

CHAPTER I

INTRODUCTION

This section elaborates on the background of the research, research questions, purpose of the research, scope of the research, significance of the research, clarification of key terms, and organization of the paper.

1.1 Background

The COVID-19 pandemic has changed all aspects of life in this world, including education. Since this pandemic broke out in Indonesia, all schools were closed so that students and teachers were forced to conduct distance learning (Angdhiri, 2020). This condition forced the teacher and students to adapt to distance learning suddenly and mostly without adequate preparation. School routines that usually start in the morning until the afternoon in class, turn into face-to-face online. This condition builds a gap, since not all teachers and students are equipped with adequate facilities.

To solve the urgency of students' needs in the middle of the pandemic, the Ministry of Education decided to apply distance or online learning. Distance or online learning becomes popular because of its flexibility in adjusting students' needs. Distance learning is known as a product of globalization in education because it requires flexibility with people who are easily adaptable in ongoing lifelong learning (Sethy, 2008).

However, the implementation of distance learning in Indonesia does not run smoothly. The unpreparedness of implementing distance learning creates problems. These problems are a combination of social, economic, and cultural factors especially in rural areas (Febrianto, Mas'udah, & Megasari, 2020). In addition, other factors, such as the unstable internet connection and lack of communication between teacher and students, also have a contribution to the implementation of distance learning (Özüdoğru, 2021). By looking at these problems, then comes the urgency to have a proper preparation before dealing with distance learning.

The existence of distance learning has produced a lot of research. Most of the research discussed a clear teaching concept of distance learning with a structured learning plan. Schramm (1962) compared television instruction (interactional television) and classroom instruction (classroom instruction). Then, the students' satisfaction (Johnson, Aragon, & Shaik, 2000) and the management and effort of distance learning (Babaoglu&Oktem, 2018) were also carried out. This condition is certainly different from the distance learning that is happening now, especially in Indonesia, because teachers and students are forced to do it without adequate

preparation. Preparation needed includes teachers' competency in preparing teaching materials for distance learning, managing distance learning classrooms, and having adequate facilities.

The transformation of the educational system from traditional to modern has changed the aspect of academic development in the classroom. Research has revealed that some factors, such as achievement, academic engagement, student motivation, and self-perception are affected by the classroom environment. Classroom environment plays a pivotal role in academic development (Helfrich, 2014). Not only academic development, but also the transformation of reciprocal action in the classroom.

Traditional education, which can be represented by face-to-face classroom, has developed to modern education, represented by virtual classroom. By attending virtual classrooms, teachers have to be ready and adapt to the new pattern of communication that happens in the classroom. They also need to prepare for the chaotic situation which can lead to the failure to communicate adequately (Ware, 2005).

Based on the research that has been conducted, most of them were focused on some internal factors at distance learning, such as students' motivation and satisfaction. In fact, some external factors, such as classroom interaction, are also interesting to be analyzed. Classroom interaction is often analyzed using some frameworks, such as FLINT system (Moskowitz, 1971), IRF system (Sinclair & Coulthard, 1975, and FIAC. For example, the implementation of the FLINT system during EFL speaking class to analyse teacher talk, student talk and classroom interaction (Nisa, 2014). Also, the implementation of the IRF system to find out the learning opportunity for students to engage in classroom interaction and its effectiveness in facilitating learner-initiated communication (Saswati, 2018). These frameworks were not only conducted in traditional classroom, but also in online classroom to investigate the initiation acts from both teacher and students in online classrooms (Havwini, 2019), and to find out teachers' contribution to students' language learning in online classroom interactions (Sulistiyani & Riwayatiningih, 2020).

After much research taking those popular frameworks for analyzing interaction, Damayanti (2019) and Jones, Matruglio, & Rose (2021) employed a framework from David Rose (2018) called Pedagogic Register Analysis. The pedagogic register was used to analyze the complexities of teachers' professional dialogue during the workshop sessions and online discussions, and the multimodal nature of classroom interactions (Damayanti (2019). It was also used to investigate the classroom discourse practices while teaching poetry (Jones, Matruglio, & Rose, 2021)

However, none of the aforementioned research takes into account the gap of conducting a pedagogic register framework to analyze online classroom interaction, since the framework is relatively new and needs further exploration. Therefore, this research focused on the implementation of pedagogic register in analyzing online classroom interaction. This framework was used to investigate the changes of classroom interaction that occurred in online classrooms, especially in lower and upper elementary levels. Therefore, the participants chosen were students and teachers from grade two and four. To analyze the changes in detail, the research focused on pedagogic activities and pedagogic relations of pedagogic register analysis.

1.2 Scope of the Research

The scope of the study is limited to analyze the interaction that occurs in online classrooms. The participants are limited to two English teachers of elementary school. Furthermore, the data are collected through observation in virtual classrooms, interviews for teachers and parents, and document analysis.

1.3 Research Questions

1. How do English teachers implement online classroom teaching and learning programs for lower and upper grades in elementary school?
 - 1.1 What learning experiences are provided by the teachers in online classrooms?
 - 1.2 How do the teachers engage students in online classroom interactions?

1.4 Aims of the Research

Based on the two research questions, this research aims at meeting the following purposes. The first question seeks to identify the learning experience that occurs in online classrooms based on Pedagogic Register Analysis. The analysis focused on the changes which occurred in the classroom. Therefore, this research focused on pedagogic activities and pedagogic relations of pedagogic register analysis. Then, the second question attempts to find out the way teachers engage their students during online learning sessions.

1.5 Significances of the Research

This research is expected to offer some theoretical and practical contributions. In terms of theory, this research is expected to contribute to the enrichment of the literature regarding pedagogical register analysis and online classroom interaction. In terms of practice, by conducting pedagogic register analysis, this research is expected to discover any steps of

learning activities which allow learners to acquire knowledge and skills, and also to find out the social relations set between teachers and learners, as well as relations between learners.

1.6 Definition of Terms

This research aims at identify the learning experience that occurs in online classrooms and the way teachers engage their young learners' during learning session. In order to understand these purposes, it is also important to know the terms that are often used in this research. Those terms are:

- Online learning is an educational system that provides various distance media for the courses and its supporting media (Simpson, 2002)
- ICT in education refers to the use of information and communication technology in the process of teaching and learning. ICT in education provides access to information through telecommunication (Ratheeswari, 2018)
- Characteristics of lower and upper grades in primary school refer to specific styles of learners aged from five until 14 years old (Drew&Hasselgreen, 2008: Nikolov, 2019).
- English language teaching in primary schools in Indonesia is confirmed by the Decree of Indonesian Educational and Cultural Ministry No. 0487/4/1992 about the participation of local content (Muatan Lokal) in the curriculum of elementary school and the Decree No.060/U/1993 about the establishment of English to fourth grade students as the local course.
- Classroom interactions classroom interaction refers to the interaction patterns appeared in classroom between teacher and students, and amongst the students (Tsui, 2008),

1.7 Thesis Organization

This paper was organized into three chapters. The chapters were divided into subtopics that elaborate on the given issues.

The first chapter was the introduction. This chapter introduced the present research. It included the background of the research, scope of the research, research questions, aims of the research, significance of the research, definition of terms, and thesis organization.

The second chapter was the literature review. This chapter provided the literature related to the impact of the COVID-19 global pandemic on education in Indonesia, globalization in education, 21st century skills, ICT in education, distance and online learning, teacher efficacy, and pedagogic register analysis.

The third chapter was the research methodology. It was related to the methodological aspects of this research. It consisted of research design, site and participants, data collection technique, and data analysis.

The fourth chapter was the findings and discussion. In this chapter, the findings related to the implementation of online classroom teaching and learning programs for lower and upper grades in elementary school were explained. Moreover, the discussion of the findings and theories that have been written were described.

The fifth chapter was the conclusion. This chapter summed up this research from the background, literature review, methodology, findings, and discussion. There were also some suggestions to conduct further research.

1.8 Concluding Remark

This chapter has presented the introduction of this research. This section elaborates on the background of the research, scope of the research, research questions, aims of the research, significance of the research, definition of terms, and organization of the paper. In the next chapter, the literature relevant to this research was discussed.