Teachers' Roles in Remote English Teaching at Sman 1 Blahbatuh and Sman 1 Gianyar in Gainyar Regency

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Abstract

The teacher is someone who has an important role in forming superior quality students and of course, the teacher must be able to play his role and be able to deal with various situations that exist, especially in the current situation, namely, the teacher must be able to play his role in remote teaching. So this research was made aiming to find out the role of the English teacher during remote teaching, the next aim is the academic language function used by the teacher to support their role, and the challenges faced by the teacher when playing their role in remote teaching. The location of this research is SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency. And the research subject is the English teacher at the school. This study uses a descriptive qualitative method. Based on the results of the research and discussion, it can be concluded that teachers at SMAN 1 Blahbatuh and SMAN 1 Gianyar play eight teacher roles based on the theory by Harmer (2001) in which, there are eight roles that teachers played, namely, (1) controller, (2) organizer, (3) assessor, (4) prompter, (5) resource, (6) participant, (7) tutor, and (8) observer.

Kata kunci: pegajaran jarak jauh, peran guru

Abstrak

Guru adalah seseorang yang memiliki peran penting dalam membentuk kualitas siswa yang unggul dan tentu saja guru harus mampu memiankan perannya dan dapat menghadapi berbagai situasi yang ada terutama pada situasi saat ini yaitu, guru harus mampu memainkan perannya dalam pengajaran jarak jauh. Sehingga penelitian ini dibuat bertujuan untuk mengetahui peran guru bahasa inggris selama pengajaran jarak jauh, tujuan selanjutnya yaitu penggunaan academic language yang digunakan oleh guru untuk mendukung perannya, dan tantangan-tantangan yang dihadapi oleh guru pada saat memainkan perannya dalam pengajaran jarak jauh. Lokasi penelitian ini bertempat di SMAN 1 Blahbatuh dan SMAN 1 Gianyar. Dan subject penelitian yaitu guru bahasa inggris yang ada di sekolah tersebut. Penelitian ini mengggunakan metode descriptive qualitative. Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan bahwa guru di SMAN 1 Blahbatuh dan SMAN 1 Gianyar memainkan delapan peran guru berdasarkan teori yang dimiliki olehHarmer (2001) yang mana, ada delapan peran yang dimiliki oleh guru yaitu, (1) controller, (2) organizer, (3) assessor, (4) prompter, (5) resource, (6) participant, (7) tutor, and (8) observer.

Keywords: remote teaching, teacher's role

1. Introduction

Remote Teaching is one of the right solutions during the Covid-19 pandemic. Remote teaching is one of the methods of learning that is carried out indirectly and this is also said by (Efriana, 2021) that Remote teaching is learning that is done online, where students and educators carry out distance learning using technology as a learning process. This statement is in line with (Li & Yu, 2022) that the application of remote learning must be carried out using several devices/media to support the learning process.

From some of the problems above, the teacher plays an important role in remote learning. According to (Rindu & Ariyanti, 2017) the role of the teacher is not only as a material provider, but the teacher must be able to provide facilities to students. This is in line with the theory of Harmer (2001) which says that teachers have an important role in education because teachers are a place for information and provide knowledge to students. This argument also in line with Abdulkareem and Eidan (2020) that teachers must be able to apply learning according to the current situation to achieve effective learning goals. According to Harmer (2001) said there are several roles that a teacher must have, namely: (1) Controller, (2) Organizer, (3) Assessor, (4) Motivator, (5) Participant, (6) Resource, (7) Tutor, and (8) Observe. Of the many roles that teachers have, teachers must be able to apply for these roles in the current situation. However, not a few teachers can implement their role as a teacher because many teachers do not understand the use of technology (Lawrence, 2008). This argument is in line with (Alhamuddin & Zebua, 2021)The use of technology for teachers makes it difficult for teachers even this can be a big problem that must be faced by teachers who do not understand the use of technology or platforms that can support the distance learning process. In addition, in the provision of material, misunderstandings often occur between teachers and students (Bahasoan et al., n.d.). This misunderstanding often occurs in distance learning due to the lack of a teacher's role in the remote teaching process, which means that even though learning is done indirectly the teacher must continue to provide clear explanations, must continue to guide, and must continue to monitor students from the beginning of the learning process until the end.

Many of the studies above that examine the role of the teacher in remote teaching, it is more focused on the class role of the teacher in the conventional classroom so it is rare for researchers to examine the role of the teacher in remote teaching in senior high school. In addition, the thing that distinguishes this study from other research is the methods and subjects used. This research was conducted in two Senior High Schools in Gianyar Regency, namely SMAN 1 Blahbatuh and SMAN 1 Gianyar. So this research needs to be held because there are not many studies that examine the role of teachers in teaching English in Senior High Schools in Gianyar Regency.

In this case, the authors chose SMAN 1 Blahbatuh and SMAN 1 Gianyar as the research locations because, this school is one of the schools that implements remote teaching using teaching media such as chat applications, video conferences, and LMS. In addition, before making this school a place of research, the authors made preliminary observations of several schools in Gianyar Regency, and the results of these preliminary observations, the authors finally found two schools that were included in the research criteria. That is, the criteria used by the author are schools that implement remote teaching by targeting teachers as the subject of research. The next criterion is that the targeted teachers are English teachers who use media/aids for distance teaching, such platforms as Chat applications (WhatsApp, Line, Telegram), Video conferences (Google Meet, Zoom), and LMS(Google Classroom, Edmodo). And the number of teachers used from each school is 1 English teacher at SMAN 1 Blahbatuh and 1 teacher at SMAN 1 Gianyar. The reason the researcher took 1 teacher in each school was that other English teachers at SMAN1 Blahbatuh and SMAN 1 Gianyar schools did not enter the criteria because these teachers lacked understanding and lacked knowledge of the system from using platforms such as chat applications, video conferencing, and LMS. so the author only got 1 teacher from both schools.

And after making initial observations, the author will make observations about the teaching carried out by teachers to students using a media platform in distance teaching to find out the role of English teachers in distance teaching.

Review of related literature

According to (Hodges et al., 2020), remote teaching is online learning carried out by an educator and students using a medium or several communication tools to meet educational standards. This is in line with what Blocher et al. (2002) remote teaching fosters skills in students such as skills in using technology to become more proficient, skills in collaborating between one student and another, and skills in managing student learning locations.

Based on the results of the analysis of the exposure of several theories above, it can be concluded that remote teaching is a learning process that separates students and educators. Carrying out the role of a good teacher is not easy so, many teachers are unable to carry out their role as good teachers due to applying to remote teaching. However, before the implementation of remote teaching, many teachers were also unable to carry out their roles due to a lack of skills in their role as educators. Thus, many teachers leave their duties and responsibilities as a teacher. According to Harmer (2001), there are 8 roles that a good teacher must have, such as:

a) Controller

The teacher as a controller plays a role in controlling class conditions such as being able to control the class both in terms of material and students so that learning can run effectively, controlling the class for a teacher including how the teacher controls the classroom atmosphere and is responsible for the implementation of learning.

b) Organier

Teachers must be able to create situations, lead, stimulate, move, and direct teaching and learning activities according to the plan. Teachers can direct children's interests and talents well and can make children feel comfortable and in control of learning activities. The role of the teacher is very important in guiding children to become disciplined individuals.

c) Assessor

The teacher as an assessor is a teacher who evaluates learning to determine the extent to which students can accept the material that has been delivered. the appropriate action in solving the problems at hand

d) Prompter

In the process of implementing learning, of course, the teacher must motivate students. With the motivation of the teacher, it will foster self-confidence in students to continue to practice and develop for the better. The role of a teacher as a motivator in the process of learning motivation is one of the most important dynamic aspects.

e) Participant

Teachers are not only obliged to teach students in schools, but teachers also have to contribute their critical thoughts to activities in the community. Many teachers are active in carrying out activities in the community, some are less active.

f) Resource

Teachers must be ready to provide information to students. It can be said that the teacher is a center of information that is fast and easy to get by students. With this, the teacher must have more knowledge and extensive information so that what is conveyed to students is clear and factual information.

g) Tutor

The teacher as an educator does not only know about the material to be taught. However, the teacher must also have a strong personality that makes him a role model for his students.

h) Observe

The teacher's role as an observer is very important for the teacher. In this role, the teacher takes action by paying attention to and checking the activities carried out by students during learning. The role of the teacher as an observer means that a teacher does not only provide material but the

teacher must be able to observe all students during the learning process.

2. Research Questions

In this research, there is a research questions to guide the analysis as follows:

1. What What teacher roles are played by an English teacher in remote teaching at SMAN 1 Blahbatuh and SMAN 1 Gianyar in Gianyar Regency?

3. Method

The The method in this study was shown to determine of the teachers' roles in remote English teaching at the Senior High School in Gianyar Regency. More precisely at SMAN 1 Blahbatuh and SMAN 1 Gianyar to observe and identify the teacher's role during teaching students in remote teaching Remote teaching is carried out using several online platforms to support the teaching and learning process. Some of the online platforms used are video conferencing (Google Meet/Zoom), using LMS (Google Classroom, Edmodo, Schoology), and chat applications (WhatsApp, Telegram, Line). This study uses a descriptive research design and qualitative research method. This research instrument to get the data that the researcher expects. In the research, the data collection instrument used was an observation sheet and interview guidance. Miles and Huberman (1994) found that activities in qualitative data analysis were carried out interactively and continued until they were completed so that the data was full. Activities during data analysis, namely data collection, data reduction, data display, and conclusion drawing/Verifying.

4. Result and Discussion

In this section show the result of the study research which, the teachers play their roles in SMAN 1 Blahbatuh and SMAN 1 Gianyar:

a) Controller

The results of the observation of data from the first meeting and the second meeting at SMAN 1 Blahbatuh conducted by Miss. Marella controls student behavior by advising students and leading during the learning process. For example, when Miss Marella opened the lesson, Miss Marella

asked one of the students to lead a prayer before the lesson started by saying *"Lead your friends to pray together, before we start the class today"* or *"Before starting our class, one of you can lead us to pray together"*. This expression shows that Miss. Marella controls student behavior and students' attitudes. And furthermore, based on these observations, Miss Marella also controls students' attitudes and behavior by asking students to turn on the camera. *"Please, turn on the camera"* by asking students to turn on Miss. Marella's camera Controlling the student's attitude so that Miss. Marella knows that the student is present in the lesson and the student pays attention to the explanations given. Another way to control student behavior and attitudes is, Miss. Marella instructs students to turn on the microphone if students want to express opinions or say something. Miss Marella said, *"Please, mute the microphone if you don't want to speak and please, unmute the microphone if you want to talk"*. This phrase is one way to control students' attitudes and behavior so that the teacher can ensure that these students can respond to what is conveyed by the teacher and students can also give their opinions so that the teacher can control the activity of students. Next Miss. Marella said, *"Please, try to speak English and you can try to use English in our learning"*. on this phrase Miss. Marella gives advice to students so that students can use English in learning. this was done by Miss. Marella so that students can get used to using English when learning English. After that, it continued with Miss. Marella leads the lesson. Miss. Marella said, *"Today, I would like to discuss a discussion text…"*. That phrase is Miss. Marella led the learning process. And this finding also support by the result of interview. Which is, the result of interview conducted by Miss. Marella, she said:

Excerpt 1: *"So as a teacher who is in full control of the learning process even if the student learning process is a student center of the teaching-learning process here the*

teacher still plays a very important role as control how the students are doing"

Based on Excerpt 1 Miss. Marella said that the teacher plays a full role in the conditions and situations in the class because the teacher is responsible for the ongoing teaching and learning activities in the class. By controlling students' behavior, attitudes, and language, or controlling activities carried out by students during learning activity it will be more controlled during the learning process.

In addition, the results of observation data from the first meeting and the second meeting at SMAN 1 Gianyar conducted by Mr.Boy were carried out to control student behavior, attitudes, and student language by asking students to turn on the camera during learning *"Turn on your camera"* and Mr. Boy also check student attendance *"Just let me check your name here"* or *"I will check your present".* From that phrase, Mr. Boy controls the behavior and attitude of students by asking students to turn on the camera so that Mr. Boy knew that the student participated in the activity from the beginning to the end of the lesson and Mr. Boy also checked student attendance so that Mr. Boy knows the student is present in every meeting. Next, Mr. Boy advises the student by giving advice to students to pray together before learning begins *"Please, Captain of the class lead the prayer".* that phrase Mr. Boy advised the students to pray together before starting the learning activities by asking the captain of the class to lead the prayer. After praying and checking student attendance, Mr. Boy leads the learning activity by starting learning by saying *"I will start the class".* that phrase Mr. Boy led learning activities by opening the class. And this finding also supports the interview and the results of the interview conducted by Mr. Boy. He said:

Excerpt 2: *"We ask him to activate the video/on camera from there we can immediately see in reality that they are actually on the screen we are following the lesson"*

Based on Excerpt 2, he said that Mr. Boy asked students to activate the camera so that Mr. Boy knows the student clearly and ensures that the student follows the lesson from the beginning to the end of the lesson and this indicates Mr. Boy acts as a controller during distance learning

b) Assessor

After Miss. Marella formed the students into a group and the students had finished working on the group assignments given, then each group presented the results they got. After the groups presented the results of their group work Miss. Marella assessed the performance of each group by saying *"Clear explanations"* and "All have done well". From that Phrase, Miss. Marella assesses student performance by providing a direct assessment of the performance results of the group. and Miss. Marella has also given assignments to students related to the material 'Discussion Text' in groups and Miss Marella asked the students to present the assignments given before being assessed by Miss. Marella. And after all the groups presented their group work, Miss. Marella assessed the task directly during the learning process. Miss Marella judged by saying *"It is a good example".* And this observation also supports the interview conducted by Miss. Marella and the result of the interview, she said:

Excerpt 3: *"if the remote meeting can be seen from the learning outcomes. How was the process/result/enthusiasm during the lesson. it's a way of looking at their performance and the results they collect later"*

From excerpt 3 it says that how Miss. Marella assesses student performance by looking at the student performance process first and then the results of the performance that has been made by students. And another way to assess student performance is by looking at student enthusiasm or student participation during the learning process takes place.

Meanwhile, the distance teaching conducted by Mr. Boy looks at observation data. Mr. Boy did not assess student assignments because Mr. Boy doesn't give

assignments to students so, in Mr. Boy only gives material to students and explains the material. However, the results of observations at the first meeting showed that Mr. Boy gives material about 'Recount Text' to students. Mr. Boy asked all students to make simple past tense sentences and asked students to present the results they made. When the students presented their results, Mr. Boy immediately corrected the student's mistakes. For example, sentences made by students are *"I am to the zoo..."* and Mr. The boy corrected the student's sentence by saying *"I went to the zoo, don't I am to the zoo"*. and in the second meeting also the teacher corrects the student's mistakes. for example, Mr. Boy asked about the student's hobbies and there is one student who told their hobbies, she *said "My hobby is cooking and dancing from Bali"*. And Mr. Boy immediately corrected the grammar mistakes of the students by saying *"Balinese Dancing"*. The phrase mentioned above looks Mr. Boy assesses students by correcting student mistakes so that students can directly and with this students can correct the mistakes they make. And the results of this observation are also supported by the results of interviews conducted with Mr. Boy, he said:

Execrpt 4: *"The direct feedback I would first look at from their concern, their participation"*

Based on Excerpt 4 said that Mr. Boy assessed directly by looking at how much student participation was during the lesson and Mr. Boy also gave feedback to students so students could evaluate themselves

c) Organizer

The role of the teacher as an organizer was carried out by Miss. Marella in the first meeting and the second meeting during distance teaching, in which the observations showed the activities carried out by Miss. Marella's first was to convey the topics they would discuss at the meeting. Miss. Marella said, *"Now, we'll discuss more specifically about…"*. In that phrase Miss. Marella conveyed some information about class activities to the students. And another way to organize the students. Miss. Marella divided

the students into several groups. *"I will give you Jamboard for the first group until the last group"*. This phrase shows Miss. Marella forms a group where students will not work individually but Miss. Marella puts the students into work groups. After Miss. Marella put the student into the group, Miss. Marella gave the instructions to each group regarding the activities they would do. Miss. Marella said *"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, complications, and solutions 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 will give you 15 minutes to discuss and after that, you will present your work"*. The phrase here looks like Miss. Marella gives an instruction to students or demonstrates how students should do their assignments. This was done by Miss. Marella so that students understand the tasks or activities they will do in learning activities. The result of the interview conducted by Miss. Marella, said: Excerpt 5: *"I will tell the rules first, after that there are learning objectives that must be conveyed so that students understand what our topic is. And if studying with a group where there can be done in a zoom meeting with groupings so later we will direct it towards the topic. And if the learning objectives and rules are known, then all that remains is to guide the students"*

In Excerpt 5 it says that, Miss. Marella organizes the students in learning activities by telling the rules first and telling the learning objective to make the student more directed.

Furthermore, in the learning activities carried out by Mr. Boy organize the students by telling them the topic will be discussed in that meeting. Mr. Boy said, *"Now we talk about the recount text..."*. That phrase, Mr. Boy conveys information about class activities to students. But in the learning

activities, Mr. Boy does not form students into a group but Mr. Boy directed the student to work individually. And furthermore, Mr. Boy gives instructions to students regarding activities to be carried out by the students. Mr. Boy said, *"Now, we will make past tense sentences...".* In this phrase, Mr. Boy gives instructions to students to make a sentence and that's the instruction given by Mr. Boy to make students know how the students are going to do in the learning activities. And this observation also supports the results of the interview conducted by Mr. Boy. He said:

Excerpt 6: *"For groups, it's a bit difficult because we usually ask for bills (assignments) and the bills (assignments) are personal. Because, it's online so they can't meet and we also have to reduce the crowd. so, what we ask is for them to work and then give me one bill (assignments) that I asked for, then, I really make sure what I ask, they do so I organize the effectiveness of their work by making sure the bills (assignments) that I give then, make sure the bills (assignments) are collected and delivered to me"*

As mentioned in excerpt 6, Mr. Boy said that it was difficult for him to form students in a group due to an unsupportive situation in which, when studying, students were advised to study at home and reduce interaction outside the home with people around them. until Mr. Boy chose another way, namely giving students an assignment individually and asking the students to do the task according to the time span given. This was done by Mr. Boy so students can keep studying at home.

d) Prompter

On the results of observations of the learning activities carried out by Miss. Marella, her way of motivating students during learning activities is that the results of observations are visible first, Miss. Marella encouraged all students to want to answer the questions that had been given by Miss. Marella and Miss. Marella said, *"Can anyone give an opinion?".* This phrase shows Miss. Marella encourages all students and provides an opportunity for all students to be able to give their opinion. And another way to motivate students so that students can participate in learning activities if there are no students who want to participate, Miss. Marella pointed at one of the students at random. And next Miss. Marella also gave a clue to the students so that students could more quickly guess the answers to the questions given. For example, Miss. Marella said, *"I would like to give you a clue. The clues are...".*This phrase shows that, Miss. Marella prompts the student with information they have forgotten. And the result of the interview conducted by Miss. Marella, said:

Excerpt 7: *"This is one of the challenges in distance learning when we do this with zoom or google meet it's rather difficult to challenge students to fully participate whether there are questions. But usually, one way is to call or mention the students we expect to answer the questions given. So to motivate him, if no one wants to answer or isn't enthusiastic, I have to call them at random"*

From Excerpt 7, Miss. Marella said that motivating students is one of the challenges in remote teaching and one way for students to participate in learning activities is by randomly appointing students or Miss. Marella will appoint students who according to her understand or can answer the questions given.

Meanwhile, the way Mr. Boy motivates students to be more active when learning takes place, namely by Mr. Boy gives some questions to students. And when Mr. Boy asked questions of the students but no one of the students wanted to participate. Mr. Boy decided to randomly call the student's name. And when Mr. Boy called the student's name, and the student was able to answer the question given by Mr. Boy. So it can be said here that many students understand or are able to answer the questions given, however, many students are embarrassed to participate or answer these questions because students

are afraid of the answer if it is wrong. So with this situation, another way for Mr. Boy can encourage students not to be afraid to give phrases is by saying *"If it's wrong don't cry, just relax"*. Mr. Boy also said, *"I give the opportunity to all students"*. This phrase explains that Mr. Boy prompter the students. Which, the teacher offers some phrases to students. So, that students are not afraid to have opinions and can stimulate students to be involved in the learning process. Mr. Boy also gives the opportunity to all students to freely give their opinion about something. And this observation is also supported by the results of the interview conducted by Mr. Boy, he said:

Excerpt 8: *"I appreciate their participation, if their participation is value, of course the community will feel compelled to participate and the way to appreciate their participation is value"*

The results of the interview in excerpt 8, Mr. Boy said that the way he encourages students to participate in learning activities is by respecting their opinions and respecting their participation and the way to value student participation is by giving added value to these students so that, in this way, students will feel valued by their participation. they have given and students will become more active and encouraged to participate in learning activities.

e) Participant

Miss. Marella played a role as a participant in learning activities and the results of observations showed that Miss. Marella divided the students into several groups and then Miss. Marella provided a different room for each group in which, Miss. Marella made a breakout room for each group. The breakout room was provided by Miss. Marella so that each group can carry out discussions with members of their group and from the observations, it can be seen that Miss. Marella participated in the discussion. Miss. Marella said *"What is the story about?" or "How many characters are in that story?"*. From that Miss. Marella played a role as a

participant by asking several questions during the discussion session in the breakout room. And the result of the interview, Miss. Marella said:

Excerpt 9*: "The teacher must be on duty to continue to accompany them because there will be times when students sometimes get out of context or there are still things that are not quite right. So, they must still be accompanied to straighten it out. So when we ask questions and we still have to accompany if there is something that needs to be corrected or straightened out, of course, the teacher's job is there to straighten it out."*

From Excerpt 9 Miss. Marella said that the teacher as a participant means that the teacher must continue to accompany students when learning activities take place and the teacher's task here is also to continue to direct students so that students remain focused.

Meanwhile, Mr. Boy opened a discussion session in learning activities to play their roles as a participant. The observation results showed that Mr.Boy gave material about 'Asking and Giving Opinion' and he took one of the most discussed topics now, namely related to 'Passion and Hobby' and in the discussion session, Mr.Boy gave the opportunity for all students to give their opinions and after students give their opinion Mr. Boy did not go straight to the next student, but Mr. Boy asked the student again. Mr. Boy asked several questions according to the context such as *"So do you think your hobby is your passion?", "Are you still looking for your passion or have you been sure your passion is drawing, so are you sure drawing is your passion?"*. This phrase shows 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. And the results of the interview conducted by Mr.Boy, he said that:

Excerpt 10: *"It's automatic, I lead the discussion, I manage the discussion, who I want to ask, and who responds is mine to decide. otherwise, we might not be able to see if they are ready if they are paying attention if they really mean it or not. So that it is in the discussion that I know how involved he is, and how much he is willing and able to participate"*

The excerpt 10 said that, Mr. Boy to carry out the role as participate which, Mr. Boy who will organize and lead the discussion.

f) Resource

The next activity carried out by Mr.Marella in carrying out her role as a resource is Miss. Marella provided information about the activities they will carry out at the meeting, at the first meeting Miss. Marella provides information to students regarding activities or learning activities that they will carry out. Miss. Marella said, *"Now we'll discuss more specifics about..". This phrase shows Miss. Marella provided information to students by conveying topics to be discussed first with students and after that, Miss. Marella gave them a video taken from YouTube and displayed on the Zoom meeting screen "I have a video, so please look at the video and then give your opinion about the video".* From this phrase Miss. Marella provides additional information to students, not just an explanation, but the teacher looks for additional media as additional information so that students better understand the activities they will be doing when learning takes place. And in the results of an interview conducted with Miss. Marella, she also said:

Excerpt 11: *"I prefer when conveying learning with illustrations or examples because it is very necessary whether it's the video form that I share before learning or the material/topic form that I have shared so that later students will find the problem so there we will discuss it further. So it is more comfortable to study with problem-based learning so the problems our students will*

bring to class rather than just giving explanations that make students less enthusiastic"

Based on excerpt 11, Miss. Marella said preferred to give an illustration to students by providing a video and Miss. Marella asked them to watch the video and after that, the students were asked to identify the video. And Miss. Marella did not only provide one source of information but Miss.Marella provided additional information by giving a video to students.

And so did Mr. Boy. He also provided information to students, namely first by providing a video that had been sent by Mr. Boy to the captain of the class, and later the captain of the class would convey it to their respective class groups. After that, when starting the class via Google Meet, Mr. Boy will ask about the video that was previously provided, Mr. Boy *asked "Have you played the video have given to you?".* In this phrase, Mr.Boy gave a video to students as additional information for students and of course, Mr. Boy gave a video as a source of learning in the learning process. Not just a video but, Mr. Boy also displayed a PPT that was displayed during the lesson. and then to measure their understanding and explore the information they have obtained from the sources of information that have been provided by Mr. Boy through a video by giving some questions to students like, *"What the video it is?".* This phrase shows that Mr. Boy reassured that students watched the video and of course, to find out what they got from watching the video. And from the results of the interview also conducted by Mr.Boy, he said:

Excerpt 12: *"I usually take it on YouTube videos, because there are lots of learning materials on YouTube, I take them there and give them first, let them learn first, then I discuss it. And there is also in the discussion that I bring up again slides from the excerpt from the video, or from the screenshots and*

there is also myself who makes a kind of summary and then I display it on the screen"

From excerpt 12, it can be seen that Mr.Boy gave material to students by first giving a video to the students and asking students to watch the video and to make sure the video was watched by students Mr.Boy gave questions regarding the video and gave explanations regarding the video after that, Mr.Boy provided learning material by showing PPT related to the material.

g) Tutor

From the results of observations made on Miss. Marella in distance learning it was seen that Miss. Marella guided students either individually or in groups, it was seen that students understood the material provided by Miss Marella. However, to ensure this, Miss. Marella reconfirmed whether the student understood or not the material that had been presented. Miss. Marella asked the students by saying *"do you have any questions? It's clear?".* And the students answered *"Sorry miss, permission to ask, the text in question was given in the group?"* and Miss. Marella immediately gave an explanation to the student by saying *"No, but at Jambord earlier. Please check again."* That phrase, Miss. Marella helps students when they have difficulties and another way to demonstrate as a tutor which, on the results of observations It can be seen that Miss. Marella helped one of the students want to answer the questions that had been given, however, the student was unable to answer using English so the student asked permission from Miss. Marella answered using Bahasa*."Can I speak in Bahasa, Miss?".* And Miss. Marella answered, *"Yes, you can".* In that phrase, one of the students had difficulty giving an opinion because she was not fluent in English. Hence, the student asked permission from the teacher to use language and the teacher allowed the student to use Bahasa.so, it can be said that here the teacher helps students in dealing with English language difficulties that they have. And this

observation is also supported by the results of the interview conducted by Miss. Marella, she said:

Excerpt 13: *"In the learning process, when students ask questions I immediately discuss them in class because in my opinion there are still many students who have the same problem but can't/don't want to express it"*

Based on excerpt 13, Miss. Marella said that Miss. Marella gave explanations to students directly in class if there were students who had questions or did not understand the material that had been given.

Meanwhile, in the results of observations made on Mr. Boy, it was seen that one of the students had difficulty answering the questions posed to one these students. Mr. Boy asked *"Do you get benefits from that, those activities besides being happy doing it?"* and the students answered *"Sorry, what is the benefit?"* and here Mr.Boy immediately gave an answer using Bahasa so students would not feel confused anymore. Mr. Boy said, *"Benefit means is manfaat".* And when Mr.Boy explained the material and ensured that the students understand or did not about the material provided Mr.Boy checks the students' understanding by asking students to make one simple present tense sentence. After that, Mr.Boy points to one of the students and asks the student to present the results they made. The student said, *"Yesterday, I went to Dinda's house and then, ate fried rice together, hmmm...".* The phrase *"hmmm"* Here students looked confused and finally Mr. Boy helped the student by asking simple questions like *"How were you feeling?"* And the student answered, *"I feel happy".* So it can be concluded that Mr.Boy helps the students when they have difficulties individually. And the result of the interview conducted by Mr. Boy, he said:

Excerpt 14: *"There are several ways. The first is when I know that he doesn't understand or he wants to ask directly. I will give priority to him / further emphasize / further explore the material or I ask another*

friend to give it in a way that is understood by his friend. But there were some students who conveyed their lack of understanding about the discussion via WhatsApp, so I provided understanding or reinforcement of the things that were asked via WhatsApp personally, or if someone asked in the group I gave them in the group. So there are all kinds. like direct, namely when we learn through Google meet, and indirectness, namely through WhatsApp or WhatsApp groups. so I serve according to their needs"

Excerpt 14 says that Mr.Boy will provide explanations to students who have difficulty and especially to students who do not understand the material and Mr.Boy will provide explanations either directly or indirectly.

h) Observe

The results of observations at the first and second meetings conducted by Miss. Marella observed learning activities and ensured that all learning activities went according to plan and how to observe, namely by giving feedback and assessing student performance by saying *"Thank you very much", " Good answer"* or *"Very good"* and another method used by Miss. Marella is an observer, namely by giving assignments to students. This was done by Miss. Marella so that she would know student performance in the learning process. *"I will give you a project. Please find..."* And at the end of the lesson Miss. Marella also shared a 'Google Form' link which contained several questions *"I've shared a quiz with a Google form worksheet and please work on it first".* From that Miss. Marella be able to investigate student performance in class. the results of interviews conducted with Miss. Marella, she said:

Excerpt 15: *"The first, I see his enthusiasm. The student's understanding can be seen from the enthusiastic students. There will also be an evaluation there. Evaluation is in the form of several quizzes/games that lead to learning topics. We usually use several platforms such as Kahoot or Quizizz to see how many students understand"*

The results of the interview, in excerpt 15, Miss. Marella observed the learning activities by providing feedback to students, assessing student performance, and evaluating learning activities by giving a quiz to students to measure how much knowledge or understanding the students had.

Likewise, the results of observations made to Mr. Boy, in the first and second learning activities Mr. Boy also gave feedback to students by saying *"Great, that's a good sentence", or "Thank you, that you have described the detail, and "it's very great English".* And in the results of the interview he conducted with Mr.Boy, he said:

Excerpt 16: *"Before observing, from the start of class, I first sent the link, from the link we asked for a response from the class leader first that the class leader had conveyed the link to their groups. after that, before starting the lesson, I first check their attendance, and what percentage is present so, if the percentage allows me to be absent immediately one by one to determine they are really behind the screen, secondly I ask for the video/camera to be turned on when they are there at the meeting so as to ensure they are really in the learning. And when learning I still involve them and by involving them ensure that what I convey reaches him/what I convey is received by them and they are present at the meeting not only in profile but I also involve them randomly to conduct discussions about what I said"*

That excerpt 16 said that Mr.Boy made observations in several ways. First, checking the presence or participation of students who were present in learning, second, to make sure they were really following the lesson. Mr.Boy told students to turn on the camera, and third, Mr.Boy gave several questions to students to make sure they understood the material or listened to the material that had been presented during the lesson.

Based on the observations and interview findings presented in the form of a description

above, Miss. Marella and Mr. Boy carried out their role as an teacher during remote English teaching and the following was the teacher's role played by Miss. Marella in the English subject at the meeting which is summarized in the table below:

Table 1. Summary of Teachers' Roles

No	Teachers' roles	Teacher Activities	Miss. Marella		Mr. Boy	
			Yes	No	Yes	No
1	Controller (Harmer, 2001)	The teacher controls students' behaviour, language, and attitude.	✔		✔	
		The teacher advises students	✔		✔	
		The teacher takes the lead and helps students in the learning process	✔		✔	
2	Assessor (Harmer, 2001)	The teacher corrects students' mistake		✔	✔	
		The teachers tell the quality of students' score		✔		✔
		The teacher assesses students' assignment	✔			✔
3	Organizer (Harmer, 2001)	The teacher gives instructions or demonstrations on how students are going to do the activity.	✔		✔	
		The teacher conveys some information about class activities to the students.	✔		✔	
		The teacher arranges and put the students into groups or pairs.	✔			✔
4	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.	✔			✔
5	Participant (Harmer, 2001)	The teacher joins the student's activity as the participant	✔		✔	
6	Resource (Harmer, 2001)	The teacher should be ready to supply information and language where necessary.	✔		✔	

		The teacher explains additional information when the student misunderstands.		✓	✓	
7	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.	✓		✓	
8	Observer (Harmer, 2001)	The teacher gives individual feedback to the students	✓		✓	
		The teacher investigates students' performance in class	✓		✓	

Table.1 shows that Miss. Marella and Mr. Boy have played eight teacher roles based on the theory by Harmer (2001) namely Controller, Assessor, Organizer, Prompter, Participant, Resource, Tutor, and Observe. Table 4.1 also shows the aspects of teacher activity from each of the existing teacher roles, there are 20 teacher activities, namely (1) Controller with 3 activities, (2) Assessor with 3 activities, (3) Organizer with 3 activities, (4) Prompter with 3 activities, (5) Participant with 1 activity, (6) Resource with 2 activities, (7) Tutor with 3 activities, and (8) Observe with 2 activities. So, it can be seen from Table 4.1 the results of the total number of teacher activities carried out by Miss. Marella is 15 teacher activity. While the total number of teacher activities implemented by Mr. Boy is 16 teacher activities.

The results of observations and interviews were based on the findings found by the researchers for two English teachers, namely Miss. Marella is a teacher at SMAN 1 Blahbatuh and Mr. Boy teacher at SMAN 1 Gianyar in remote teaching show that, in the observation instrument regarding the teacher's role there are several aspects of teachers activity in teachers roles which, 3 aspects of teacher activities namely, controller, assessor, organizer, prompter, tutor, next, 2 aspect of teacher activity as a resource and observe. And the last, 1 aspect of teacher activity as a participant. So, all of them amount to 20 aspects of teacher activity. And the teacher at SMAN 1 Blahbatuh and SMAN 1 Gianyar has carried out eight teacher roles according to the theory by Harmer (2001). Which, the eight roles played are Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, and Observe. However, in playing these eight roles, there are several aspects of teacher activities from teachers' roles that are not fully implemented, which are the aspects of teacher activity played by teachers at SMAN 1 Blahbatuh totaling 15 activities out of 20 aspects of teacher activities and the number owned by teachers at SMAN 1 Gianyar in playing aspects of teacher activity totaling 16 aspect of teacher activity out of 20 activities. So it can be said that the teacher didn't play the role optimally because in implementing this role there are several aspects of the teacher's activity in playing his role as a teacher which has not been implemented as a whole.

(1) controller, (2) assessor, (3) observe, (4) prompter, (5) participant, (6) resource, (7) tutor, (8) observe. However, the two teachers cannot be said to be optimal in playing their roles due to several aspects that they have not implemented in playing the teacher's role. In addition, the use of

5. Conclusion

Based on the results of the research that has been done, it can be concluded that teachers at SMAN 1 Blahbatuh and teachers at SMAN 1 Gianyar can play eight teacher roles including,

academic language to support the teachers' roles in remote English teaching by the teachers at SMAN 1 Blahbatuh has used the four elements of academic language and has implemented all aspects of teacher activities in academic language including, organization, interrogation, interaction, and explanation. So that it can be said that teachers at SMAN 1 Blahbatuh have used the academic language function to support the teacher roles in remote English teaching optimally.

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