

**PEDAGOGIC REGISTER: AN ANALYSIS OF ONLINE CLASSROOM
INTERACTION DURING COVID-19 PANDEMIC**

THESIS

Submitted in partial fulfilment of the requirement for
a Master Degree in English Education



by

R. Winda Herdisa Dewi

1706631

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DECLARATION

I hereby declare that this thesis entitled “**Pedagogic Register: An Analysis of Online Classroom Interaction During Covid-19 Pandemic**” represents my own work which has been done after registration for the degree of Master of Education at Universitas Pendidikan Indonesia, and has not been previously included in a thesis or dissertation submitted to this or any other institution for a degree, diploma or other qualifications. Except where otherwise indicated, this thesis is my own work.

Bandung, November 2021

R. Winda Herdisa Dewi

APPROVAL PAGE

This thesis entitled “**Pedagogic Register: An Analysis of Online Classroom Interaction During Covid-19 Pandemic**” has been approved by the supervisors.

A thesis

by

R. Winda Herdisa Dewi

1706631

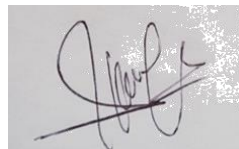
Approved by:



Ika Lestari Damayanti, M.A., Ph.D.

NIP. 197709192001122001

Main Supervisor



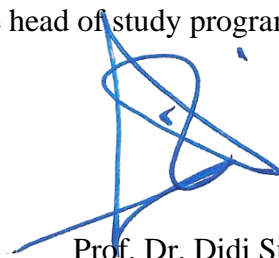
Dr. Rojab Siti Rodliyah, M.Ed

NIP. 197308062002122001

Co-Supervisor

This thesis has been approved by

The head of study program of English Education



Prof. Dr. Didi Suherdi, M.Ed.

NIP. 196211011987121001

ABSTRACT

Time and place of teaching have changed due to the pandemic that resulted in the shift of the teaching and learning process to online platforms (Zhao, 2021). As a result of these changes, the interaction patterns between teacher-students, and students-students in the classroom have changed. This research investigated the changes of interaction patterns during online classrooms and the way the teachers engage students during the learning process. Descriptive qualitative design was employed to meet the aims of the research. The data were collected through observation and interviews. Rose's pedagogic register analysis (2014, 2018) was used to analyze the data from online classroom observations and inductive thematic analysis to analyze the interview. The result showed that in terms of pedagogic relation, the interactions that occur most frequently were to invite attention, display knowledge, impart knowledge, and display attention (for students), and impart conception, check knowledge, evaluate knowledge, direct knowledge, inquire knowledge, and model knowledge (for teachers).

The speed of internet connection had a big impact to support online learning. Also, online learning forced the teachers to find different approaches in delivering knowledge to students during the lesson since the students were young learners who had certain characteristics. Educational games and online platforms are also used to conduct learning sessions and manage tasks. However, the result of students' engagement showed that it 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.

Keywords: Classroom Interaction; Pedagogic Register Analysis; Pedagogic Relations; Pedagogic Activities, Young Learners.

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