

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusions and suggestions based on the result of this research that was elaborated in the previous chapters.

5.1 Conclusions

The implementation of online learning has been a quite difficult challenge for teachers to adjust to. Starting from the limited interactions, internet connection, reduced teaching time, students' environment, distractions, preparations, and many of the barriers the teachers had to face would prove to be problematic when trying to pursue the goals of the lesson (Dhull & Sakshi, 2016); (Rathore et al., 2020). With these changes comes the ramification of the decrease of students' interest in the classroom, which could also potentially lead to the decline of their academic success (Lim, 1992); (Wudong, 1994); (Zhou, 1991 as cited in Tsou, 2005).

With these changes, teachers are required to be creative in order to keep the students engaged in the lesson to attain active learning. One of the ways that a teacher could influence the students' motivation to learn is through selecting certain instructions (Oliveira & Alandeom, 2010) they could select to improve their teaching strategies.

Teachers have the authority to control any interactions happening in a classroom (Walsh, 2011), which implies that it is the teacher's job to invite the students to engage more in the classroom (Isaac, 2010 as cited in Yulia, 2013). However, due to the restrictions that are present in online learning, this proves to be quite difficult to implement. As the teacher had stated in the interview, "limited interaction" hinders the ability of teachers to induce students' interest in engaging in the lesson, which in turn decreases the chance of students' engagement in the classroom (Goldspink & Foster, 2013).

It was revealed in the research that there are noticeable changes in the balance of teacher-student interactions inside of the classroom before and after the teacher adjusted her teaching strategy. During the first week, the main goal of the lesson was to introduce the course itself; the teacher took much of the

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HIGH SCHOOL ENGLISH LANGUAGE TEACHER'S TEACHING STRATEGIES IN PROMOTING STUDENTS' VERBAL ENGAGEMENT IN ONLINE LEARNING

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talking time inside of the classroom while the student passively acquired the information. While the teacher took time to let the students do self-introduction and ask them brief questions, which is a part of her teaching strategy, she still dominated the exchanges happening inside of the classroom. During the second week, however, the teacher employed a new teaching material and teaching method, consequently changing her teaching strategy. The students are now able to interact with the teaching material, namely text, to roleplay as groups; therefore, making them more verbally engaged in the lesson. The teacher also probed the students' knowledge of the text and the main subject of their lesson. While the teacher still took the majority of the talking time in the classroom, but students in week 2 are more engaged in the verbal discourse happening in the lesson. The exchanges that were faulty and abandoned by the teacher also decreased in week 2 compared to week 1.

In order to reach the desired objectives of the lesson, it is essential for teachers to select the methods and materials that are available in their disposal (Anana, 2019). The teacher employed questioning as her main teaching methodology, alongside PowerPoint and/or texts as her teaching methods; both integrated into the teacher's own unique teaching strategy. Albeit not perfect, but the adjustment of teaching strategy in week 2, namely employing roleplay activity and text that the student could interact with, had quite succeeded in pushing the students to be more involved in the classroom; even when the teacher had to constantly invite and lure students to talk more with questioning.

5.2 Suggestions

On the basis of the research, the researcher would like to contribute a number of suggestions for future reference based on the research findings and discussions.

It is advised that English teachers should employ more creative means in order to elevate the teaching-learning process and persuade students to engage more in the lesson. One example is through the presence of workshops organized by the school to make sure that teachers have a more updated information on how to make their lesson be as engaging and interesting as

possible (e.g., Utilizing unique teaching media for each lesson). The reason behind this is due to the research findings which indicated that students' engagement improved if the teacher is able to make appropriate adjustments to their teaching strategy.

As for future researchers who are interested in related subject, it is suggested to do more preparation in terms of data collecting; the researcher could earn a better understanding of the interaction patterns between teacher and students in the classroom with more than two main data/recordings, as it better demonstrate the continuous changes of dynamic in the classroom.