	kinerja siswa yang	harus disampaikan secara langsung dan untuk
	telah dilaksanakan?	penilaiannya tergantung ada yang perlu saya
		analisa untuk saya nilai dan penilaiannya nanti
		akan diberitahukan jadi tergantung proses
		pembelajarannya.

	_	
5.	Bagaimana cara	Guru harus bertugas untuk terus mendampingi
	anda mengikuti	mereka karena akan ada saatnya siswa
	kegiatan	terkadang keluar dari konteks atau masih ada
	pembelajaran agar	hal yang kurang tepat. Jadi, mereka tetap harus
	kegiatan	didampingi untuk meluruskannya. Jadi ketika
	pembelajaran	kita bertanya dan masih harus mendampingi
	berjalan dengan	jika ada yang perlu dikoreksi atau diluruskan,
	lancar?	tentu tugas guru ada untuk meluruskannya.
6.	Bagaimana cara ada	Saya lebih suka jika menyampaikan
0.	mebimbing siswa	pembelajaran dengan ilustrasi atau contoh
	selama	karena sangat diperlukan baik itu bentuk video
	pembelajaran baik	yang saya bagikan sebelum pembelajaran
		1, 2, 3
	secara berkelompok	maupun bentuk materi/topik yang sudah saya
	ataupun individu	bagikan agar nantinya siswa menemukan
		masalahnya sehingga disana kita akan
		membahasnya lebih lanjut. Jadi lebih nyaman
		belajar dengan problem based learning sehingga
		masalah yang siswa kit <mark>a bawa</mark> ke kelas daripada
	472	hanya memberikan penjelasan yang membuat
		siswa kurang semangat.
7.	Bagaimana cara	Terkadang pertanyaannya ada di luar
*	Bapak/Ibu	pembelajaran. Jadi secara pribadi akan bertanya
	memberikan	kepada saya baik melalui obrolan pribadi
	informasi kepada	dengan siswa atau bentuk diskusi lain <mark>n</mark> ya.
	siswa?	Namun dalam proses pembelajaran, ketika
	100	siswa mengajukan pertanyaan saya langsung
		mendiskusikannya di kelas karena menurut saya
	N A C	masih banyak siswa yang memiliki masalah
	7/	yang sama tetapi tidak bisa/tidak mau
		mengungkapkannya. jadi secara tidak sengaja
		akan menjegal ketika satu orang bertanya tapi
		saya jelaskan di kelas
8.	Bagaimana Bapak	Pertama, kita melihat antusiasmenya.
]	mengamati kegiatan	Pemahaman siswa terlihat dari siswa yang
	pembelajaran dan	antusias. Di sana juga akan ada evaluasi.
	memastikan semua	Evaluasi berupa beberapa kuis/permainan yang
	kegiatan	mengarah pada topik pembelajaran. Kami
	pembelajaran	biasanya menggunakan beberapa platform
	berjalan sesuai	seperti Kahoot atau Quizizz untuk melihat
	rencana?	-
0		berapa banyak siswa yang mengerti.
9.	Bagaimana cara	Ini adalah salah satu tantangan di pembelajaran
	bapak mendorong	jarak jauh ketika kita melakukan ini dengan
	siswa untuk	zoom atau google meet itu agak susah untuk
	berpatisipasi dalam	nenantang siswa berpartisipasi penuh entah ada
	kegiatan	pertanyaan. Tapi biasanya salah satu caranya
	pembelajaran ?	adalah memamanggil atau penyebut siswa yang
		kita harapkan untuk dapat memahaminya jadi
		dari sana kita lihat situasi kelasnya, kira-kira

		siswa tersebut dalam proses pembelajaran. Jadi untuk memotivasinya bila memang tidak ada yang mau atau tidak yang antusias saya harus memanggil. Itu adalah salah satu tantangannya karena kita tidak bisa secara langsung tidak seperti pembelajaran tatap muka. Dan pemilihan siswa tersebut secara acak tapi biasanya siswa yang sudah sering berpartisipasi biasanya mereka sudah berantusias tanpa diminta mereka mau berpartisapi langsung. dan disini untuk siswa yang jarang aktif atau berpartisipasi harus di panggil
10	Apa yang biasanya	Karena kita menggunakan zoom jadi kadang
	Anda katakan untuk	anak-anak mematikan kameranya dan saya
	mengatur interaksi	menyuruh mereka untuk menghidupkan kamera
	selama pengajaran	seperti "Please, on camera" So ask them to on
	jarak jauh?	the camera dan meminta mereka untuk lebih
		memberikan attention sama kita seperti "Please
11	Instruksi seperti apa	attention" "Open your book", "Answer my question",
11	yang Anda	"Listen to me, please"
ч	sampaikan kepada	Listen to me, pieuse
	siswa dalam	18272 2
	kegiatan	
	pembelajaran?	
12	Bagaimana anda	Pembelajaran jarak jauh tantangannya yaitu
	mengatur siswa	bagaiamana kita tetap mengontrol atau mengatur
	se <mark>la</mark> ma kegiatan	siswa agar tetap mengikuti pembelajaran, tetap
	pem <mark>b</mark> elajaran?	dalam proses pembelajaran dengan baik, tetap
		antusias, dan memberikan motiva <mark>s</mark> i. Dan untuk
		mengaturnya tentunya kita harus lebih perhatian
		dengan mereka/memperhatikan seluruh siswa.
		jika ada yang seperti mematikan kamera atau
12	A	lain-lain di panggil.
13	Apa yang <mark>biasanya</mark> Anda katakan untuk	Ask them to on the camera "Please, on the camera" dan meminta mereka untuk lebih
	mengelola siswa	memberikan attention sama kita "Pay attention,
	Anda selama	memoerikan aucinion sama kita 1 uy unennon,
	pengajaran jarak	
	jauh?	
14	Bagaimana cara	Untuk pertanyaan-pertanyaan itu tertentu, ada
	bapak memberikan	pertanyaan yang memang jawabannya itu tidak
	pertanyaan kepada	bisa kita pastikan benar jadi saya tetap meminta
	siswa agar siswa	mereka untuk berpendapat nanti akan diluruskan
	dapat	atau kita akan cari jawaban yang paling tepat
	menyampaikan	secara bersama. Dan berpendapat itu diwajibkan
1	· -	secure consumer and corporation are agreement
	jawaban, pendapat atau alasannya?	apapun pendapatnya. Karena selama proses pembelajaran sudah diberikan video dan mereka

15	Bagaimana cara Bapak/Ibu menjawab pertanyaan dari siswa pada saat kegiatan belajar	sudah meilihat dan sudah mengetahui. Kita kasi example atau masalah disana sehingga mereka bisa menganalisis atau menemukan. Paling tidak ada hal-hal yang mereka dapatkan sehingga masih bisa berpendapat walaupun nanti kita harus luruskan atau temukan jawaban yang lebih tepat Cara saya menjawab pertanyaan yang diberikan dengan langsung memaparkan atau menjelaskan kepada siswa atau berikan mereka sebuah ilustrasi sehingga, hal tersebut akan memudahkan mereka untuk paham.
16	mengajar? Apa yang Anda katakan ketika Anda menjelaskan materi atau teori tertentu kepada siswa?	Saya lebih suka, ketika siswa sudah memahami kemana arah pembelajaran dan tujuan pembelajaran siswa. Itu akan mempermudah mereka untuk belajar. Paling tidak mereka mengetahui bayangannya. Jadi example dan ilustrasi akan diberikan lebih awal sebelum kita memulai pembelajaran.
17	Bagaimana biasanya Bapak/Ibu memberikan penjelasan terkait media pembelajaran (gambar, slide, dan film)?	Tergantung pada topik. Kalau saya sendiri, semua pernah saya gunakan seperti video/gambar. Jika penjelasan saja jarang. Apalagi generasi sekarang mereka lebih suka belajar audio dan visusal tidak hanya penjelasan saja jadi kalau penjelasan kadang-0kadang mereka bosan. Jadi jika di bantu dengan example, video, gambar. Itu akan mempermudah pembeljaaran. Jadi tentunya itu akan membantu sekali.
18	Apa yang Anda ucapkan untuk menyapa, meminta maaf, berterima kasih, dan mengucapkan selamat kepada siswa selama kegiatan belajar mengajar?	Saya selalu menerapkan guru itu masih bisa mempunyai kesalahan jadi ketika saya memang salah saya "I say sorry" kalau untuk menyapa greeting biasa. Cuman mungkin kita bisa buat itu lebih santai karena menurut saya ketika siswa enjeoy the class itu akan mempermudah mereka untuk belajar ketika kita tegang jadi greetingnya kita bisa lihat agak kaku jadi siswanya takut jadi saya lebih ke santai atau enjoy the class dan mereka saya tekankan tidak usah takut berpendapat jadi kalian semua punya hak untuk berpendapat dan saya juga seorang guru juga punya kelasahan. Jika seorang guru punya kesalahan kenapa tidak diberitahun gurunya dan jika saya memunyai kesalahan saya akan katakan "Sorry to them" dan jika ketika mereka sudah

		mambantu sarra dan sarra altan mana-talan
		membantu saya dan saya akan mengatakan "Thank you for them"
19	Bagaimana cara Bapak/Ibu memberikan apresiasi, simpati, ketertarikan, keterkejutan, kemarahan, kekecewaan kepada siswa?	Apresiasi dengan kata-kata seperti "Goog job" "Great performance" dan untuk kekecewaan, saya jarang mengutarakan kekecewaan itu di satu orang yang melakukan kesalahan tapi kita lebih mengasi tahu seharusnya kalian begini atau dengan mengatakan "You should be" jadi tidak mengunggakpkan kekecewaan yang terlalu karena kadang-kadang siswa tidak bisa menerima hal itu. Tapi ketika kemarahan saya akan memberikan advice ke mereka dengan mengatakan "You should be like this" tidak hanya mengarah ke satu siswa tersbeut karena kadang-kadang mental siswa tidak kuat
	SITA	menerima satu marahan di depan banyak siswa jadi advice saja yang dikasi. Jadi saya sellau mengunggunakan kata kata "Should be" atau "You should be like this". Salah satu hal membuat siswa itu senang atau termotivasi untuk
4		belajar yaitu dari word. Ketika kita hanya mengakpriasia dengan kata kata seperti "Good
	THE S	<i>job</i> " atau " <i>Good performance</i> " itu sudah sangat membantu sekali psikologis siswa untuk aktif/termotivasi dikelas. Sometimes di kelas
	1	tatap muka itu ada reward lain seperti saya memberikan some candy for them tapi kalau kelas online the reward just say "Good job" atau "great performance".
20	Apa tantangan yang	bentuk kelasnya hetrogen jadi kemampuan
	Anda hadapi saat	siswa itu berbeda dengan satu sama lain. Jadi
	menjalankan peran	tantangan yang pertama yaitu how to teach them
	guru di kelas	tanpa satu lain tertinggal jauh sehingga, disini
		ada yang menerima dengan <mark>la</mark> mbat dan ada
	the state of the s	yang menerima dengan cepat. Mungkin bentuk
		pemahan, komunikasi, fokusnya mereka
		berbeda-beda. Jadi tantangan saya sebagai guru
		itu adalah bagimana caranya agar semua siswa
		itu yang bentuk kelasnya hetrogen ini bisa
		seimbang. Agar tidak ada penerimaanya secara
		lambat dan tidak ada penerimaan sangat cepat. Untuk yang kedua, bagaimana cara menjaga
		fokus siswa dalam pembelajaran apalagi di
		proses pembelelajaran jarak jauh. Jarak jauh itu
		melatih fokus siswa/mempertahankan fokus
		siswa tetap belajar di kelas dengan baik dan itu
		agak sulit terutama pada pembelajaran jarak jauh. Pada memotivasi siswa lebih sulit dari
L		Jaum I aua memotivasi siswa ieum sunt uan

	T	
	SITA	pada ketika saya mengajar tatap muka, jadi ketika online memang lebih sulit karena di online ada tidak ada body language yang bisa kita gunakan seperti tatapan mata, ekspresi wajah, dan yang lainnya. Untuk mengontrol keadaan siswa dalam jarak jauh adalah salah satu tantangan. Jadi bagaimana siswa itu bisa tetap fokus ke kita, tetap <i>enjoy</i> the class walaupun itu kelasnya jarak jauh. Jika untuk penilaian sebenarnnya sama saja tidak ada perebedaan antara tatap muka dan kelas online. Hanya saja disini mungkin pada saat offline disana kita bisa memantau prosesnya seperti proses pembuatannya sampai tugas yang dibuat itu jadi. sedangkan pada online itu tidak bisa. Jadi menganalisis dari hasil yang mereka sudah buat selain evaluasi pada saat kelas berlangsung kita melihat siapa yang antusiasmenya tingga, siapa yang perlu kita motivasi lagi dan itu akan terlihat ketika di kelas
21	Bagaimana Anda	Dengan cara menggunakan bahasa yang
-4	mengatasi kendala	menyenangkan jadi secara tidak langsung
	tersebut?	penerima lebih lambat karena fokus siswa yang
	8	kurang dan mereka kurang <i>enjoy with the class</i> akan bisa diatasi. Dan dengan menggunakan
	8	bahasa yang tidak terlalu formal siswa akan
		merasa lebih nyaman saat berada di kelas dan
		tentunya hal tersebut akan membuat siswa tidak
	7/	malu untuk memberikan pendapat.
22	Yang biasanya	Lebih ke memberikan pembelajaran yang
	bapa <mark>k</mark> lakukan	menyenangkan jadi guru tidak hanya sebagai
	adalah mencegah	sebagai senioritas tapi guru sama disana seperti
	dan meminimalisir	kita ada intermesu dengan mereka yang mana
	kendala y <mark>a</mark> ng ada saat melaksanakan	kita mengembalikan fokus. Ketika mengontrol
	The second secon	siswa, guru harus memperhatikan setiap siswa di kelas dan setiap siswa di kelas kira kira
	peran guru	dalam pembelajaran itu siapa yang fokusnya
		kurang.
	I	1010115.

INTERVIEW RESULT TEACHER 2

Teacher : Teacher 2

Date : 30 November 2022

Media : Zoom Meeting

No	Question	Answer
1.	Apa peran guru yang ibu perankan selama kegiatan pembelajaran daring?	Menurut saya semuanya harus dimainkan seperti offline teaching juga karena tanggung jawab utama ada pada guru. Jadi, sebisa mungkin saya memainkan semua peran tersebut. Dan berusaha membuatnya seefektif yang saya bisa, karena situasi yang membatasi kami dari jarak jauh, kami hanya dapat mengontrolnya melalui
	TITE	aplikasi, jadi kami membuatnya seefektif mungkin, dan jika kami sepenuhnya mengontrolnya, mungkin kami bisa' t, tapi kami mencoba sebanyak yang kami bisa karena keadaan.
2	Bagaimana cara Ibu mengontrol kegiatan pembelajaran serta siswa selama proses pembelajaran?	Tentu saja, hanya sejauh yang kami amati sejak awal bagaimana dia merespons melalui zoom meeting atau Google Meet. Kami memintanya untuk mengaktifkan video/di kamera dari sana kami dapat langsung melihat kenyataan bahwa mereka sebenarnya ada di layar saat kami mengikuti pelajaran. jadi meminta semua orang untuk menyalakan kamera selama proses pembelajaran itu nomor satu, yang kedua tentunya kita libatkan mereka dalam pembahasan materi masing-masing. Artinya kita libatkan mereka, jangan hanya saya bicara tapi tidak konfirmasi, jadi saya sering konfirmasi hal-hal sederhana dulu sebelum ke hal yang lebih rumit.
3	Bagaimana ibu mengatur kegiatan belajar dan siswa di kelas?	Untuk rombongan agak susah karena biasanya kita minta tagihan (tugas) dan tagihan (tugas) bersifat pribadi. Karena online jadi mereka tidak bisa bertemu dan kita juga harus mengurangi keramaian. jadi, yang kami minta mereka bekerja dan kemudian memberi saya satu tagihan (tugas) yang saya minta, kemudian, saya benar-benar memastikan apa yang saya minta, mereka melakukannya sehingga saya mengatur efektivitas pekerjaan mereka dengan memastikan tagihan (tugas) yang saya berikan kemudian, pastikan tagihan (tugas) dikumpulkan dan dikirimkan kepada saya

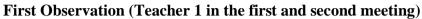
4	Bagaimana Bapak/Ibu mengevaluasi kegiatan pembelajaran dan kinerja siswa yang telah dilaksanakan?	Ada dua cara, langsung dan tidak langsung. Langsung saat saya berinteraksi. Saya sering memberikan proses pembelajaran yang memberikan materi interaktif seperti berinteraksi dan mengkonfirmasi sehingga terjadi interaksi antara siswa dan guru. jadi saya bisa melihat bagaimana sebenarnya partisipasi mereka di kelas dan dengan itu saya menilai langsung dari siswa. Kemudian secara tidak langsung, ketika saya melihat hasil tugas yang saya berikan, biasanya saya memberikan tugas dengan cepat agar mereka dapat menyelesaikan tugasnya dengan cepat dan segera mengumpulkan tugas sesuai dengan waktu yang saya berikan. Nah dari situ saya bisa menilai apakah mereka benar-benar
5	Bagaimana cara ibu mengikuti kegiatan pembelajaran agar kegiatan pembelajaran berjalan dengan lancar?	mengerjakan tugasnya atau tidak. Itu otomatis, saya yang memimpin diskusi, saya yang mengatur diskusi, siapa yang ingin saya tanyakan, dan siapa yang menjawab saya yang menentukan. jika tidak, kita mungkin tidak dapat melihat apakah mereka siap jika mereka memperhatikan apakah mereka bersungguhsungguh atau tidak. Sehingga dalam diskusi itulah saya tahu seberapa terlibat dia, dan seberapa besar dia mau dan mampu berpartisipasi.
6	Bagaimana cara Ibu memberikan informasi kepada siswa?	Biasanya saya ambil di video youtube, karena di youtube banyak sekali materi pembelajarannya, saya ambil disana dan dikasih dulu, biar mereka belajar dulu, baru saya diskusikan. dan ada juga di pembahasan itu saya munculkan lagi slide dari cuplikan video, atau dari screenshot dan ada juga saya sendiri yang membuat semacam ringkasan lalu saya tampilkan di layar.
7	Bagaimana Bapak/Ibu membimbing kegiatan belajar siswa baik secara kelompok maupun individu?	Ada beberapa cara. Yang pertama, ketika saya tahu bahwa dia tidak mengerti atau dia ingin bertanya langsung. Saya akan mengutamakan dia/lebih menekankan/lebih mendalami materi atau saya meminta teman yang lain untuk memberikan dengan cara yang dimengerti oleh temannya. Namun ada beberapa siswa yang menyampaikan ketidakpahamannya tentang diskusi melalui WhatsApp, sehingga saya memberikan pemahaman atau penguatan tentang hal-hal yang ditanyakan melalui WhatsApp secara pribadi, atau jika ada yang bertanya di grup saya berikan di grup. Jadi ada macam-macam. seperti langsung yaitu ketika kita belajar melalui google meet, dan

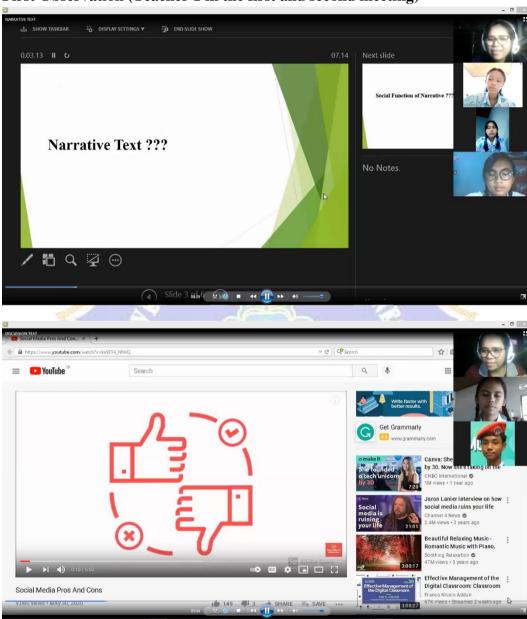
	T	<u> </u>
		tidak langsung yaitu melalui whatsapp atau grup whatsapp. jadi saya melayani sesuai dengan kebutuhan mereka.
8	Bagaimana Bapak mengamati kegiatan pembelajaran dan memastikan semua kegiatan pembelajaran berjalan sesuai rencana?	tentunya sebelum mengamati, dari awal kelas saya kirim dulu linknya, dari link tersebut kami minta tanggapan dari ketua kelas terlebih dahulu bahwa ketua kelas sudah menyampaikan link ke kelompoknya. setelah itu, sebelum memulai pelajaran, saya cek dulu kehadiran mereka, dan berapa persen yang hadir jadi, jika persentase itu memungkinkan saya langsung absen satu per satu untuk menentukan mereka benar-benar ada di belakang layar, kedua saya minta video/kameranya untuk dihidupkan ketika mereka ada di pertemuan untuk memastikan mereka benar-benar dalam pembelajaran. Dan ketika belajar saya tetap melibatkan mereka dan dengan melibatkan mereka memastikan bahwa apa yang saya sampaikan sampai kepadanya/apa yang saya sampaikan diterima oleh mereka dan mereka hadir pada pertemuan tidak hanya di
4		profil tetapi saya juga melibatkan mereka secara acak untuk melakukan diskusi tentang apa yang
	D :	saya katakan .
9	Bagaimana cara ibu mendorong siswa untuk mau berpartisipasi dalam menjawab pertanyaan dan berdiskusi saat	Saya meminggil nama siswa dengan secara acak dan menyuruh siswa untuk menjawab pertanyaan yang saya berikan. Dan pada sesi diskusi saya meminta siswa untuk ikut serta dalam diskusi tersebut.
	kelas berlangsung	
10	Apa yang biasanya Anda katakan untuk mengatur interaksi selama pengajaran jarak jauh?	Tentu saja, dengan cara meminta perhatian siswa dengan mengatakan "Let's all pay attention". Hal tersebut sangatlah penting jadi, always ask tehir attention to make sure, there's actually it is achive the object and also make sure they undersant or not, jadi saya minta pay attention and than, I have to make sure that actually they are behind they handphone not only profile.
11	Instruksi seperti apa yang Anda sampaikan kepada siswa dalam kegiatan pembelajaran?	Instruksi yang saya sampaikan seperti "On the camera", "Please, give your participation", "Please, be an active students", "Answer the question"
12	Bagaimana anda mengatur siswa	Meminta konfirmasi mengenai pehaman yang di miliki oleh siswa, apakah hal yang disampaikan

	anlama lanciatan	andah tanganan dikan kanada sisura atau kalum. Hal
	selama kegiatan pembelajaran?	sudah tersampaikan kepada siswa atau belum. Hal tersebut akan membantu guru untuk memastikan siswa tersebut paham akan hal yang disampaikan. Dan menyuruh siswa untuk menghidupkan kamera selama pembelajaran berlangsung sehingga saya dapat melihat siswa tersebut bukan hanya sekedar profilnya saja
13	Apa yang biasanya Anda	Persyaratan pertama yaitu menyuruh siswa untuk menghidupkan kameranya salama proses
	katakan untuk	pembelajaran berlangsung dengan mengatakan
	mengatur siswa	"On the camera"
	Anda selama	
	pengajaran jarak jauh?	
14	Bagaimana cara	of course, we must make an illustration.
	anda memberikan	Illustrartion very improtant to make them
	pertanyaan kepada	understand first what actually the orientation the
	siswa agar siswa	question cause than, I try to choose a smart student
	dapat // menyampaikan	to give their opinion firstly and than, I also hope another student will try to understand.
	jawaban, pendapat	another student will try to understand.
1	atau alasannya?	
15	Bagaimana cara Bapak/Ibu	Saya menjelaskan pertanyaan yang diberikan oleh siswa berbagai cara, jika siswa memberikan
	menjawab	pertanyaan pada saat pembelajaran berlangsung di
	pertanyaan dari	Google Meeting, saya akan menjelaskan langsung
	siswa pada saat	di Google Meeting dan jika siswa memberikan
	kegiatan belajar mengajar?	pertanyaan kepada saya di whatsaap Group, saya akan menjelaskan disana jadi, saya akan
	mongajar .	menjawab pertanyaan yang diberikan oleh siswa
		secara langsung berdasarkan media yang
1.5		digunakan oleh siswa
16	Apa yan <mark>g</mark> Anda katakan ketika	Saya memberikan ilustrasi kepada siswa dan itu adalah sesuatu hal yang penting untuk membuat
	Anda menjelaskan	siswa menjadi lebih paham akan materi yang
	materi atau teori	diberikan
	tertentu kepada	
17	siswa?	Saya bisanya memilih video yang ada di YouTube
1 /	Bagaimana biasanya	dan saya berikan kepada ketua kelas dan nanti
	Bapak/Ibu	ketua kelas yang akan menyampaikan kepada
	memberikan	teman-temannya. Dan pada saat pembelajaran
	penjelasan terkait	berlangsung saya hanya memaparkan poin-poin
	media pembelajaran	penting yang ada di video tersebut
	(gambar, slide,	
	dan film)?	

	1	
18	Apa yang Anda ucapkan untuk menyapa, meminta maaf, berterima kasih, dan mengucapkan selamat kepada siswa selama kegiatan belajar mengajar?	Pada saat pembelajaran di mulai saya selalu menyapa siswa dengan mengatakan "How are you today?" Dan ketika saya melakukan kesalahan pada saat proses pembelajaran saya meminta maaf kepada siswa.
19	Bagaimana cara Bapak/Ibu memberikan apresiasi, simpati, ketertarikan, keterkejutan, kemarahan, kekecewaan kepada siswa?	tentunya saya memberikan apresiasi kepada siswa dengan mengatakan "Wow great, you are smart student". I said that because there are some students sometimes suprising me that actually they were able to answer very difficult questions so of course, I suprise and than, I say "Wow are great student even you are smart than me, thank you". For disappointment "Oh my gosh why you so like that but its okay I think its better for you to think first, you have to understand the problem first, when you already to understand the problem, you will be able to answer that".
20	Apa tantangan yang Anda hadapi saat menjalankan peran guru di kelas	Tantangan yang dihadapi yaitu pada saat memberikan penilian kepada siswa yang mana, saya sulit menilai tugas siswa yang saya berikan dikarenakan saya tidak dapat melihat apakah tugas tersebut dikerjakan oleh siswa itu sendiri atau orang lain. Dan tantangan selanjutnya yaitu kendala dengan jaringan. Dengan adanya kendala sinyal saya sulit untuk mengontrol siswa dan saya tidak dapat memastikan apakah siswa tersebut memperhatikan penjelasan yang saya berikan dan siswa tersebut bergabung pada pertemuan tersebut.
21	Bagaimana Anda mengatasi kendala tersebut?	Cara mengatasi yaitu dengan cara memastikan siswa tersebut benar hadir dalam proses pembelajaran
22	Yang biasanya bapak lakukan adalah mencegah dan meminimalisir kendala yang ada saat melaksanakan peran guru	Hal yang bisa saya lakukan untuk mencegah kendala tersebut yaitu dengan cara melakuakn evaluasi pada setiap pertemuan

APPENDIX 5. RESEARCH DOCUMENTATION



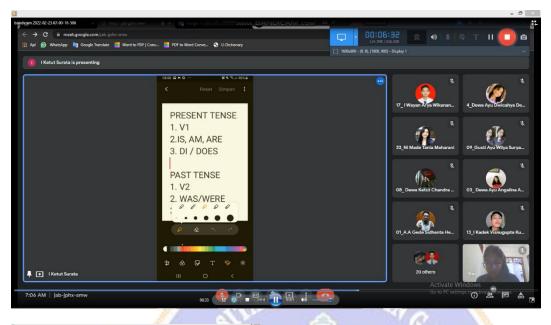


Interview (Teacher 1)





Second Observation (Teacher 2 in the frist and second meeting)







Interview (Teacher 2)



