

## 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,

**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



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
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31 Oktober 2022

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

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## 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

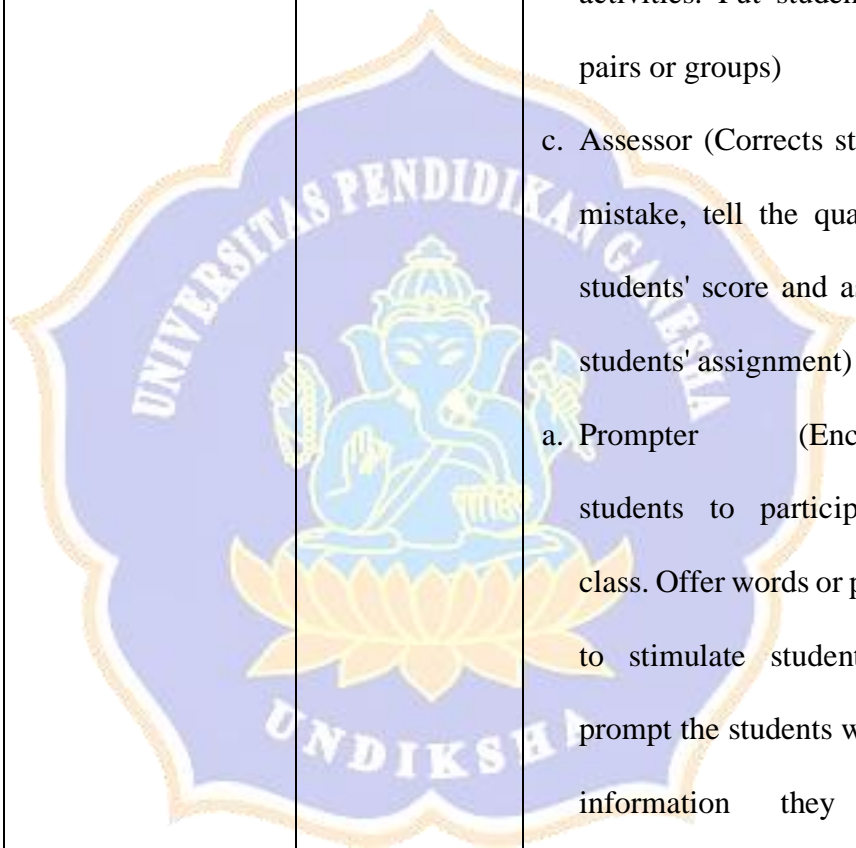
#### Research Questions

1. 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 SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency in playing their roles?

#### Theory

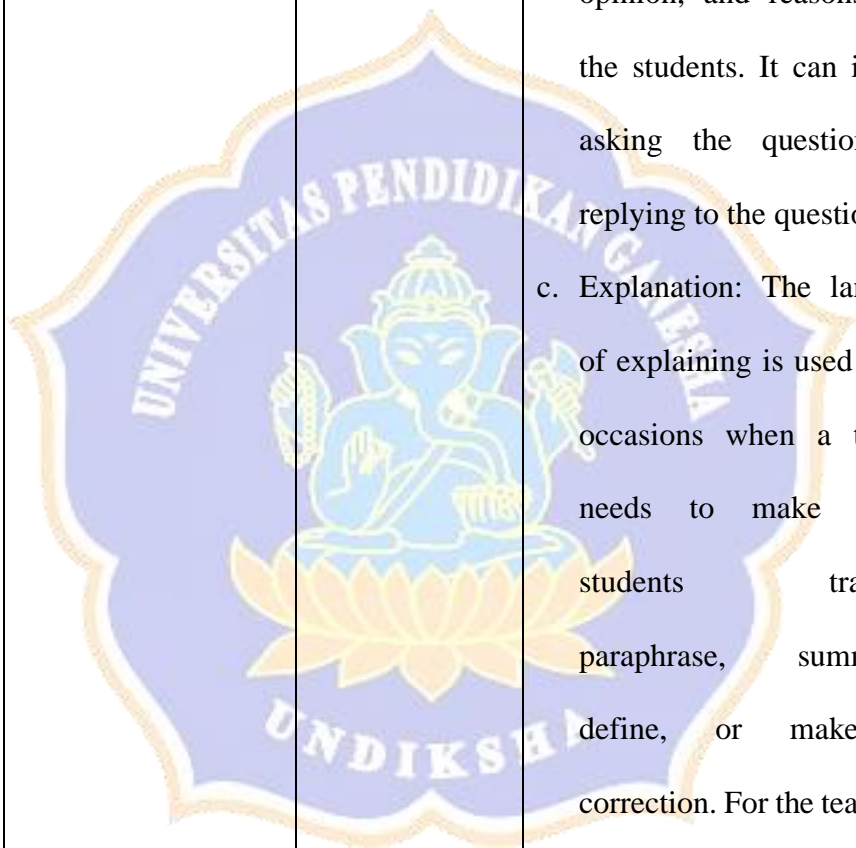
No	Research Question	Theory	Note
1	What teacher roles are played by English teachers in remote teaching in senior high school at	Harmer (2001)	Teacher role : a. Controller (Controls students' behavior, language, and attitude. Advises students. takes the lead and

	<p>SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency?</p>		<p>helps students in the learning process)</p> <p>b. Organizer (Instruct on how the students are going to do the activity. Convey the information about class activities. Put students into pairs or groups)</p> <p>c. Assessor (Corrects students' mistake, tell the quality of students' score and assesses students' assignment)</p> <p>a. Prompter (Encourage students to participate in class. Offer words or phrases to stimulate students and prompt the students with the information they have forgotten)</p> <p>b. Participant (Engage in students' activity. Participate with the students)</p> <p>c. Resource (Supply the information and the</p>
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			<p>explanation about the material. Provide needed information by explaining the materials when students misunderstand)</p> <p>d. Tutor (Help students one by one when they have difficulties. Explain the material to the students who have difficulties and ensure all students are seen in the learning activity)</p> <p>e. Observer (Give individual feedback and investigate students in the class)</p>
2	<p>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?</p>	Hughes (1990)	<p>Academic Language Function :</p> <p>a. Organization: The language of organizing is used to direct and manage the interaction between a teacher and his/her students. It can involve several sub-functions such as giving</p>

			<p>instruction, sequencing, and supervision.</p> <p>b. Interrogation: The language of interrogating in the classroom mostly aims at eliciting information, ideas, opinion, and reasons from the students. It can include asking the question and replying to the question.</p> <p>c. Explanation: The language of explaining is used on the occasions when a teacher needs to make his/her students translate, paraphrase, summarize, define, or make the correction. For the teacher, it is a language to give information related to people, places, and events, or a verbal commentary accompanying pictures, slides, and films.</p>
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			<p>d. Interaction: The language of interacting here is mostly about the use of expressions to 1) Maintain social relations such as greeting, leaving, apologizing, thanking, and congratulating, etc. 2) Indicate appreciation, pity, sympathy, interest, surprise, anger, disappointment, etc</p>
3	<p>What are the challenges encountered by teachers in senior high school at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency in playing their roles?</p>	<p>Hamruni (2011)</p>	<p>There are several components of teaching and learning namely, students, teacher, learning objective, learning material, learning activities, method of teaching, media of learning, source of learning, and evaluation.</p>

### APPENDIX 3. RESULT OF EXPERT JUDGEMENT

#### EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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

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



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

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

Singaraja, 12 November 2022

Expert



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

Nip : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

### Observation Sheet to Observing Academic Language Function

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

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

Singaraja, 12 November 2022

Expert



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

Nip : 19830402006042001

## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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

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

Singaraja, 12  
November 2022  
Expert



## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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

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

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

	media (picture, slide, and film)?				
	What do you say to greet, apologize, thank, and, congratulate the students during teaching and learning activities?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, and disappointment to students?		√		
What are the challenges encountered by teachers in playing their roles at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency?	What challenges did you face during the remote English teaching related to the teacher's abilities?		√		
	What challenges did you face during the remote English teaching related to the student's abilities?		√		
	What challenges did you face during remote learning related to the learning material?		√		
	What challenges did you face during the remote English teaching related to the learning activities?		√		
	What challenges did you face during the remote English teaching related to the method of teaching?		√		
	What challenges did you face during the remote English teaching related to		√		



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

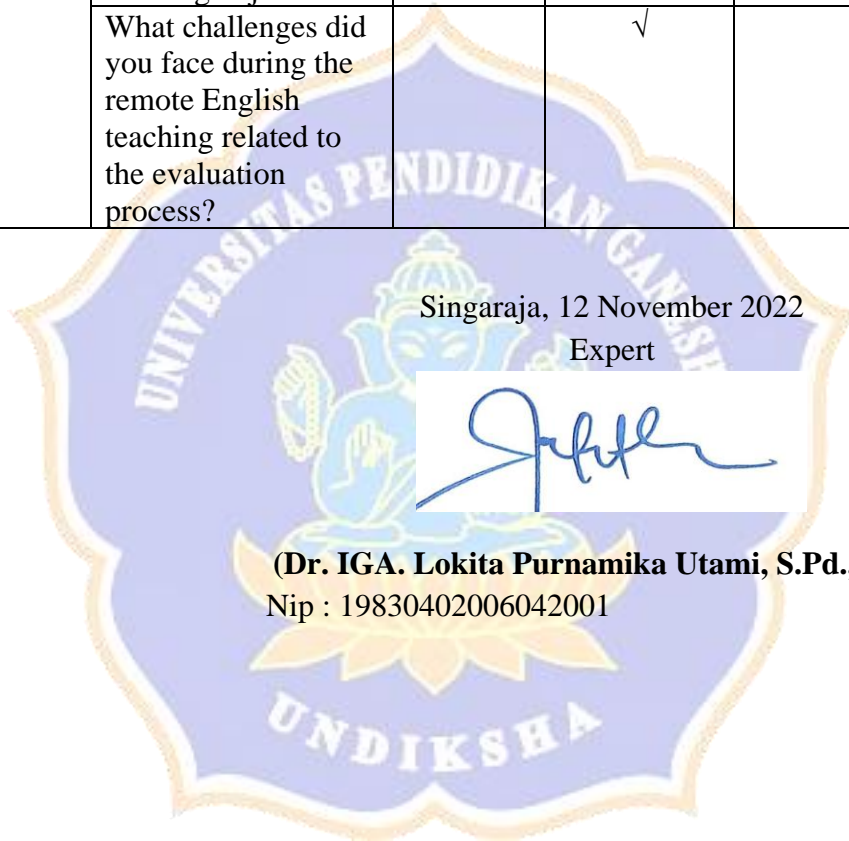
Singaraja, 12 November 2022

Expert



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

Nip : 19830402006042001



## EXPERT JUDGEMENT CONTENT VALIDITY FORM

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

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

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

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		The teacher advises students			√		
		The teacher takes the lead and helps students in the learning process.			√		
	Assessor (Harmer, 2001)	The teacher corrects students' mistake			√		
		The teachers tell the quality of students' score			√		
		The teacher assesses students' assignment			√		
	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students will do the activity.			√		
		The teacher conveys some			√		

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

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

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Research Question	ROLES	TEACHER ACTIVITY	Y E S	N O	Relevant	Irrelevant	Notes
What academic language function do English teachers use to support these roles?	Organization (Hughes, 1990)	The teacher manages the interaction with the students			√		
		The teacher instructs the students			√		
		Teachers supervising the students			√		
		The teacher arranges the students in the learning activities			√		
	Interrogation (Hughes, 1990)	The teacher asks the question to obtain information, ideas, opinion, and reason from the students			√		
		The teacher replies the question from students regarding the learning activity			√		
	Explanation	The teacher explains the					

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

Singaraja, 14 November 2022

Expert



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

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	Students			√		
	Learning objectives			√		
	Learning Material			√		
	Learning Activity			√		
	Method of teaching			√		
	Media Of Learning			√		
	Source of learning			√		
	Evaluation				√	

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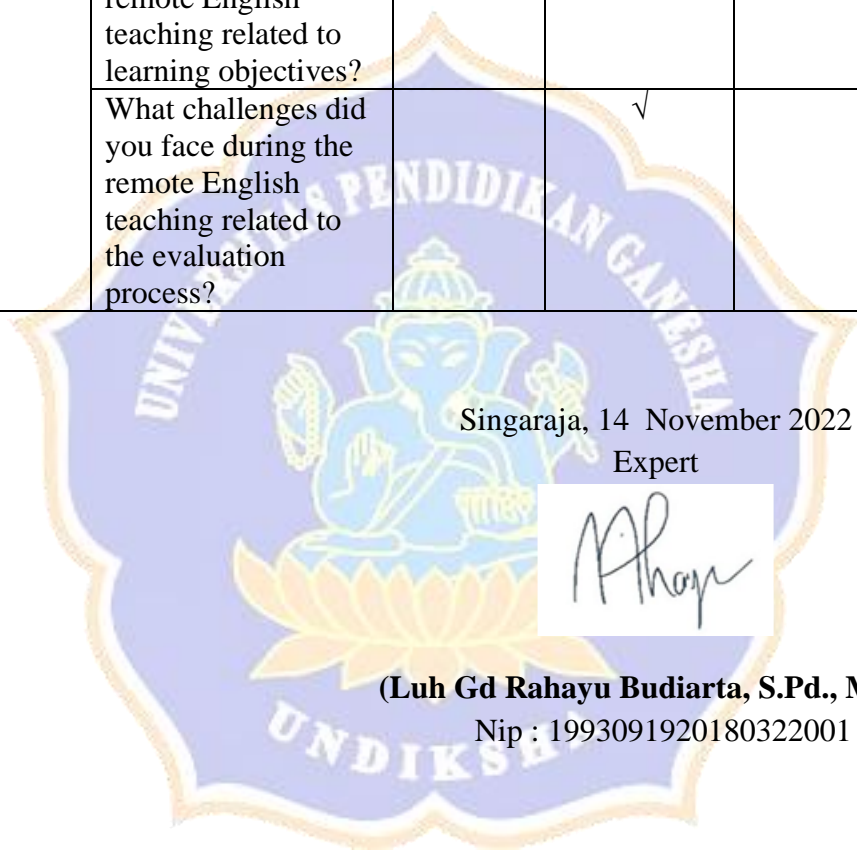
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Research Question	Question	Answer	Relevant	Irrelevant	Notes
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	How do you control learning activities as well as students during the learning process?		√		
	How do you organize learning activities and students in class?		√		
	How do you evaluate the learning activities and student performance that have been implemented?		√		
	How do you participate in learning activities so that learning activities run smoothly?			√	
	How do you provide information to students?			√	
	How do you guide students' learning				



	activities either as a group or individually?		√		
	How do you encourage students to participate in class and stimulate students to take a part in the learning activity?		√		
	How do you observe learning activities and ensure that all learning activities have gone according to plan?		√		
What 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?	What do you usually say to manage the interaction during remote teaching?		√		
	What kind of instruction do you convey to the student in the learning activities?		√		
	How do you arrange the student during learning activities?		√		
	What do you usually say to manage your students during remote teaching?		√		
	How do you give questions to students so students can convey their answers, opinions, or reasons?		√		
	How do you answer the question from students during teaching and learning activities?		√		
	What do you say when you explain certain material or theories to students?		√		

	How do you usually explain the learning media (picture, slide, and film)?		√		
	What do you say to greet, apologize, thank, and, congratulate the students during teaching and learning activities?		√		
	How do you give appreciation, sympathy, interest, surprise, anger, and disappointment to students?		√		
What are the challenges encountered by teachers in playing their roles?	What challenges did you face during the remote English teaching related to the teacher's abilities?		√		
	What challenges did you face during the remote English teaching related to the student's abilities?		√		
	What challenges did you face during remote learning related to the learning material?		√		
	What challenges did you face during the remote English teaching related to the learning activities?		√		
	What challenges did you face during the remote English teaching related to the method of teaching?		√		
	What challenges did you face during the		√		

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



Singaraja, 14 November 2022

Expert

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

Nip : 1993091920180322001

### APPENDIX 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 Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English teacher in remote teaching in senior high school at Klungkung regency roles?	Controller (Harmer, 2001)	The teacher controls students' behavior, language, attitude.	✓		<p><b>Recording 1:</b> 00.36 "Junita, I hope, Julita can lead your friends to pray together please, before we start the class today". At minutes 01.15 "Please turn on the camera". 01.53 "if you want to talk please unmute the microphone and if you don't want to talk you can mute"</p> <p><b>Recording 2:</b> 00.39 "before starting our class I hope one of you can lead us to pray together"</p> <p>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</p>

				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 advises students	✓	<p>- <b>Recording 1:</b> 02.04 "We learn an English lesson today, as you know the important thing to learn English. which, English is an international language. So that is so important to you for the English lesson and try to speak English and please, later you can try to use English in our learning"</p> <p>- <b>Recording 2:</b> 13.12 "You don't need to read it, just explain in general"</p> <p>It can be seen that the teacher advises students to use English in the 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</p>

				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 takes a lead and helps students in learning process.	✓	<p>- <b>Recording 1:</b> 03.40 "<i>And now we will continue with a new topic and I would like to give you a clue. The clue is a story, an imaginative, and fictional story. So did you know what is our topic today?</i>". 04.25 "<i>now I would like to share with you the purpose/goal of our teaching-learning process for today</i>".</p> <p>- <b>Recording 2:</b> 01.30 "<i>Today I would like to discuss a text, but before that, would like to share a video</i>". 02.47 "<i>what the video it is?</i>"</p> <p>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</p>

				<p>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</p>
Assessor (Harmer, 2001)	The teacher corrects students mistake		✓	On the first and second recording is not available or not visible the teacher correct the students mistakes
	The teachers tell the quality of students score		✓	On the first and second recording is not available or not visible the teacher the quality of students score
	The teacher assess students assignment	✓		- <b>Recording 1:</b> 40.14 "Good job, you have presented well and all of you have good work"

				<p>- <b>Recording 2:</b> 15.04 <i>"It is a good example"</i></p> <p>In first and second recording, 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.</p>
	Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	✓	<p>- <b>Recording 1:</b> 14.21 <i>"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</i></p>





				<p><i>will give you 15 minutes to discuss and after that you will present your work”</i></p> <p><b>Recording 2:</b>  <i>“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”</i></p> <p>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</p>
		<p>The teacher convey some information about class activities to the students.</p>	✓	<p><b>Recording 1:</b>  13.12 <i>“Now we’ll discuss about more specific about narrative text”</i></p> <p><b>Recording 2 :</b>  20.33 <i>“In this section we discuss or</i></p>

				<p><i>identify the social function, text structure, and language features of the text and you have to try to write a discussion text as well”</i></p> <p>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.</p>
		<p>The teacher arranges and put the students into group or pairs.</p>	✓	<p>- <b>Recording 1:</b> 14.21 <i>"last meeting, I already give you the Jamboard for one group until the last group”</i></p> <p>- <b>Recording 2 :</b> 07.14 <i>"I saw group 1, 2, 3, 4, 5 and 6 all done and I need your help to present”</i></p> <p>In the first recording the teacher formed students into several groups and gave them a groupwork sheet and so did the second recording, at yesterday's meeting the teacher had divided students into several groups and the teacher</p>

				continued the work of each group
Prompter (Harmer, 2001)	The teacher encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about to do next	✓		<ul style="list-style-type: none"> <li>- <b>Recording 1 :</b> 18.12 "<i>what do you think about that story about?, is there anyone who knows that story?, have you read it?, about who? how many characters in that story</i>"</li> <li>- <b>Recording 2 :</b> Diana?". 02.58 "<i>can anyone give an opinion? about social media... Budi maybe?</i>"</li> </ul> <p>In the first and second recordings, it can be seen that the teacher encourages students to participate by giving a question repeatedly to all students and if no one responds, the teacher directly appoints one of the students to answer the question given.</p>
	The teacher offers some words, phrases or suggest to stimulate the students involved in learning process		✓	In the first and second recording, is not available or not visible the teacher offers some words, phrases or suggest to stimulate the students involved in learning process
	The teacher prompts the student with		✓	<ul style="list-style-type: none"> <li>- <b>Recording 1 :</b> 03.44 "<i>I would like to give you a clue. The clue is</i></li> </ul>

		information they have forgotten.		<p><i>a story, an imaginative, and fictional story”</i></p> <p>The teacher gives a clue to students so that these students do not forget the material they get</p>
Participant (Harmer, 2001)	The teacher join students activity as the participant	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1 :</b> 08.10-20.27 (<i>the teacher make a discussion sectio</i>)</li> <li>- <b>Recording 2 :</b> 17.27-25.50 (<i>the teacher makes a group discussion in a zoom meeting and they also make a different room between one group and another group</i>)</li> </ul> <p>In the first record, the teacher participant in the discussion section and the second record also, the teacher forms students into several groups and the teacher also makes a different room in each group so that 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.</p>	

	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓	<ul style="list-style-type: none"> <li>- <b>In the first and second recording</b>, seen the teacher already ready supply information and language where necessary by saying "there any question student"</li> </ul>
		The teacher explains additional information when student misunderstand.	✓	<ul style="list-style-type: none"> <li>- On the first and second recording is not available or not visible the teacher explains additional information when student misunderstand</li> </ul>
	Tutor (Harmer, 2001)	Helps students when they have difficulties individually	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1 :</b> 25.22 <b>Student</b> "Sorry miss, permission to ask, the text in question was given in the group?"</li> <li>- <b>Teacher :</b> "No, but at Jambord earlier. please check again"</li> <li>- <b>Recording 2 :</b> 03.24 <b>Student:</b> "Can I speak in Indonesia?"</li> <li>- <b>Teacher:</b> "Yes, you can"</li> </ul> <p>In the first record, it can be seen that one of the students was confused with the text meant by the teacher. So, the teacher helps students by</p>



				<p>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 fluent so, the student asked permission from his teacher to use Indonesian and the teacher allowed the student to use Indonesian. so, it can be said that here the teacher helps students in dealing with English language difficulties that they have so, the teacher allows them to use Indonesian so that these students can give their opinions.</p>
		<p>The teacher explains the material for the students who have difficulties</p>	✓	<p>- On the first and second recording is not available or not visible the teacher explain the material for the students who have difficulties</p>
		<p>The teacher ensures that many individuals are</p>	✓	<p>- <b>Recording 1:</b> 37.08 "<i>Third group, who want to speak? there</i></p>

		seen in learning activity.			<p><i>are Kasna, Puja, Sintya, Eka”</i></p> <p>- <b>Recording 2 :</b>  25.59 <i>"is it clear, the explanation is about the discussion text? maybe others can, I can hear Dimas? Megan's voice?"</i>, 26.23 <i>"can others? who heard me Rani? Puspa? Yogi? Galuh?"</i></p> <p>In the first and second recording, the teacher is seen making sure that every student follows the lesson by calling several students to ensure that they are involved in learning activities.</p>
	Observer (Harmer, 2001)	The teacher gives an individual feedback to the students	✓		<p>- <b>Recording 1 :</b>  <b>Teacher :</b> <i>"Can you conclude what a narrative text is?"</i>  <b>Student:</b> <i>"The narrative text is an imaginative story to entertain people, thank you"</i>  <b>Teacher:</b> <i>"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..."</i></p> <p>- <b>Recording 2:</b>  02.57 <b>Teacher:</b> <i>"Who wants to</i></p>

				<p><i>share your opinion? What is the text about? Budi maybe?"</i></p> <p><b>Student:</b> <i>"Yes miss, the video explains how the impact of social media itself is, there are pros and cons..."</i></p> <p><b>Teacher:</b> <i>"Thank you very much, that's a good answer. Budi has explained that there are pros and cons..."</i></p> <p>In the first and second recordings it can be seen that the teacher gave feedback to students after students answered the questions given by the teacher</p>
		<p>The teacher investigates students' performance in class</p>	✓	<p><b>Recording 1:</b> 40.57 <i>"I've shared a quiz with a google form worksheet and please work on it first".</i> 57.36 <i>"I've found the result you guys are working on and it's great"</i></p> <p><b>Recording 2:</b> 21.19 <i>"I will give you a project. Please find an image that can support your opinion and text. Please edit..."</i></p> <p>In the first recording, the</p>



				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.
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## OBSERVATION RESULT

### Second Observation for Teacher 1

Purpose : To observe the academic language used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function do English teacher use to support these roles in senior high school at Klungkung regency	Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		<p><b>- Recording 1:</b> 01.53 <i>"If you want to talk please unmute the microphone and if you don't want to talk you can mute"</i></p> <p><b>- Recording 2 :</b> 01.49 <i>"Can you see the video?"</i>. 07.06 <i>"Is it visible?"</i></p> <p>In the first recording, it can be seen that the teacher manages interaction with students by reminding students to turn on the microphone if they want to give opinions or ask questions. And 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.</p>

		<p>The teacher instructs the students</p>	✓	<p><b>Recording 1:</b>  00.36 "Junita, I hope, Julita can lead your friends to pray together please, before we start the class today". 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, and solution and also find a moral value of the narrative text also. Please, find the tense of this text and language features, and please participate in the character in that text. and I will give you 15 minutes to discuss and after that, you will present your work". 40.57 "I've shared a quiz by google form worksheet, and please do it first"</p>
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					<p><b>Recording 2 :</b> ". 00.39 <i>"before starting our class I hope one of you can lead us to pray together"</i>, 07.32 <i>"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"</i></p> <p>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</p>
		Teachers supervising the students	✓		<p><b>- Recording 1:</b> 17.25-26.18 (<i>At this minute, it can be seen that the teacher made a different room for</i></p>

					<p><i>each group and the teacher entered all the available rooms, and supervised the discussion in each group)</i></p> <p><b>- Recording 2:</b> 09.08-14.52 (<i>At this minute students present their work and it can be seen when students present their assignments the teacher supervises these students by listening to each student's presentation and after that, the teacher does not forget to give feedback on the presentations)</i>)</p>
		<p>The teacher arranges the students in the learning activities</p>	✓		<p><b>- Recording 1:</b> 13.12 <i>"Now we'll discuss more pecifically about the narrative text"</i> 13.24 <i>"So I would like to invite you to a group"</i></p> <p><b>- Recording 2:</b> 05.49 <i>"Our topic today is a discussion text. So in the last meeting, I have the Jamboard link shared with you and in that, you have already written, explored, and found more information"</i></p>

				<p><i>about the discussion text. So now, it's time for you to present it"</i></p> <p>In the first and second recordings, the teacher organizes students and learning activities by informing them of the topics they will learn first after that, followed by explaining the learning activities they will do</p>
	<p>Interrogation (Hughes, 1990)</p>	<p>The teacher asks the question to obtain information, ideas, opinion, and reason from the students</p>	✓	<p><b>- Recording 1:</b> 07.43 <i>"What do you think about that video? That's a true story or not?"</i> . 08.07 <i>"Could you conclude what is the narrative text?"</i>. 09.16 <i>"Do you know what is the social function of narrative text?"</i>. 09.48 <i>"Do you know what is the generic structure of the narrative text?"</i>. 10.49 <i>"Do you know what is language feature of narrative text?"</i></p> <p><b>- Recording 2:</b> 02.58 <i>"can anyone give an opinion? about social media?"</i>. 05.29 <i>"Do you</i></p>

					<p><i>know what kind of text?"</i></p> <p>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</p>
		<p>The teacher reply the question from students regarding the learning activity</p>	✓		<p>- <b>Recording 1:</b> 19.16 <b>student:</b> <i>"miss I have a question, do we only arrange the paragraphs?"</i> <b>teacher:</b> <i>"first we arrange the paragraphs after that, identify the social function, text structure, and explain what is the story about and explain briefly, find the orientation, complication, and what is solution"</i></p> <p>- <b>Recording 2:</b> 12.56 <b>Student:</b> <i>"did I explain this issue miss"</i></p> <p>- <b>Teacher:</b> <i>"yes, you can do that"</i></p> <p>In the first and second records, students ask a question to the teacher and the teacher immediately responds or answers the question</p>

Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓	<ul style="list-style-type: none"> <li>- <i>Recording 1:</i> 05.17 <i>"The purpose of the teaching-learning process today is..."</i>. 08.46 <i>"Narrative text is..."</i></li> <li>- <b>Recording 2:</b> 15.18-21.18 <i>"The first is about what is the discussion text. So here, the discussion text is..."</i></li> </ul>
	The teacher gives an explanation or a verbal commentary accompanying pictures, slides, and films	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> 06.41 (Teacher shows a youtube video entitled Angeline Jolie Movie)</li> <li>- <b>Recording 2:</b> 01.55-05.53 (at this minute, the teacher shows a youtube video entitled Social Media Pros and Cons)</li> </ul>
Interaction (Hughes, 1990)	Teachers maintain social relations such as greeting, leaving, apologizing, thanking and congratulating.	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1 :</b> 00.06 <i>"Good afternoon everyone"</i>, 00.11 <i>"How are you today?"</i>, 01.26 <i>"Thank you Budi"</i>, 05.03 <i>"Thank you"</i>, 05.43 <i>"Thank you very much Dian"</i></li> </ul> <p>In meetings notes, the teacher really maintains social relations with students, such as saying thank you when you want to</p>



				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 students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓	<p>- <b>Recording 1:</b>  <i>"wow, great"</i>  <i>"Okay great, that's a great line"</i></p> <p>- <b>Recording 2:</b>  08.36 <i>"Very good"</i>, 10.25 <i>"Well done"</i>,  10.15 <i>"Great job, you have presented well"</i>.  57.38 <i>"I've found your answer, it's great"</i></p> <p>In the first and second recordings, the teacher gives appreciation to students who want to participate</p>



## OBSERVATION RESULT

### Second Observation for Teacher 1

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

Platform : Zoom Meeting

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

## OBSERVATION RESULT

### Second Observation for Teacher 2

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

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What teacher roles are played by English teachers in remote teaching in senior high school at SMAN1 Blahbatuh and SMAN 1 Gianyar at Gianyar Regency roles?	Controller (Harmer, 2001)	The teacher controls students' behavior, language, and attitude.	✓		<p>- <b>Recording 1:</b>  <i>"why is it quiet to join, even though the zoom link has already been shared, why doesn't anyone join?"</i>, <i>"before that, please captain of the class lead the prayer"</i>, <i>"I will check your present"</i></p> <p>- <b>Recording 2:</b>            01.50 <i>"Just let me check your name here, to make sure you are here..."</i>,            04.56 <i>"Hay Devi, Could you turn on your camera Devi?"</i>, 09.14 <i>"Could you turn on your camera, Ening?"</i>, 26.16 <i>"Where is your video, Meli?"</i></p> <p>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</p>

				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 advises students	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> <i>"I will warn you later, please include me in your class group, even though I already shared the zoom link earlier with the class leader"</i></li> <li>- <b>Recording 2:</b> 01.34 <i>"When you are speaking, answering or telling something please, on your camera so that we can see clearly your voice and your face"</i>, 02.19 <i>"well everyone, if 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"</i></li> </ul> <p>It can be seen the first recording Mr.Boy advises students so</p>

					that students can include the teacher in the class group so that communication between students and teacher runs smoothly. And for the second recording, Mr. Boy advised all students to turn on the camera if they wanted to give an opinion or they want to speak something and Mr. Boy also advised the students so that students could tell Mr. Boy if there were problems with the voice or unclear explanations
		The teacher takes a lead and helps students in learning process.	✓		<p>- <b>Recording 1:</b>  <i>"Now I will start the class" and "Now we are going to talk about recount text and we will discuss recount text, recount text is..."</i></p> <p>In the first recording, Mr.Boy can be seen leading the learning process by opening the class and starting the recount text material by explaining the definition of recount text and a general description of recount text.</p> <p>- <b>Recording 2:</b>  02.40 <i>"well ladies and gentleman our meeting today it is actually giving</i></p>

				<p><i>your opinion or telling your habit”</i></p> <p>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</p>
Assessor (Harmer, 2001)	The teacher corrects students mistake	✓		<p><b>Recording 1:</b>  <i>"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 many trees".</i></p> <p>- <b>Recording 2:</b>  02.40 <i>"well ladies and gentleman our meeting today it is actually giving your opinion or telling your habit”</i></p> <p>In the first and second recording, Mr.Boy fixes the way students use words or pronunciation</p>
	The teachers tell the quality of students score		✓	<p>In the first and second recording is not available or not visible the teacher tell</p>

				the quality of student scores
		The teacher assess students assignment	✓	In the first and second recording is not available or not visible the teacher assess students assignment
Organizer (Harmer, 2001)	The teacher gives instruction or demonstration on how students are going to do the activity.	✓		<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> <i>"Now we will make past tense sentences, I will give an example of making past tense sentences..."</i></li> <li>- <b>Recording 2:</b> 02.40 <i>"it is actually about having a discussion about an issue, habits things, and others to have some of your opinions to discuss..."</i></li> </ul> <p>In the first recording Mr.Boy gives an instruction to students to make a past tense sentence and Mr.Boy also gives an example to students so that students can understand the instructions more clearly. And for the second meeting Mr.Boy also give an instruction to student what they will do and what will they discuss in that meeting today</p>
	The teacher convey some information about class	✓		<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> <i>"Now we talk about the recount text and try to make it understand</i></li> </ul>

		activities to the students.			<p><i>the recount text in a simple way”</i></p> <p>- <b>Recording 2:</b> 02.57: <i>"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 mind passion actually that things that you like, you to do..."</i></p> <p>The first and second recording, Mr.Boy conveying information about the class activities that they will do or learn today.</p>
		The teacher arranges and put the students into group or pairs.	✓		In the first and second recording is not available or not visible the teacher arrange and put the students into group or pairs
Prompter (Harmer, 2001)		The teacher encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or	✓		- <b>In the first and second</b> recordings, Mr.Boy often asks or gives students the opportunity to answer questions whit calling students' names that have been given by Mr.Boy and, this encourages students to participate in the learning process



		when they are confused about to do next			
		The teacher offers some words, phrases or suggest to stimulate the students involved in learning process	✓		<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> "<i>If wrong don't cry, just relax</i>"</li> <li>- <b>Recording 2:</b> "<i>let me give the opportunity to all student</i>"</li> </ul> <p>The first recording Mr.Boy gives an advice to students so that students are not afraid to have opinions and can stimulate students to be involved in the learning process. And for the second recording, Mr.Boy also give opportunity to all student to freely give their opinion about something</p>
		The teacher prompts the student with information they have forgotten.		✓	In the first and second recording is not available or not visible the teacher prompts the students with information they have forgotten
Participant (Harmer, 2001)		The teacher join students activity as the participant	✓		Mr. Boy participated in the discussion activities in which, Mr. Boy was seen asking each other questions to students by giving responses to students either responding by asking again or refuting the opinions given by students

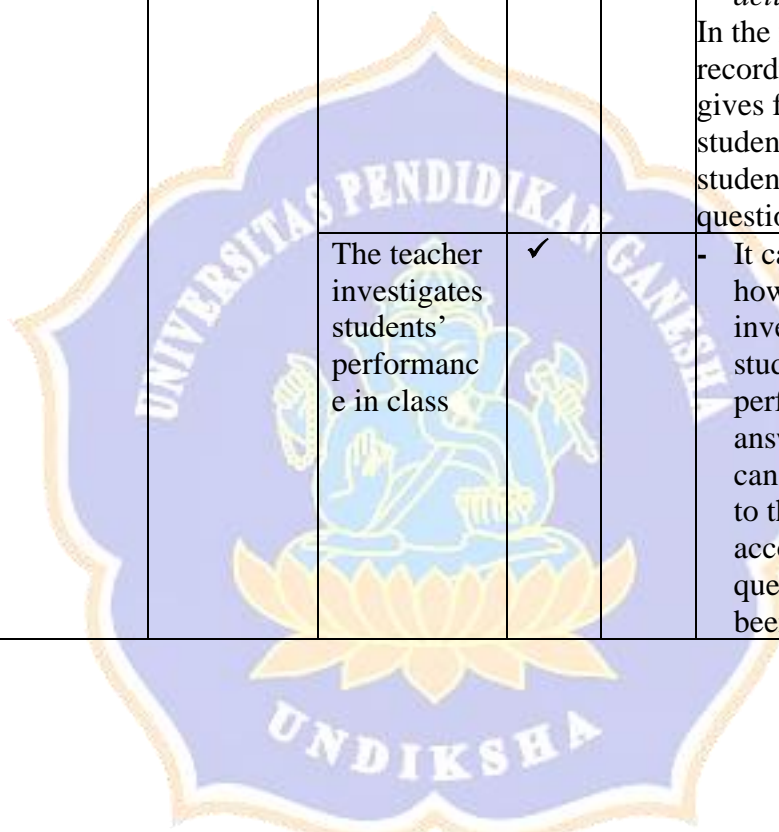
	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✓	<p>- <b>Recording 1:</b>  <i>"Each of you makes a past tense sentence or if you want to write directly or tell a story, that's fine too. I'll give an example when I was a child..."</i></p> <p>- <b>Recording 2:</b>  <b>student:</b> 05.54  <i>"actually, I don't know what to say"</i>  <b>Teacher:</b> <i>"Let me give you a more simple question, do you know what is your hobby?"</i></p> <p>In the first recording Mr.Boy provides information to students and Mr.Boy also ready to provide an example so that the example can be used by students. And for the second recording, Mr. Boy provides information or language that is more easily understood by students.</p>
		The teacher explains additional information when student misunderstand.	✓	<p>- <b>Recording 1:</b>  <i>"First, I went to the zoo, don't I a m go to the zoo... so you have to use Verb 2, if don't have a Verb, we use was or were"</i></p> <p>- <b>Recording 2:</b>  07.40 <i>"So, your hobby is not your passion. because actually, a hobby is..."</i></p>

				<p>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.</p>
	<p>Tutor (Harmer, 2001)</p>	<p>Helps students when they have difficulties individually</p>	<p>✓</p>	<p>- <b>Recording 1:</b>  <b>Teacher:</b> “<i>Dewa Gede Agung go please</i>” (here, the teacher wants Dewa Gede Agung to try to make a past tense sentence).  <b>Student:</b> “<i>Yesterday, I went to Dinda's house and then, ate fried rice together, hmmm...</i>” (here, he starts to get confused and thinks about the next sentence)  <b>Teacher:</b> “<i>How were you feeling?</i>”  <b>Student:</b> “<i>I felt happy</i>”  - <b>teacher:</b> “<i>Good, thank you</i>”  - <b>Recording 2:</b>  28.58 <b>Teacher:</b> “<i>Do you get benefit from that, those the activities besides happy doing it...</i>”</p>

				<ul style="list-style-type: none"> <li>- <b>Student:</b> <i>"Sorry, benefit itu apa?"</i></li> <li>- <b>Teacher:</b> <i>"Benefit mean is manfaat"</i></li> <li>- <b>Student:</b> <i>"Benefit from my hobby?"</i></li> <li>- <b>Teacher:</b> <i>"Yes, from dancing and cooking"</i></li> <li>- <b>Student:</b> <i>"Sorry I don't speak English"</i></li> <li>- <b>Teacher:</b> <i>"Do you often help your mother cook in the cafe..."</i></li> </ul> <p>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</p>
		<p>The teacher explains the material for the students who have difficulties</p>	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> <i>"First, I went to the zoo, don't I am go to the zoo....so you have to use Verb 2 if you don't have a Verb, use was or were"</i></li> <li>- <b>Recording 2:</b> 32.29 <b>Student:</b> <i>"sorry Sir, can you repeat the question please?"</i></li> </ul>

				<p><b>Teacher:</b> <i>“Okay, you as a student, have you...”</i></p> <p>As seen in first the recording, Mr.Boy re-explains the use of the past tense to students who find it difficult to understand how to use the past tense when making a sentence. And for the second recording, Mr.Dumbler also re-explained the question to the students who have difficulty understanding the question</p>
		<p>The teacher ensures that many individuals are seen in learning activity.</p>	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> <i>“Firstly, I will like to check your presence”</i></li> <li>- <b>Recording 2:</b> 00.12 <i>“Before going on, let me check first your presence here”</i></li> </ul> <p>As seen in the first and second recording, Mr.Boy made sure that students participated in learning activities. In addition, the teacher had asked the students several times to make sure the students were present in the learning activities</p>
Observer (Harmer, 2001)		<p>The teacher gives an individual feedback to the students</p>	✓	<ul style="list-style-type: none"> <li>- <b>Recording 1:</b> <i>“Okay great, that's a good sentence”.</i></li> <li>- <b>Recording 2:</b> 11.57 <i>“thank you, that you have</i></li> </ul>

				<p>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..."</p> <p>In the first and second recording, the teacher gives feedback to students after, students answer the question</p>
		<p>The teacher investigates students' performance in class</p>	✓	<p>- 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 been given</p>



## OBSERVATION RESULT

### First Observation for Teacher 1

Purpose : To observe the academic language function used during remote Teaching

Platform : Zoom Meeting

Research Question	ROLES	TEACHER ACTIVITY	YES	NO	NOTES
What academic language function do English teacher use to support these roles in senior high school at Klungkung regency	Organization (Hughes, 1990)	The teacher manages the interaction with the students	✓		<p><b>Recording 1:</b> <i>"Are you ready to study now?" and "do you hear my voice?"</i></p> <p><b>Recording 2:</b>            01.50 <i>"Just let me check your name here, to make sure you are here..."</i>,            01.34 <i>"When you are speaking, answering or telling something please, on your camera so that we can see clearly your voice and your face".</i> 02.19 <i>"well everyone, if you have any problems with my voice, could you please tell me if, my voice is unclear after that, I can stop my explanation but if that's clear enough I will continue"</i></p> <p>In the first recording, Mr. Boy managed the interaction with the students by making sure the students heard the teacher's voice first. And in the second recording,</p>

				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 teacher instructs the students	✓	<p>- <b>Recoding 1:</b>  <i>"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"</i></p> <p>- <b>Recording 2:</b>  04.56 <i>"Hay Devi, Could you turn on your camera Devi?"</i>, 09.14 <i>"Could you turn on your camera, Ening?"</i>, 26.16 <i>"Where is your video, Meli?"</i></p> <p>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</p>



				they join in the meeting or class.
	Teachers supervising the students	✓		- in the meeting the teacher participated in discussions with students and Mr.Boy also asked questions and participated in the discussion.
	The teacher arranges the students in the learning activities	✓		- <b>Recording 1:</b> <i>"Now we talk about the recount text and try to make it understand the recount text in a simple way"</i> - <b>Recording 2:</b> 02.40 <i>"Well, ladies and gentlemen our meeting today is actually for having a discussion about an issue, about updating today, and have some of your opinion on the discussion. and I have determined one issue/one update thing that now, of course , it will be very important for us it is about our passion..."</i> 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
Interrogation (Hughes, 1990)	The teacher asks the question to	✓		- <b>Recording 1:</b> <i>"Gede Yuda when we used do and</i>

		obtain information, ideas, opinion, and reason from the students			<p><i>does in the sentence?, "what the video about?"</i></p> <p><b>Recording 2:</b> 10.02 <i>"What do you think about passion is different with hobbies and then people now difficult to find or to know their passion", 14.45</i> <i>"How important is a passion for us or have you found your passion?", 23.11</i> <i>"getting money is more important than passion? what do you think about it"</i></p> <p>In the first and second recording, Mr.Boy asks some questions to the student to get more information or get their opinion or idea</p>
		The teacher reply the question from students regarding the learning activity	✓		<p>In the first and second recording is not available Mr.Boy replaying the question from student regarding the learning.</p>
Explanation (Hughes, 1990)	The teacher explains the material and gives information related to the learning material	✓		<p><b>Recording 1:</b> <i>"Now I will start the class and now we are going to talk about recount text and we will discuss recount text, recount text is..."</i></p> <p><b>Recording 2:</b> 03.11 <i>"Let me give a few bits of understanding</i></p>	

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

					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 students appreciation, pity, sympathy, interest, surprise, anger, disappointment	✓		<p>- <b>Recording 2:</b> 28.34 <i>"You have spoken English very well and I understand what you are talking about and we are sharing it here, you have spoken English very very well".</i> At minutes 42.43 <i>"thank you, I'm speechless about it"</i></p> <p>In the second recording, Mr.Dumbler gave his appreciation to the students</p>

### OBSERVATION RESULT

#### First Observation for Teacher 1

Purpose : To observe the challenges face by teacher during remote Teaching

Platform : Zoom Meeting

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

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



## APPENDIX 4. INTERVIEW RESULT

### INTERVIEW RESULT TEACHER 1

Teacher : Teacher 1

Date : 30<sup>th</sup> November 2022

Media : Zoom Meeting

No	Question	Answer
1.	Apa peran guru yang Anda mainkan selama kegiatan pembelajaran daring?	Untuk role disini kita harus menguasai semuanya mulai dari assesor, controller, kita mengontrol class dengan baik seperti itu. Yang pasti kelas tetap kondusif dan menyenangkan pastinya.
2.	Bagaimana cara Bapak/Ibu mengontrol kegiatan pembelajaran serta siswa selama proses pembelajaran?	Maka sebagai seorang guru yang memegang kendali penuh terhadap proses pembelajaran meskipun proses belajar siswa merupakan pusat siswa dari proses belajar mengajar disini guru tetap memegang peranan yang sangat penting sebagai pengontrol bagaimana siswa itu bekerja.
3.	Bagaimana Anda mengatur kegiatan belajar dan siswa di kelas?	Untuk setiap pelajaran tentunya akan saya beri tahu aturannya terlebih dahulu, setelah itu ada tujuan pembelajaran yang harus disampaikan agar siswa paham apa topik kita. dan kalau belajar berkelompok dimana bisa dilakukan dalam zoom meeting dengan berkelompok jadi 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 Bapak/Ibu mengevaluasi kegiatan pembelajaran dan kinerja siswa yang telah dilaksanakan?	Di sini semua yang saya lakukan tergantung pada jenis pertanyaan atau jenis proses yang sedang kita lalui. Kalau misalnya proses kelompok itu berupa presentasi. Presentasi tetap bisa dilakukan saat zoom meeting ada hal yang harus disampaikan secara langsung dan untuk penilaiannya tergantung ada yang perlu saya analisa untuk saya nilai dan penilaiannya nanti akan diberitahukan jadi tergantung proses pembelajarannya .

5.	Bagaimana cara anda mengikuti kegiatan pembelajaran agar kegiatan pembelajaran berjalan dengan lancar?	Guru harus bertugas untuk terus mendampingi mereka karena akan ada saatnya siswa terkadang keluar dari konteks atau masih ada hal yang kurang tepat. Jadi, mereka tetap harus didampingi untuk meluruskannya. Jadi ketika kita bertanya dan masih harus mendampingi jika ada yang perlu dikoreksi atau diluruskan, tentu tugas guru ada untuk meluruskannya.
6.	Bagaimana cara ada membimbing siswa selama pembelajaran baik secara berkelompok ataupun individu	Saya lebih suka jika menyampaikan pembelajaran dengan ilustrasi atau contoh karena sangat diperlukan baik itu bentuk video yang saya bagikan sebelum pembelajaran maupun bentuk materi/topik yang sudah saya 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 kita bawa ke kelas daripada hanya memberikan penjelasan yang membuat siswa kurang semangat.
7.	Bagaimana cara Bapak/Ibu memberikan informasi kepada siswa?	Terkadang pertanyaannya ada di luar pembelajaran. Jadi secara pribadi akan bertanya kepada saya baik melalui obrolan pribadi dengan siswa atau bentuk diskusi lainnya. Namun dalam proses pembelajaran, ketika siswa mengajukan pertanyaan saya langsung mendiskusikannya di kelas karena menurut saya masih banyak siswa yang memiliki masalah 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 mengamati kegiatan pembelajaran dan memastikan semua kegiatan pembelajaran berjalan sesuai rencana?	Pertama, kita melihat antusiasmenya. Pemahaman siswa terlihat dari siswa yang antusias. Di sana juga akan ada evaluasi. Evaluasi berupa beberapa kuis/permainan yang mengarah pada topik pembelajaran. Kami biasanya menggunakan beberapa platform seperti Kahoot atau Quizizz untuk melihat berapa banyak siswa yang mengerti.
9.	Bagaimana cara bapak mendorong siswa untuk berpartisipasi dalam kegiatan pembelajaran ?	Ini adalah salah satu tantangan di pembelajaran jarak jauh ketika kita melakukan ini dengan zoom atau google meet itu agak susah untuk menantang siswa berpartisipasi penuh entah ada pertanyaan. Tapi biasanya salah satu caranya adalah memanggil atau menyebut 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 berpartisipasi langsung. dan disini untuk siswa yang jarang aktif atau berpartisipasi harus di panggil
10	Apa yang biasanya Anda katakan untuk mengatur interaksi selama pengajaran jarak jauh?	Karena kita menggunakan zoom jadi kadang anak-anak mematikan kameranya dan saya menyuruh mereka untuk menghidupkan kamera seperti <i>"Please, on camera"</i> So ask them to on the camera dan meminta mereka untuk lebih memberikan attention sama kita seperti <i>"Please attention"</i>
11	Instruksi seperti apa yang Anda sampaikan kepada siswa dalam kegiatan pembelajaran?	<i>"Open your book"</i> , <i>"Answer my question"</i> , <i>"Listen to me, please"</i>
12	Bagaimana anda mengatur siswa selama kegiatan pembelajaran?	Pembelajaran jarak jauh tantangannya yaitu bagaimana kita tetap mengontrol atau mengatur siswa agar tetap mengikuti pembelajaran, tetap dalam proses pembelajaran dengan baik, tetap antusias, dan memberikan motivasi. Dan untuk mengaturnya tentunya kita harus lebih perhatian dengan mereka/memperhatikan seluruh siswa. jika ada yang seperti mematikan kamera atau lain-lain di panggil.
13	Apa yang biasanya Anda katakan untuk mengelola siswa Anda selama pengajaran jarak jauh?	Ask them to on the camera <i>"Please, on the camera"</i> dan meminta mereka untuk lebih memberikan attention sama kita <i>"Pay attention,</i>
14	Bagaimana cara bapak memberikan pertanyaan kepada siswa agar siswa dapat menyampaikan jawaban, pendapat atau alasannya?	Untuk pertanyaan-pertanyaan itu tertentu, ada pertanyaan yang memang jawabannya itu tidak bisa kita pastikan benar jadi saya tetap meminta mereka untuk berpendapat nanti akan diluruskan atau kita akan cari jawaban yang paling tepat secara bersama. Dan berpendapat itu diwajibkan apapun pendapatnya. Karena selama proses pembelajaran sudah diberikan video dan mereka



		sudah melihat dan sudah mengetahui. Kita kasi <i>example</i> 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
15	Bagaimana cara Bapak/Ibu menjawab pertanyaan dari siswa pada saat kegiatan belajar mengajar?	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	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 <i>example</i> 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 visual tidak hanya penjelasan saja jadi kalau penjelasan kadang-kadang mereka bosan. Jadi jika di bantu dengan <i>example</i> , video, gambar. Itu akan mempermudah pembelajaran. 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>I say sorry</i> " kalau untuk menyapa greeting biasa. Cuman mungkin kita bisa buat itu lebih santai karena menurut saya ketika siswa enjoy 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 mempunyai kesalahan saya akan katakan " <i>Sorry to them</i> " dan jika ketika mereka sudah

		membantu saya dan saya akan mengatakan <i>"Thank you for them"</i>
19	Bagaimana cara Bapak/Ibu memberikan apresiasi, simpati, ketertarikan, keterkejutan, kemarahan, kekecewaan kepada siswa?	<p>Apresiasi dengan kata-kata seperti <i>"Good job"</i> <i>"Great performance"</i> 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 <i>"You should be..."</i> jadi tidak mengunggapkan kekecewaan yang terlalu karena kadang-kadang siswa tidak bisa menerima hal itu. Tapi ketika kemarahan saya akan memberikan advice ke mereka dengan mengatakan <i>"You should be like this..."</i> tidak hanya mengarah ke satu siswa tersebut karena kadang-kadang mental siswa tidak kuat menerima satu marahan di depan banyak siswa jadi advice saja yang dikasi. Jadi saya sellau menggunakan kata kata <i>"Should be"</i> atau <i>"You should be like this"</i>. Salah satu hal membuat siswa itu senang atau termotivasi untuk belajar yaitu dari word. Ketika kita hanya mengakpriasias dengan kata kata seperti <i>"Good job"</i> atau <i>"Good performance"</i> itu sudah sangat membantu sekali psikologis siswa untuk aktif/termotivasi dikelas. Sometimes di kelas tatap muka itu ada reward lain seperti saya memberikan some candy for them tapi kalau kelas online the reward just say <i>"Good job"</i> atau <i>"great performance"</i>.</p>
20	Apa tantangan yang Anda hadapi saat menjalankan peran guru di kelas	<p>bentuk kelasnya hetrogen jadi kemampuan siswa itu berbeda dengan satu sama lain. Jadi tantangan yang pertama yaitu <i>how to teach them</i> tanpa satu lain tertinggal jauh sehingga, disini ada yang menerima dengan lambat dan ada yang menerima dengan cepat. Mungkin bentuk pemahan, komunikasi, fokusnya mereka berbeda-beda. Jadi tantangan saya sebagai guru itu adalah bagaimana 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</p>

		<p>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 the class</i> walaupun itu kelasnya jarak jauh. Jika untuk penilaian sebenarnya sama saja tidak ada perbedaan 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 tinggi, siapa yang perlu kita motivasi lagi dan itu akan terlihat ketika di kelas</p>
21	<p>Bagaimana Anda mengatasi kendala tersebut?</p>	<p>Dengan cara menggunakan bahasa yang menyenangkan jadi secara tidak langsung penerima lebih lambat karena fokus siswa yang kurang dan mereka kurang <i>enjoy with the class</i> akan bisa diatasi. Dan dengan menggunakan bahasa yang tidak terlalu formal siswa akan merasa lebih nyaman saat berada di kelas dan tentunya hal tersebut akan membuat siswa tidak malu untuk memberikan pendapat.</p>
22	<p>Yang biasanya bapak lakukan adalah mencegah dan meminimalisir kendala yang ada saat melaksanakan peran guru</p>	<p>Lebih ke memberikan pembelajaran yang menyenangkan jadi guru tidak hanya sebagai sebagai senioritas tapi guru sama disana seperti kita ada intermesu dengan mereka yang mana kita mengembalikan fokus. Ketika mengontrol siswa, guru harus memperhatikan setiap siswa di kelas dan setiap siswa di kelas kira kira dalam pembelajaran itu siapa yang fokusnya kurang.</p>

## 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 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 mengerjakan tugasnya atau tidak.
5	Bagaimana cara ibu mengikuti kegiatan pembelajaran agar kegiatan pembelajaran berjalan dengan lancar?	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 bersungguh-sungguh 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 ketidapahamannya 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

		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 profil tetapi saya juga melibatkan mereka secara acak untuk melakukan diskusi tentang apa yang saya katakan .
9	Bagaimana cara ibu mendorong siswa untuk mau berpartisipasi dalam menjawab pertanyaan dan berdiskusi saat kelas berlangsung	Saya memanggil 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.
10	Apa yang biasanya Anda katakan untuk mengatur interaksi selama pengajaran jarak jauh?	Tentu saja, dengan cara meminta perhatian siswa dengan mengatakan " <i>Let's all pay attention</i> ". Hal tersebut sangatlah penting jadi, <i>always ask their attention to make sure, there's actually it is achieve the object and also make sure they understand or not</i> , jadi saya minta <i>pay attention and then, I have to make sure that actually they are behind their handphone not only profile.</i>
11	Instruksi seperti apa yang Anda sampaikan kepada siswa dalam kegiatan pembelajaran?	Instruksi yang saya sampaikan seperti " <i>On the camera</i> ", " <i>Please, give your participation</i> ", " <i>Please, be an active students</i> ", " <i>Answer the question</i> "
12	Bagaimana anda mengatur siswa	Meminta konfirmasi mengenai pemahaman yang dimiliki oleh siswa, apakah hal yang disampaikan

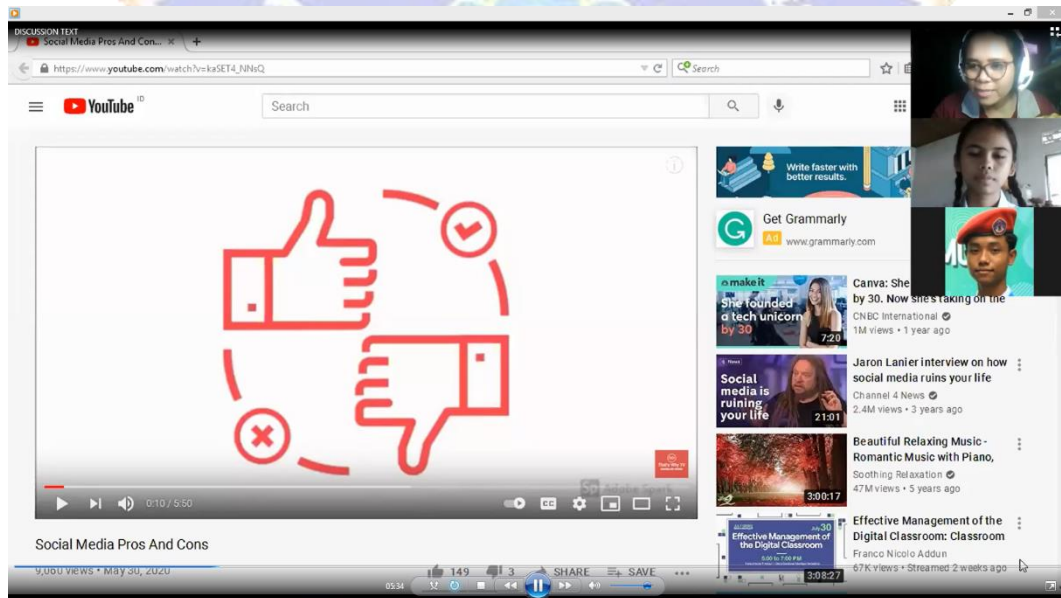
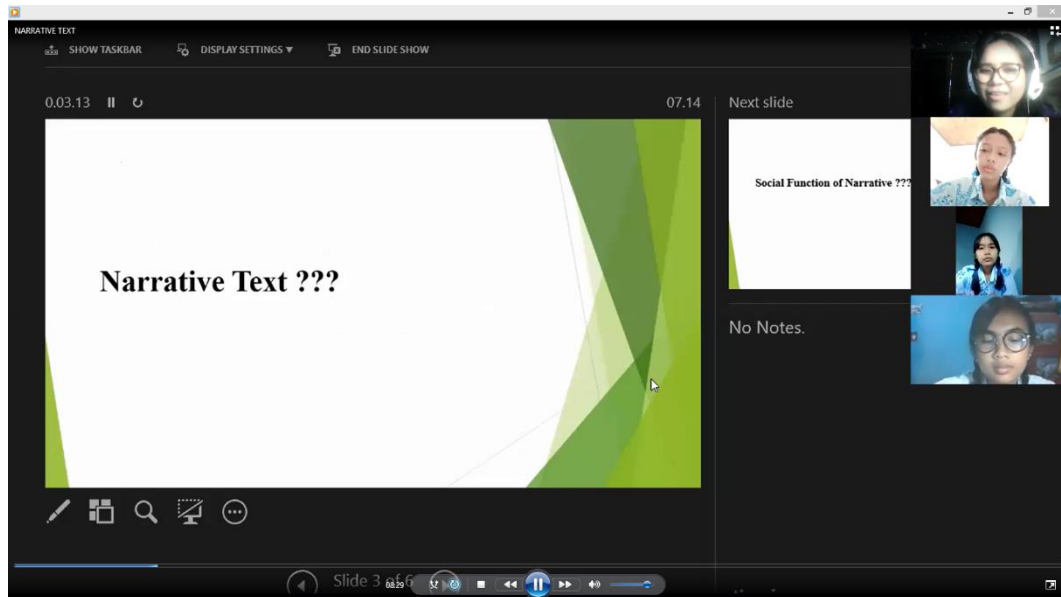
	selama kegiatan pembelajaran?	sudah tersampaikan kepada siswa atau belum. Hal tersebut akan membantu guru untuk memastikan siswa tersebut paham akan hal yang disampaikan. Dan menyuruh siswa untuk menghidupkan kamera selama pembelajaran berlangsung sehingga saya dapat melihat siswa tersebut bukan hanya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

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 " <i>How are you today?</i> " 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 " <i>Wow great, you are smart student</i> ". 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 " <i>Wow are great student even you are smart than me, thank you</i> ". For disappointment " <i>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</i> ".
20	Apa tantangan yang Anda hadapi saat menjalankan peran guru di kelas	Tantangan yang dihadapi yaitu pada saat memberikan penilaian 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

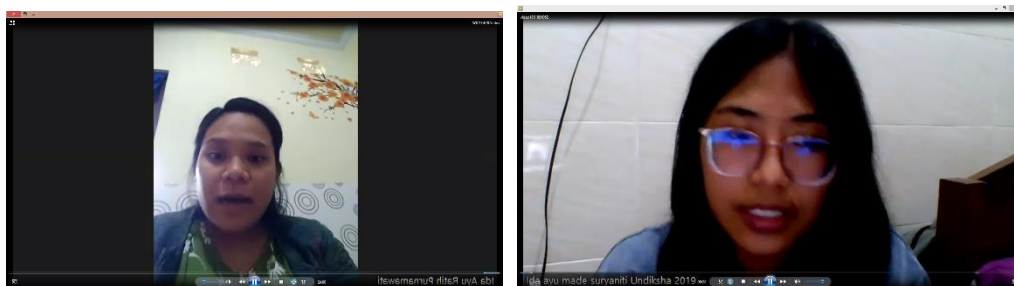


## APPENDIX 5. RESEARCH DOCUMENTATION

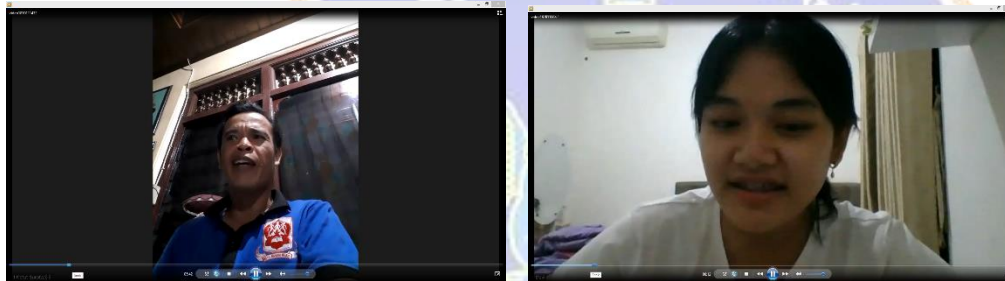
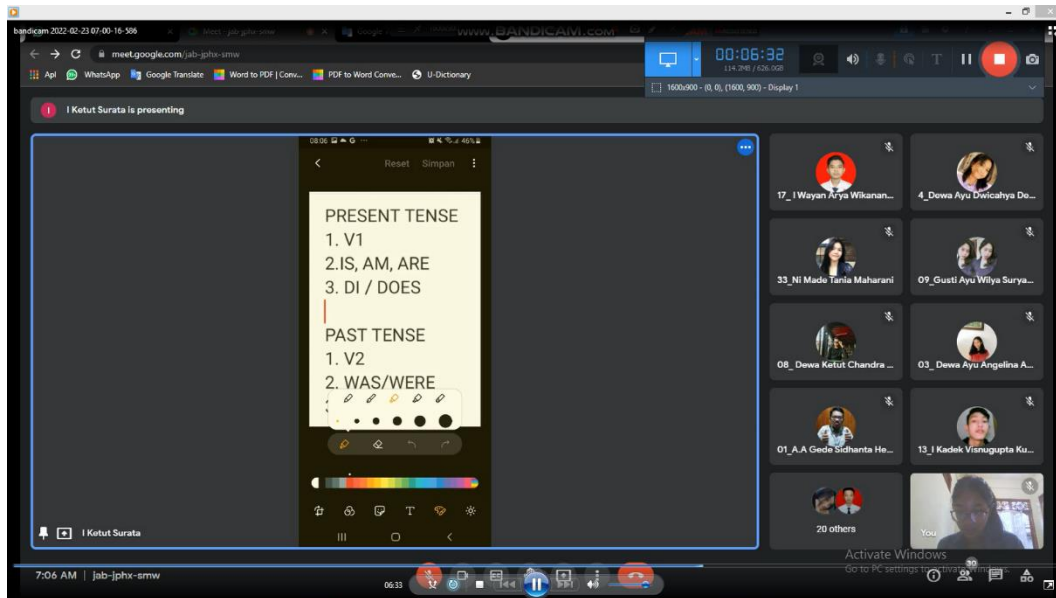
### First Observation (Teacher 1 in the first and second meeting)



### Interview (Teacher 1)



## Second Observation (Teacher 2 in the first and second meeting)



## Interview (Teacher 2)



