Teachers' Roles in Remote English Teaching at SMA N 1 Tegallalang

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Abstract

This study aimed to determine the teacher's roles during remote English teaching at SMA N 1 Tegallalang. This research used qualitative research as a method of research. This study collected data through an observation sheet and interview guide with the subjects of the study were two English teachers at SMA N 1 Tegallalang. The result of the study showed both teachers in SMA N Tegallalang already played their roles effectively in conducting the learning activity during remote teaching, both english teachers already implemented eight types teachers' roles based on Harmer's theory namely the role of a controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

Keywords: Remote English teaching, teacher roles.

Abstrak

Penelitian ini bertujuan untuk mengetahui peran guru selama pengajaran bahasa Inggris jarak jauh di SMA N 1 Tegallalang. Penelitian ini menggunakan penelitian kualitatif sebagai metode penelitian. Penelitian ini mengumpulkan data melalui lembar observasi dan pedoman wawancara dengan subjek penelitian adalah dua orang guru bahasa Inggris di SMA N 1 Tegallalang. Hasil penelitian menunjukkan kedua guru di SMA N Tegallalang sudah menjalankan perannya secara efektif dalam melaksanakan kegiatan pembelajaran selama pembelajaran jarak jauh, kedua guru bahasa Inggris tersebut sudah menerapkan delapan jenis peran guru berdasarkan theory dari Harmer yaitu peran sebagai controller, organizer, assesor, prompter, peserta, narasumber, tutor, dan pengamat.

Kata kunci: pegajaran jarak jauh, peran guru.

1. Introduction

Since the emergence of the Covid-19 virus in early March 2020 in Indonesia, it has affected all activities that involve the general public. One of which in education sector from Kindergarten, Elementary, Junior high school, Senior high School, and College. Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2020) writes Circular of the Minister of Education and Culture of the Republic of Indonesia Number: 36962/MPK.A/HK/2020 about online learning, it is stated that "*Learning through online and work from home to prevent the spread of Corona Virus Disease (Covid-19)*". This situation causes all levels of educational implement remote teaching (Bozkurt & Sharma, Ramesh, 2020). Remote teaching can be defined as shifting face to face learning to online learning due to crisis that happen (Hodges et al., 2020). Moreover, both students and teachers are limited by remote and time in the application of remote teaching. Thus, the remote teaching process takes place flexibly, anywhere and anytime.

Talking about education cannot be separated with the intervention of teacher. As previously explained, in remote teaching both teachers and students must have competence in using digital platforms to connect interactions between teachers and students. However, competence in using technology alone is not enough to facilitate remote learning activities. In this case, it is necessary to have the role of the teacher as a supporter of the remote learning process (Li & Yu, 2022). According to Huang (2018), teacher role's in remote teaching are really needed by students to provide a feedback, guidance, direction, supervision and monitoring in the remote teaching process. Furthermore, According to Harmer (2001), teachers have eight roles which are controller, organizer, assessor, motivator, participant, resource, tutor and observer.

In the learning process, the teacher's role is very important, especially in remote teaching. For example, in study by Mayasari and Kemal (2020), found that one of the teacher's roles is as a resource, the teacher provides learning resources through videos or television programs made by the government, Mayasari and Kemal also found that the teacher's role in remote teaching as a motivator and assessor, for example the teacher gives students motivation by providing a bonus value for those who are often active in remote learning.

However, during remote teaching the role of the teacher is still challenging, the teacher must be able to adapt to the conditions that were originally face-to-face teaching to remote teaching. Alhammudin and Zebua (2021), in his study stated that teacher competence was one of the challenge during online learning. Teachers find the difficult in adjust to online learning, one of which is for old teachers who do not have the competence to use technology. In addition, the limited distance makes the teacher's role even more challenging in interacting and communicating during online learning. For example, According to Efriana (2021), in remote learning students face difficulties to understanding the subject matter caused by the lack of explanation of each material. Its mean, students need the teacher's role in conveying the material more clearly. Teachers must be able to be directly involved in the learning process, explaining material with different strategies from face-to-face learning, so that students can easily understand the material, therefore the role of the teacher is needed during the remote teaching process.

As seen from previous studies, many studies on the role of the teacher in remote teaching have been carried out but still remains unclear in EFL contexs, while studies on the role of english teacher during remote teaching have also not been discovered. More information is, of course necessary to know how the role of english teacher during remote teaching. Therefore, to cover the gap left by the previous study, this research was conducted by focusing on the role of the teacher in the context of remote teaching. Another aspect that differentiate is the setting. This study takes the setting at SMA N 1 Tegallalang which has not been taken from previous research and SMA N 1 Tegallalang is one of the schools that implements remote teaching using a digital telecoference platform such as Jitsimeet..

2. Research Questions

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

1. What teacher roles are played b an English teacher in remote teaching at SMAN 1 Tegallalang?

3. Method

This study focused at the teachers' roles in remote English teaching using various E-learning platforms in senior high schools by observing and identifying the roles of the teacher during teach the students in remote teaching at SMA N 1 Tegallang. The qualitative research method in this study is used to explore in-depth information related to phenomena which is the teacher roles in remote teaching and giving the meaning to phenomena based on data. The research process consist of six stage, there are conducting library research, designing instruments, testing the validity of instrument using Gregory's Formula, collecting the data, evaluating data, and preparing a research report. During collecting the data, the researcher used two method, which is Observation Sheet and Interview Guide. Following Naibaho's (2019) recommendation, data analysis involved data collection, data reduction, and conclusion, it's used to helped ensure that the study's finding are both accurate and reliable.

4. Findings and Discussion

In this section, the researcher took a teacher named Mr. Gabriel from SMA N Negeri 1 Tegallalang and used videos recorded that are XII grade of Social and Language primary. In the record Mr.Gabriel Explain the topic about Report Text. In addition, Mr. Gabriel using Jitsimeet application and E-Leaning as learning tools. And second teacher named Ms.Emily from SMA N 1 Tegallalang and used video record that are XI grade of Social. Mrs. Emily using Google meet and Google Classroomm as a tools during remote teaching. In the record Ms Emily discuss the material about Song Liric. The result will describe below :

In this part, Mr. Gabriel plays the roles as Controller. Mr. Gabriel controlled student's behaviour, advised the student and lead the student in the online learning. Mr. Gabriel started the online meeting by praying, he said *"We start our lesson today by saying Om Swastyastu"* then he greets student by said *"Good Morning Student"* , that instruction indicated the teacher controlled by lead student to praying together. Another way that indicated

Mr. Gabriel played the roles as controller was by check the student attendence before the meeting ended. Mr. Gabriel checks the student's attendance, to know how many students stiil join until the class finished. This way indicated Mr. Gabriel controlled the student attitude by checking how many students were still in the class until the end, and how many students were out of the class during the learning process.

Excerpt 1 :

> *"... to be a controller.....the first we check they are coming in the meeting by seeing which one student on camera and if the student can not on the camera its mean they had problem in their connection , sometimes its hard but no choice at that time ...."*

Excerpt 1 showed, the teacher had already acted as a controller, the teacher controls the student's based on the student's condition, if the student has several poblems with quota, the teacher takes a lead the class in a short discussion using Jitsimeet, then the teacher continue the learning process in WhatsApp group. The researcher found that Mr. Gabriel had already controlled the student's behavior and led th student to pray together. The teacher also checks the student attendance to control how many students still follow the learning process until the class end.

In addition, Mrs. Emily start the online meeting by Checking the student attendance, Mrs. Emily check attendance and called students one by one to know who is join and who is not. That way it shows Mrs. Emily controlled the student's behavior

Excerpt 2 :

> *"...... I control the learning activities using google classroom and google meeting, I check their attendance and ask about the material that I gave before the meeting start, and I control the learning using Google Classroom, check on the student assignment, keep their updated about the assignment, whos is submited who is not submited...."*

Excerpt 2 showed, the teacher control the student attendance and the teacher ask about the material that the teacher send before the online

meeting, she asked the students whether the students had read the material about the songs that teacher sent via WhatsApp.

In organizing the student Mr. Gabriel and Mrs. Emily, instructed the student in the class activity. Mr. Gabriel and Ms. Emily ask the student about the material that she gave before via WhatsApp group,

Excerpt 3:

> "*First I check their attendance. Then showed the summary of the material, instruct the student to find information about the topic and then i start to discuss by asking some question related to the topic…*"

Excerpt 3 showed, the teacher had already demonstrated the roles of Organizer. The teacher organizes student by given Instruction about what are going to discuss in that meeting, after that the teacher discussion together by asking some question related to the material and gave the personal assignment to student via WhatsApp Group and Google Classroom.

Furthermore, In this section, Mr. Gabriel will discuss Report Text. Mr. Gabriel ask the student about the video that he send before the class starts that related to the material that will be discussed in the online meeting, he asks "Have you tried to watch the video that I send maybe two weeks before", some student answered "yes" but some student answer "not yet", thus Mr. Gabriel showed the text about the point of Report Text that will be discussed. In the discussion Mr. Gabriel give additional information when the student misunderstand during his answer to the question of the Definition of report text, she said "That good explanation, but you can say in a very short way, If you explain to the scientific way its called report text, but if you describe with your word it's called the descriptive text" in that time Mr. Gabriel explains additional information when student misunderstands.

Excerpt 4:

> "*…. I oriented the information of the material by showed the summary and then ask about the video that I gave before, and then sometimes I used audio to teach them about how to listen and got the answer from the audio, to improve their listening skill*"

Excerpt 4 showed that the teacher acted as Resource, the teacher used a summary of material and showed the summary on the slide during online learning. It will make student easier to understand the point about the material that will be discussed. The teacher demonstrated his role as a resource by providing a source of learning in the form of a summary. In addition, the teacher sometimes used audio as a resource for listening skills.

Furthermore, in the online learning process, Mrs. Emily used some resources, she used youtube and PowerPoint, then the summary the material that she makes. She usually sends the power point via Classroom, and in the last slide, she mentions the assignment for the student. Moreover, she also sends the link to youtube for the student to hear the explanation from a native speaker. In addition, in online meeting Mrs.Emily not showed all the resource but she sends via Google Classroom, in the online meeting she only showed the song lyric, then discuss them with the student by asking some questions. She helps a student when they have difficulties answer the question by guiding them.

Excerpt 5 :

> " *Sometime I used youtube and give them audio, and shared the link via WhatsApp and Google Classroom. For the listening, I give them audio…*"

Excerpt 5 showed the teacher had already demonstrated as a Resource. She gives the student video by providing the link, and summary of the material that will be discussed, then the teacher sends the material via Google Classroom

Mr.Gabriel start the discussion by asking some questions related to the material about Report Text, he ask "*What is the definition of report text?*" "*Have you ever heard about report text? Who knows? Please answer*", and Mr. Gabriel motivate the student by saying "*Came on, if you answer I will give you a point plus*". The phrase "*I will give you point plus*" is the word to motivate the student to participate in online learning. Mr. Gabriel will give additional points to students who want to participate in answering questions. Mr. Gabriel also appreciates by saying some phrases when students contributed to the learning activities by saying "*That's a good explanation, thank you*",

and "*That's good, you did it very well*", in that time Mr. Gabriel say that phrase to appreciate student if they contribute by answering the question or share their opinion related the report text.

Excerpt 6 :
> "*Sometimes, I say "That good" and I asked student to participate in answer the question, and I will give them poin plus…*"

Excerpt 6 showed the teacher had already demonstrated the roles of Prompter, he try to motivate students to contribute by giving points plus, if the student was confused or shy to answer.

In this section, Mrs. Emily asks the question to the student, if they are still quiet Ms. Emily will call their name one by one, Mrs. Emily instruct the student to read the song lyric, and Mrs. Emily said "*Who wants to read this? Please*".Mrs. Emily will appreciate the student if they want to read the song lyric, then Mrs. Emily will appreciate them by saying "*Good*", "*That's right*", or "*Yes, that's true*", it's the phrase to appreciate the student, and it's will motivate others student to read the next verse of song lyric. Ms. Emily also appreciates who student share their opinion of every song lyric.

Excerpt 7 :
> "*I usually give reward to student if they contribute in answer the question, in ask question or give their opinion…*"

Excerpt 7 showed the teacher had already acted as Prompter, the teacher encourages students to contribute in answering questions and giving opinions in a way the teacher will give students additional value so that students can be motivated to contribute in answering questions.

In the learning process, Mr. Gabriel assesses the student by looking at which student contribute to answering the question in an online meeting during the discussion section, after the student answers the question, Mr. Gabriel will ask their name and give the point plus in attendance list, he said "*I will give point if you contribute to answer the question and share your opinion*" at that time, Mr. Gabriel assess the student if they contribute during the discussion. In the discussion section, Mr. Gabriel sometimes corrects the student's mistakes in pronunciation. Other than that, Mr. Gabriel also asses the student by looking at the

assignment that had been shared in the WhatsApp group.

Excerpt 8:
> "*Usually I invite them to create something based on learning purpose… give them some assignment by saying something based on material , then they record their opinion or answer and then they share it in WhatsApp group…*".

Excerpt 8 showed the teacher had already demonstrated the role of assessor. The teacher assesses the student by looking at the contribution of the student in answering the question, sharing the opinion, or asking about the question related to the material. Other than that, the teacher also asses from student assignments.

Furthermore, In online learning Ms. Emily assess student by their assignment. In this part, Mrs. Emily used Google Classroom and Google Forms to assess students' assignments. Mrs.Emily sending the test via Google Classroom how long is the time being? If some students are late to submit Mrs. Emily will give them more time, because based on the situation Mrs. Emily can not blame them. Then, Mrs. Emily will assess the student performance by giving the test and looking at who has complete the assignment in Google Classroom. Mrs. Emily also assess student's based on their participant in answer the question or share their opinion.

Exceprt 9 :
> "*I used google form to evaluate student activities, I always tell the student when will they have examination ,when will I give them test, and how long the time be…. *"

Excerpt 9 showed, the teacher act as Assessor, she give test for student via google classroom to know the how student performance. Sometimes the student asess from how student contribute in discussion, how the student answer the question and how they share the opinion.

Moreover, during online learning, Mr. Gabriel acts as a participant, he joins in the discussion section until the end, if some student makes some mistake in pronunciation or their answer, Mr.Gabriel will participate by giving her opinion to reinforce the explanation of the student. But, if no one student answer the

question, Mr. Gabriel will join to give the keyword, in that time Mr. Gabriel ask about the general structure of the Report text, but no one student can answer that question, then Mr. Gabriel said "*Anyone can help me, what is the general structure of report text? Anyone can help me? …. Okey, The first one we have the general classification, and the second one is a description, can you repeat that, anyone can help me*", in that time, Mr. Gabriel participates by giving his opinion because all students are still quiet. Thus Mr. Gabriel give the keyword and then ask again to the student to repeat and continue what Mr.Gabriel said, in that time Ms. Gabriel join as a participant.

Excerpt 10:

> " *In the beginning I give them the model of the activity, and we greet them and also we participate in the situation, sometimes we asked them to say something and we respond it, some student good at once…*"

Excerpt 10 showed the teacher had already demonstrated the roles as participants. The teacher participates by giving students modal activities. The teacher participates in the online discussion, if the student has question the teacher will try to answer the question.

During the online meeting, Mrs. Emily joins as a participant. As a participant, Mrs. Emily joins the class activity with the students. She followed the discussion with the students and discuss the material of Song Liric. She gets involved in the discussion session. For example, she said, "*Let's discuss together the meaning in every verse of the song*". At that time, Mrs. Emily discusses with the students the meaning of the song in every verse. Sometimes Mrs. Emily participates by giving a keyword of the meaning, then she gives chances to the student to continue with their own opinion. At that time, Mrs. Emily joins as a participant, she tries to help students in understanding the material and she discussion with the student, and he tries to discuss together with their students to find the right meaning of the song.

Excerpt 11 :

> " *I always try to answer whenever the student have question, I asked them to ask question in WhatsApp if they don't understand the material, feel free to ask, then I always try to give them feedback…*"

Excerpt 11 showed the teacher demonstrating the role of the participant. If students have questions during online learning, the teacher will participate by providing clear answers.

Moreover, in the discussion section, Mr. Gabriel acts as a tutor, he helps students when they have difficulties. Mr. Gabriel helps certain students when they mispronounce in explaining the answer, for example, Mr. Gabriel said "*Please say Type not tipe, okay*?, that time, Mr. Gabriel helps students with difficulty or mistakes in pronoun the word. At the end of the discussion, Mr. Gabriel usually briefly explains the learning material that has been discussed with students, he said "*So, the definition of report text is a text which describes the way things are, then the social function is to present about something in general to the readers. The general structure consists of the general classification and general description, the language feature that we used is general nouns, used relating verb, used of action verb, used of the simple present, and sometimes used of past tense, used technical term, used article A, an, the, and pronoun. So, do you get the point*?", in that time Mr. Gabriel acts as a tutor, he summarized and explains the material that has been discussed with students, which will makes students easy to get the point from the discussion about Report Text.

Excerpt 12 :

> "*Usually, i explained the material by showed text first, then ask some question, and the end of the m meeting I summarize the topic that had been discuss…*"

Excerpt 12 showed , Excerpt 13 showed the teacher acting as a tutor, the teacher explained the material by showing the text first, then continue to ask some questions to the student, then summarized the material at the end of the discussion section.

In online learning Mrs. Emily demonstrates roles as a tutor, she helps students when they have difficulties, and she also explains the material for the student who has difficulties. Mrs. Emily send the material Song Liric first in the Google Classroom before the online meeting started, this way can ensure the student can see the learning activity and what are going to discuss in the online meeting, then Mrs. Emily showed the text of Song Liric, instruct the student to read the first lyric of the

song and find the meaning of the first lyric. After that, Mrs. Emily supports the student's answer .

Excerpt 13:

"*The roles I guess, first one as tutor. The first one that I can do before start the online meeting is send the material via Google Classrom, it's the way I can ensure the student can seen the learning activities*"

Excerpt 13 showed the teacher had already acted as Tutor at that time, she explain the material, showed the text, she give more information based on the material to help the student understand the material.

Mr. Gabriel played the roles as observer during the remote teaching is, he investigates students' performance by asking questions regarding the material that has been explained before. Mr. Gabriel asked about the Report Text. He said, "*What did you get from the discussion today? Please give your comment*". By asking this, Mr. Gabriel observed the student's performance in understanding the material he had explained. Other than that, Mr. Gabriel also observed student performance through the tasks that have been submitted by the student. He saw that student performance is good if students have completed the assignment that they send via WhatsApp group. Mr. Gabriel also gives feedback to the student when the student answers the question by saying "*That's a good explanation*".

Excerpt 14 :

"*To monitorate and to evaluate the things that i plans during the learning process walking well by checking in their assignment*".

Excerpt 14 showed the teacher acts as an observer. The teacher observed the student's performance by seeing their assignment, who is complete and submitted all assignments, and who is not submitted, the teacher will observe from that.

Furthemore, Mrs. Emily directly observed students' performances. The teachers investigates student's performance by asking question, she said " *So, now.. what is the conclusion that we can makes based on this song?...", nah kesimpulan apa yang bisa kalian ambi? Apa yang ingin disampaikan oleh si pemilik lagu setelah kita artikan setiap liriknya*? , Then, Mrs. Emily also giving feedback for students who answered, she said *"... Be grateful,.... yeah that's good, bersyukur denga napa yang kita miliki...* ", "*Yahh, that's positive atshmosphere, because the song gave motivation to other people, right?*", in that time Mrs. Emily give feedback to support the answer from student.

Excerpt 15 :

"*I usually I check from the assignment and student activities during the discussion...*"

Excerpt 15 showed, the teacher observed the student from their assignment and how the students contribute in the discussion section.

Table 1. Summary of The result 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	✓			✓

No	Role	Indicator				
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 4.1 showed the summary of roles that both of teacher played during remote teaching. The researcher found, Ms. Emily and Mr.Gabriel had already demonstrate most of the roles by Harmer, 2001. The researcher found, Mr.Gabriel had already demonstrate most of the roles, there are Controller, Organizer, Resource, Prompter, Participant, Assesor, Tutor and Observer. Mr. Gabriel played the roles as well as he can. In addition, the researcher also found, Ms. Emily had already demonstrate most of the roles as Mr. Gabriel, there are Controller, Organizer, Resource, Participant, Assesor, Tutor and Observer.

The result of the finding showed both of teacher had already demonstrate most of the roles that was classified on eight roles , there are controller, organizer, assesor, prompter, resource, tutor, prompter, participant and observer (Harmer, 2001). According to Harmer, (1990) Controlling is the most common teacher roles. As stated by Fransiska (2021), Controller means teacher controlls all of the activity of the student during remote teaching, this argument also supported by Rindu (2017), the teacher controll whole activity including students behaviour, attitude, language and also advised the student. In addition, According to Harmer (1990), The teacher acts as controller when giving explanations, instructing assignments, giving announcements and discipline students.

Moreover, based on the result of the finding from both of English Teacher at SMA N 1 Tegallalang, it shows that both of teacher had already played the Roles as Controller, the

teacher controll the student attendance by call their name one by one to check how many student already join to the class, then the teacher also take a lead the students to praying together, and both of teacher advised the student to used English languge when answer the question.

Other than that, According to Harmer (1990), one of the most important roles is how the teacher organizes students to carry out the learning activities, instructs them what to do, organizes them in groups or pairs and how concluded and give feedback to student at the end of the activity. Basically, As explained Mayasari and Kemal (2020)during remote teaching the teacher must have alternative methods in teaching, because method is one the tools that support the roles as organizer. Furthemore, Rindu (2017) in her study stated, the teacher usually give the explanantion and some question to the student before give the assignment. In this case, based on the result both of teacher in SMA N 1 Tegallalang had already demonstate the roles as Organizer, it was seen when the teacher instruct what are going to do, give clear instruction to student, and made sure student understand the material that explain by the teacher during remote teaching.

Another roles is Resource, According to Harmer (1990), students need teachers as resources, in learning students may ask about how to say words that are difficult to pronounce, how to write or ask about the meaning of words, this is where the teacher will be one of the most important sources they will turn to. Beside that, Fransiska (2021) in her study stated, the teacher as a resource is a teacher who is always ready to provide the information students need. Interestingly, Mayasari and Kemal (2020) stated, the teachers as a resource also requaired to be able to design the material as well even in the remote teaching.

Moreover, based on the result above both of teachers had already demonstrate the roles as Resource. Both of teacher played the roles as resources by give additional information when the student mis understanding of the material, and both of teacher also used some resource to teach during remote teaching like video, youtube, and power point. Also, both of teachers usually help the student when they difficult to understand the

material by give the chance to student to ask about the material that they don't understand via WhatsApp after the meeting closed.

The next important roles during remote teaching is Prompter, According to Harmer (1990), the teacher be able to prompt the student without take the student's charge, also teachers encourage the students to think their own idea, encourage students to be creatively, avoid them to depends the teacher's word. But sometimes the teachers could offer some frase to prompt student like said "Come on, don't be afraid", it's argument supported by Fransiska (2021), the teacher encourages students to participate during remote learning by saying some words to encourage students when they are having trouble.

Furthemore, based on result above, both of teacher had already demonstrate the roles as Prompter, both of teachers encourage students to participate by saying several phrases such as "Come on, I will give plus points if you answer the question" and the teacher also encourages students to appreciate by saying "That good explanation", "That's right", the phrase will encourage other students to participate in learning. That's the way teachers prompt their student during online learning. The others important roles is assessor. According to Naibaho (2019), the teacher as an assessor is to provide results from what students do in a fair and objective way from their participation regarding what they say, the tasks that have been done, assess whether it is right or wrong, and correct mistakes that students make. In addition, Rindu (2017) in her study stated The teacher as an assessor is the teacher who gives an assessment of the activities carried out by students, the teacher corrects student mistakes and gives grades to students who have submitted assignments, and the teacher also assesses how students contribute to class discussion sessions.

Moreover, based on the results the both teachers had already demonstrated the role as Assessor, both of tteachers assess by giving additional points to students who contribute in answering questions or giving their opinions during the discussion, also both of teachers assess students through assignments that have been submitted via Google Classroom.

According to Harmer (1990), the teacher joins as a participant in the learning

process to attract student attention to join in the dscussion with the teacher, regard the teacher as patner. Interestingly, Harmer also stated the teachers are more fun to act as participants, because teachers can discuss with students, and the atmosphere becomes more fun. however, the teacher must know the limits of his role as a participant.

Moreover, Rindu (2017)stated, the teacher acts as a participant mens the teacher joins in all class activities, such as when students doing presentations, the teacher acts as a participant, the teachers can ask questions and give opinions like other students do. The teacher acts as a participant to liven up the classroom atmosphere, and the teacher still has to give students the opportunity and not become a master in acting as a participant (Naibaho, 2019). In that case, the result showed both of teachers had already acts as Participant, both teacher join as participant in the learning process, they share their opinion and discuss with the student like patner. Other than that, According to Harmer (1990) stated, the teacher acts as a tutor to direct students when they are working on a longer project, such as setting up a discussion or debate, as a teacher tutor directs students on what they should do. In that situation, the teacher's role as a tutor collaborates with the teacher's role as a resource and prompter (Naibaho, 2019). The roles as tutor is not easy to do, as said by Harmer, when the teacher has a few students, the teacher will go around to live in certain individuals, the teacher provides additional information, gives directions, and offers guidance that is being discussed.

Moreover, the result above shows both teachers had already demonstrate the roles as Tutor. Both teacher instruct the student about what are going to do, help student by giving more information when the students difficult to understand the material. Another roles is Observer, According to Harmer (2001)as cited Naibaho (2019), the teacher as an observer is a teacher who observes student performance without giving input to students or providing more information, the teacher observes student progress so that the teacher knows how well students are doing, but as an observer the teacher must be able to refrain from interfering more. Moreover, based on the result above both teaches had already demonstrate the roles as

Observer, the teaches observe the student's assigment during remote teaching and sometimes gave feed back to the student.

The researcher conclude that, both English teachers in SMA N 1 Tegallalang had already demonstrate most of the roles by Harmer (2001). This role could be manifested in a better way, especially in the context of remote teaching, because teaching online and teaching face to face has different characteristic, we can not see the student, we can not be with them physically. Both teachers cannot control all activities carried out by students because during online learning teachers cannot be with students, they only control from the computer, but a better way to encourage students to continue to contribute is to instruct them to share their opinion via google form or google classroom at that time. Thus, teachers can control student activities from that platform, the teachers could be give the feedback and the teacher could assess the student from that platform. Furthermore, based on result above both teachers played the roles as Organizer but still not optimal, because the teacher did not put the student in a pairs or group during remote teaching. Even though the learning had been done by online, there are so many ways to put the student into pairs or group, the teacher can instruct them to create a WhatsApp group in the order of the group, choose one students to be a captain, then instruct the captain to direct their members about what they are going to do, the captain share the topic then intruct the member to share their opinion related to the topic in whatsapp group, after finish the captain unify the opinions of its members. Thus, during remote teaching the teachers still put the student into a pair or group without the students meet each other.

5. Conclusion and Suggestion

As we know, the covid-19 situation forces all of the sector in the word must closed, it also impact on education sector. The face to face learning became online learning. The goverment implement remote teaching to reduce direct physical interaction. In addition, Online learning is flexible, can be carried out anywhere and everytime trough various of application such as WhatsApp, Jitsimeet, Google Classroom and etc. Based on this study,

it can be seen, remote teaching or online learning very dependent on technology as tools to support when carry out online learning. Other than that, remote teaching also has many weaknesess such as limited facilities like handphone and laptop, limited quota, lack of internet connection, these weaknesess makes the student beacme pasive in online learning.

To sum up the answer of the first research question it can be concluded that both teachers in SMA N Tegallalang already played their roles effectively in conducting the learning activity during remote teaching, both english teachers already implemented eight types of teachers' roles namely the role of a controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

Based on the conclusion above, the following suggestion were offered. First, the english teache should always be ready with the situation that will come. Such as, face to face learning became remote teaching. This limited situation causes teachers to experience difficulties in teaching, such as the teacher does not have a specific strategy for teaching remotely, and the teacher is still difficult to use technology. Therefore, the importance of the teacher's role in developing a lesson plan, appropriate learning methodologies, and learning materials that have been modified to the setting and circumstances of the students must therefore be emphasized. Additionally, it is important to have a variety of activities when teaching the student, for example like put the picture or video, making game, and etc, so that learning activities do not become pasive.

Second, for students. Based on this research, it was found that most students find it difficult to focus on online learning, because learning is monotonous, causing students' interest in learning to decrease. Thus, students are expected to prepare learning before it starts, such as looking for a good signal, setting up quotas and preparing other tools so that online learning can run effectively, moreover students can contribute to learning. Both teachers and students must be able to prepare the learning process to help the teacher's role be carried out optimally.

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