CHAPTER V
CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter consists of three sections: conclusions, limitations, and recommendations. The first section summarizes and concludes the findings of this study and addresses its implications. The next section reports the limitations of this study and presents recommendations for future researchers.

5.1 Conclusion

A sudden pandemic of COVID-19 has caused transformations in the field of Education in Indonesia, particularly after the Indonesian Ministry of Education and Culture issued the school-from-home regulation. School from home regulation moved the learning process from school to home as a response to the emergency matter and is widely known as online learning. It forced teachers and students of all ages and grade levels to adapt to the new learning environment, learning media, learning strategies, learning interaction, etc.

Before school from home was regulated, many learning institutions in Indonesia had already conducted online learning. However, the implementation was primarily addressed to adult learners at the tertiary education level because online learning specifically met the learning needs of adult learners. It raised concerns about the suitability of online learning as part of the school from home in young learners' classrooms.

Quite a few studies were found on the implementation of online learning as part of the school from home in Indonesian primary schools. However, the implementation to support English for young learners' classrooms remains under-researched. This study aimed to fill the gap by investigating the implementation of school from home conducted by English teachers in primary classrooms and sought perspectives from the teachers and students' parents to elaborate answers to the background issue.

Data was gathered and analyzed from online classroom observation and interviews with the teachers and students' parents. The findings revealed teachers' readiness to implement learning during school from home, strategies that teachers

employed to deliver learning during school from home, and teachers' strategies to overcome the challenges during the learning process.

The fast transition from face-to-face to distance learning had caused the unpreparedness of the participating English teachers to implement learning during school from home. To cope with the issue, the English teachers sought support from the students' parents in mediating the student-teacher interaction. They also took professional development activities to prepare them for online learning.

As organizing learning institutions, schools are expected to be aware of and quickly respond to changes in the education system, including school from home. One of the actions that schools can take to respond to school from home is providing teacher training as part of their professional development activities. Other than enhancing the teachers' online pedagogic knowledge and ability, the schools' support might help teachers be more confident and less anxious in encountering a new system of Education.

Online learning carries the potential to be implemented in English for young learners' classrooms through several strategies like engaging the student's parents with the learning process and selecting suitable online learning media, teaching devices, learning platforms, and learning delivery methods.

The emergence of various online educational platforms widened the opportunities for teachers to explore and find the most suitable way to support young learners during online learning. For example, implementing asynchronous online learning alone could not support young learners in online classrooms because it eliminated student-teacher interactions. Teachers must include synchronous online learning to build more interactions with young learners during online learning.

Young learners have low self-regulated learning (Dong, Cao, & Li, 2020) and a short attention span. Thus, synchronous online learning should be delivered more frequently within short learning durations than asynchronous online learning. This way, teachers might support parents by taking on more significant responsibilities in teaching students. Combining asynchronous and synchronous online learning also creates a complementary collaboration between teachers and parents. Parents can support their children during asynchronous online learning

because it is more flexible in time, while teachers stimulate students' learning interactions through synchronous online learning.

The participating English teachers showed positive attitudes toward online English learning for young learners. However, not all young learners in this study were ready for online learning. The socioeconomic backgrounds of the students' families, including parents' occupation, income, and educational background (Gottfried, 1985 as cited in Schulz, 2005), were the most influential factors affecting online English learning in young learners' classrooms.

Besides teachers, parents' roles are crucial in supporting children during online learning. It involves providing environmental support, preparing a convenient learning environment, capability support, ability to solve learning difficulties, and emotional support, strategies in promoting students' positive emotional experience with learning at home (Gao et al., 2021). However, the different socioeconomic backgrounds of the students' parents caused gaps in parents' capabilities to provide such support for their children.

It is concluded that longer preparation and further analysis of the students' family backgrounds were required before implementing online English learning in young learners' classrooms.

Moreover, looking at the learning gaps among students in Indonesia, the government might need to consider strategies for bridging the gaps to continue online learning. It can be accomplished by: (1) developing solutions to reach students residing in poor internet environments, (2) training teachers to deliver more effective online learning, (3) differentiating online learning instructions according to students' levels of learning, and (4) supporting less privileged students to return to school (Gupta & Khairani, 2020).

There was little information that the participating parents knew about online learning. Therefore, parents also require guidance and preparation to conduct online learning because they are the primary source of support for students, especially young learners, at home.

Schools and teachers can conduct a family-school partnership learning model to support parents during online learning (Jones & Forster, 2021). Family-school partnership learning promotes parents' active participation in their children's

learning process. It requires parents to conduct learning for their children at home while being supervised by teachers through distance (Firmanto, Sumarsono, & Nur, 2020; Jones & Forster, 2021). The government might also deliver socialization and training on online learning technology and implementation to encourage parents' understanding of it.

Transforming into or entering an unfamiliar setting of a particular system is never convenient for most people. Unfortunately, our fast-moving world has left people with no choice but to adapt to changes, including in Education. This study addresses issues that need to be evaluated in primary online classrooms and possible strategies to be employed to support English for young learners in primary online classrooms. The study's implication is expected to target teachers, organizing learning institutions and stakeholders, the government, and students' parents in contributing to the future development of online English learning in Indonesia, especially in young learners' classrooms.

5.2 Limitations

Online learning implementation cannot be generalized for every school. Different students' ages and family backgrounds result in other challenges and strategies for online learning implementation. While this case study covered a small sample of the school population residing in a rural area, there is a lack of generalizability elsewhere.

This study described online learning strategies that can be implemented in English for young learners' classrooms during school from home. Evidence in online classroom observation and teachers' and parents' interviews indicated that the online learning strategies were adequate to support primary students' English learning. However, this study did not observe the progress the students had made during their participation in online learning to strengthen the findings of the study. Also, the effectiveness of blended learning in the lower-grade classrooms remained unknown because the participating English teachers only implemented blended learning in the upper-grade classrooms.

5.2   Recommendations

This study provides a starting point for discussion and further research focusing on English for young learners in online classrooms. First, future researchers might consider conducting their studies in a broader population with a more heterogeneous background in the urban area. This study was conducted in a primary school in a rural area with a typically homogenous background of the people. Studies on heterogeneous populations will enrich data on the related matter and fill the gap in this study. Moreover, future researchers might also conduct an experimental study and observe young learners' learning progress throughout time during their participation in online English classrooms.

Second, future studies might include young learners' perspectives on online English learning implementation. Children are the experts of their own lives (Pinter & Zandian, 2013; Swauger, Castro, & Harger, 2017); they have the autonomy to define, explain, and shape their world (Swauger, Castro, & Harger, 2017). Involving young learners as participants in research means opportunities to explore their unique experiences and perspectives (Pinter & Zandian, 2013). Previous studies on young learners' perspectives toward online learning in Indonesia are rarely found because young Indonesian learners are new to online learning. However, different studies conducted on young learners' perspectives have grown over the past two decades (Johnson, Hart, & Colwell, 2014). It provides references for future studies to begin discussions about young learners' perspectives on online learning in Indonesia.

Third, future studies might also dig deeper into parents' strategies for supporting their children at home during online learning. Due to the limitation of this study, parents' strategies in supporting children during online learning could not be observed. Studies within this area could be highly significant for other parents who face difficulties in supporting their children to learn at home.