CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections that are conclusion and suggestion. In the conclusion section, all the discussions that had been written from chapters I to IV were summarized and elaborated. Then, the suggestions section presents suggestions for teachers, educational institutions, and further research.

5.1 Conclusions

The COVID-19 pandemic has changed all aspects of life in this world, including education. This condition forced students and teachers to conduct distance learning because all schools were closed (Angdhiri, 2020).

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.

This research discussed the implementation of distance learning in Indonesia during COVID-19 pandemic. In more detail, the interaction patterns during online classroom in elementary school were analysed. To analyse the pattern, this research employed a framework from David Rose (2014) called Pedagogical Register Analysis.

This framework was used to investigate the changes of classroom interaction that occurred in an online classroom, especially in the lower and upper elementary level. These changes included the activities chosen by teaching while conducting online learning and the students' engagement during online learning. To find out the answer, the participants of this research were students and teachers from grades two and four. The data were obtained through observation and interviews. The transcription of observation was analyzed using pedagogic activities and pedagogic relations of pedagogic register analysis. However, the interview was analyzed using thematic analysis.

The result showed that the speed of internet connection had a big impact to support online learning. The faster the internet connection, the clearer teachers' explanations. However, if the teacher and students had a gap in internet connection, it would affect their interaction. This condition reflected the drawback of online learning which was the possibility of a technical issue during the learning session (Luaran et al., 2014).

Online learning also forced the teachers to find different approaches in delivering knowledge to students during the lesson. They tried to adapt to the transition of teaching methods by improving her teaching materials. This condition reflected the successful adaption of innovation skills, one of the frameworks from Partnership for 21st Century Learning (P21), where they had to be creative in preparing teaching materials.

The transition of online learning did not only impact the communication between teacher and students, but also on the activities chosen during learning. Since young learners learn better through playing (Harmer, 2001), teachers needed to keep the activity, so that the students would not feel bored during online learning.

Both of the teachers used educational games in the learning activities. They also used some online platforms to conduct learning sessions and manage tasks. The use of various platforms reflected that both teachers mastered the three 21st-century skills, which were learning and innovation, digital literacy, career and life. In the learning and innovation skill, the teachers had the ability to be creative teachers and problem-solvers. They creatively arranged the game which related to the topic and also solved the problem of handing out printed materials in the online environment. In the digital literacy skills, they had an ability to apply technology effectively. Then, in career and life skills, they were produced to arrange teaching materials, adaptable to the online teaching environment, and responsible to provide the students' needs. These skills are the integration of subject matter, particular skills, expertise, and literacies and these abilities are required to be successful in work and life (Ledward & Hirata, 2011).

The next discussion was about students' engagement. Students' engagement is widely known as the level of attention, curiosity, interest, optimism, and passion that students express when they are given knowledge. These attitudes affect their motivation to learn and their progress in education.

Students' engagement was influenced by students' characteristics. To keep students' attention during online learning, the teacher needed to provide many interesting activities

because they had a short concentration span. Every teacher had different approaches in getting students' engagement based on their level. For the students in second grade, the teachers had to tell the benefit of doing the task for the students because it would help them to keep focus during the learning process. The teacher also kept using English and Indonesian language because she realized that if she insisted on using English during the lesson, the students would not be interested and lost their focus in less than 10 minutes. However, in fourth grade, the teacher did not tell the benefit of tasks to the students because they realized that tasks were their responsibilities. As a result, the teacher could focus on analyzing the level of task difficulties, which affected the efficiency of the tasks given to low, middle, and high achiever students. The teacher also prepared more activities because the students' concentration span was longer than students in second grade. This condition helped the teacher to arrange the learning session effectively.

5.2 Limitations and Areas for Future Research

By conducting pedagogic relations and activities, the teacher could find the patterns of communication that happened in the classroom. As found in fourth grade interactions between teacher and students, the most appeared interacts and acts were displayed knowledge by students. It showed that students could understand the instruction and definition given by the teacher effectively. In contrast, in second grade, there were two dominant interacts and acts appeared: invite attention and check knowledge. It showed that younger students had shorter attention spans. The teacher admitted that online learning was often challenging because students got bored easily so that there were obstacles when delivering instructions. As a result, the interruption was unavoidable except if the teacher muted all students' microphones.

The students' characteristics also affected pedagogic activities in the classroom. The five stages of pedagogic activities could run smoothly in the higher grade because they had more understanding and their vocabularies were richer. As a result, the teacher could give referential questions at the focus stage and it brought the students to think critically. Also, when the teacher moved into the task stage, she only needed to give vocabularies, not the definition. As a result, the task stage became efficient and the students could complete the task successfully.

By knowing these patterns, the teachers could know the characteristics of the students and find the appropriate methods to deliver knowledge to them effectively.

Pedagogic register framework became the basis for teachers to find out the elements that might be considered when moving the learning process from traditional to online classes. Although the framework was found out beneficial in this study, the results of the study were not expected to be generalized. The limitations of the study appeared based on the availability of literature review and previous studies. Many studies were still using the older framewoks, such as IRF and FLINT. As a result, the pedagogic register needs more publication to the rest of the world, including Indonesia, so that the reading sources will be more diverse and developed. In the next research, the other variables of the pedagogic register can be mentioned and analyzed. Thus, the research related to the pedagogic register will be easier to find.

1.3 Concluding Remarks

This chapter has presented the summary of this research from chapter I until chapter IV. It also has presented the suggestion of conducting a pedagogic register for teachers and future researchers.