

**DIALOGUE, INVOLVEMENT, SUPPORT, AND CONTROL IN EFL
ONLINE LEARNING DURING THE PANDEMIC**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree
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ONLINE LEARNING DURING THE PANDEMIC**

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in the quotations and references as a scientific paper should.

Yogyakarta, April 2022

The writer,

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MOTTO

“Be patient over what befalls you”

(Q.S Luqman: 17)

Hard times will teach you a thousand kindness.

DEDICATION

Alhamdulillahirobbil 'alamin, I dedicated this thesis to myself, my parents, all of my lectures of English Language Education Department, and my friends who always motivate and guide me during the process of writing this thesis.

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Praise and gratitude to Allah SWT, the Lord of the universe who has been giving the opportunity and health so that the author can complete this thesis. Without His grace and guidance, the author might not be able to finish this thesis patiently.

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Yogyakarta, April 2022

A handwritten signature in black ink, appearing to be 'Sekar Jashinta Putri', written in a cursive style.

Sekar Jashinta Putri

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Dialogue, Involvement, Support, and Control in EFL Online Learning during the Pandemic

By

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ABSTRACT

This study aims to analyze the extent of the implementation of DISC (dialogue, involvement, support and control) in EFL online learning (Comeey & Stephenson, 2001). The participant of this study is an English language teacher from one of public senior high school in Yogyakarta. This research was designed as an observational study. The data was collected from recording a synchronous meeting using Google Meet and from an asynchronous meeting using Google Classroom. The data showed support was the most frequently used by the teacher during online class. Even though support was the most frequently used that was implemented by the teacher, DISC theme were equally essentials to be implemented to engage students in online learning. Moreover, the result showed the teacher has implemented the DISC theme in online learning during the pandemic although not all theme are implemented ideally. Thus, the researcher recommended for the future study to explore more deeply with a greater number of meetings so that the results are more detailed and discover all forms of interaction from DISC theme.

Keyword: DISC, Teaching Strategies, Online Learning, EFL, Observational Study.

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study and significance of the study.

1.1 Background of the Study

For approximately one year, the Covid-19 pandemic has changed all activities, starting from office activities, businesses to education. Educational activity has quite a lot of impacts. The impacts are in the form of advantages and disadvantages for students and teachers. It has been a common phenomenon in many parts of the world that pandemic forced the learning mode to be changed into fully online. Thus, one of the advantages of online learning is its flexibility. It means online learning can eliminate the limitations of time and space. This is very beneficial for teachers and learners because they can access learning anywhere and anytime (Xie et al., 2020). On the other hand, Paepe et al. (2018) argued that many students have complained about feedback. Online learning is considered less effective because of the delayed feedback. It is common for teachers to only provide feedback when students interact directly (synchronous learning) with their teachers. Moreover, a less supportive environment makes distance learning difficult. Apparently, the challenges are also experienced by parents. Lau and Lee (2021) stated parents will find many difficulties to accompany

students without training and preparation. Parents find it difficult to raise children and support online learning while working from both home and office. These difficulties can include uncontrolled screen time, difficult tasks, and time management.

In accordance to all the challenges that arise, the teacher must be ready to transfer knowledge with their strategies. Many strategies can be used and it depends on the background of the students. Some strategies include the use of learning media, the method in giving material, the approaches in learning. Mahmood (2020) emphasized voice and tone management as one of the strategies for online teaching. He believes that teachers should focus on their tone and vocal function because teachers are limited to doing visual communication, eye contact, and physical movement in online situations. He also stressed that effective communication between teacher and student is important, especially during online learning. In addition, many teachers might choose one language skill to be focused on during online learning. The limited time and space make the teacher have to choose what kind of assignment is suitable for the online situation. Reynolds et al. (2020) argued that writing is a high-impact practice that can be applied during online learning because students will be involved through the writing process, corrective feedback, and revision. Moreover, writing can develop effective conceptual learning, critical thinking, and communication skills, especially during online learning.

Despite the various strategies that teachers can employ in online learning, they must prioritize students' engagement in the learning process because they cannot directly monitor face-to-face students' progress. Coomey and Stephenson (2001) found that dialogue, involvement, support, and control (DISC) must be considered to make students are directly engaged. In the dialogue, Coomey and Stephenson pay attention to the interactions between teachers and students both synchronous and asynchronous, such as email, real time chat, asynchronous chat and debate. In involvement, the thing that is considered is how much students are involved when learning. Support means how much support is given in the form of motivation or software tools. Finally, control is how much students and teachers have a role in the classroom.

There appears to be an empirical gap in the prior research. There is a lack of rigorous research in the prior literature. Some of these unexplored, namely DISC as a theme that must be considered, appear to be important and worthy of investigation in the context of online learning. An empirical investigation of these issues is important because the previous study has categorized the type of strategy into 4 types, namely the dialogue, involvement, support and control (Comey & Stephenson, 2001). Furthermore, previous research has focused primarily on qualitative research concerning the use of high-impact writing assignments to balance engagement in online learning (Reynolds et al., 2020). In addition, another research identified strategies for improving students' performance by applying iterative and evidence-based active learning during a pandemic (Singhal et al., 2020). No study to date has directly

attempted to empirically evaluate DISC by the observational study method. This paper aims to identify whether a teacher has implemented the DISC in the learning process and determine the type of online language classroom conducted by the EFL teacher considering the implementation of DISC.

1.2 Identification of the problem

Due to the outbreaks of corona virus in Indonesia to study at home, most of the schools facilitate the learning with online learning mode. The new mode of learning demands a variation of strategies to minimize problems that appear during distant learning. Those problems include limited online learning, lack of communication between teachers and students, and the sudden change from face-to-face to online learning so that both teachers and students do not have sufficient preparation. This condition pushes teachers to apply the proper strategies to achieve the learning goals. Moreover, teachers must create a comfortable learning environment and maintain good interaction and engagement.

1.3 Limitations of the Problem

Concerning the limitations that the researcher has, the focus of the study was on DISC as the theme of EFL teachers' teaching in online learning during the pandemic. It was taken into consideration because DISC is able to increase student

involvement and participation during online learning. The research assumed that four components are important to be implemented as the fundamental strategies. The DISC will be a theme used to analyze interactions between students and teachers through a class meeting in the form of a zoom recording.

1.4 Formulation of the Problem

Based on the explanation of problems in online teaching during the pandemic that has been mentioned in the identification of the problem above, the problem is formulated as follows:

1. Considering the implementation of DISC, what kind of online language classroom was conducted by the EFL teacher?

1.5 Objective of the Study

Corresponding to the formulation of the problem, the research objective is as follows:

1. To determine the type of online language classroom conducted by the EFL teacher considering the implementation of DISC.

1.6 Significance of the Study

The result of this study aims to contribute empirically and practically in the field of English language education. Empirically, the study increases the readers' knowledge of conducting an observational study to analyze EFL teachers' strategies. Practically, it helps EFL teachers to find out the proper strategies that can be implemented in online learning.

CHAPTER II

LITERATURE REVIEW

This chapter is branched into several sections. There are literature review, interrelated study review and conceptual framework of the research.

2.1 EFL Online Teaching Strategies

Before the pandemic covid-19 outbreak, several educational institutions implement online learning to facilitate learning. At that time, online learning was considered a development of an updated way of learning. However, this perception has changed since the Covid-19 hit, all of the schools and colleges switched to online learning. All learning activities are carried out online using an application or platform (Zboun & Farrah, 2021). Many schools implement online learning through synchronous and asynchronous meetings. Synchronous means that the learning process is carried out at the same time between students and teachers so as to allow interaction, for example by using the Zoom or Google Meeting application. While asynchronous means that the learning process is carried out indirectly and generally is in the form of task, an example of an application is Google Classroom. For this reason, online learning is an unavoidable challenge for teachers and it requires the right strategy to be implemented.

It is common knowledge that every teacher has their own strategies for teaching. Kyndt et al. (2014), revealed that indirect teaching strategies can have a negative or positive impact on students' motivation. Thus, teachers need to design the strategies carefully to avoid the negative impacts. Schneider and Foot (2012) argued that teachers do not need to apply multiple strategies if one is enough to achieve their learning goals. It all depends on each teacher because only they know the needs of their students and how to create a communicative learning atmosphere in their class. Unlike face-to-face learning, teachers have to struggle to use the best strategies in distance learning during the pandemic. Adedoyin and Soykan (2020) pointed out that there was a digital transformation especially in teaching, and this is a challenge for teachers. Many educators find it difficult to face this challenge, especially EFL teachers. The fact that English is foreign language makes it more challenging to switch the learning mode from conventional into fully-online as they have to consider the best method to teach.

The above-mentioned problems occurring in EFL countries show the urgency to explore what kind of strategies are suitable to be implemented in the EFL context. Bahari (2020) found a computer-assisted nonlinear dynamic approach (CANDA) that refers to Complex Dynamic Systems Theory and can be implemented in both blended and distance learning. Through CANDA, the author revealed that it can improve EFL students' psychological factors and communicative skills. He also stressed that every EFL student has a different learning achievement, thus it is called

nonlinear. Besides learning achievement, they also have various learning styles. Wang and Chen (2019) proved that learning English through YouTube in Taiwan can make students control their emotions and be more relaxed because it is more authentic in their context while conventional learning uses well-structured teaching materials. If we are reflecting on today's learning style, it is the era to learn English by using advanced technology. Lenkaitis and Venegas (2019) argued that EFL students are more active in synchronous learning through Zoom's video conferencing. Although it takes longer, they were able to have a role in the knowledge building development and speak spontaneously. Bohinski & Mule (2016) also gained by using Zoom's video conferencing, EFL students were able to have learner-learner interaction and make connections beyond the classroom wall by discussing their learning experiences. Thus, considering the data mentioned above, implementing synchronous learning is one of the most effective strategies during online learning; it is more efficient, communicative and easily monitored. However, teachers also have to be more thoughtful with students' condition, whether they have the sufficient support or not.

Apart from general strategies that are used in conventional learning, online learning requires the implementation of a certain strategy. It is because of the rapid shift from face-to-face into online meetings, synchronous and asynchronous classes, and limited space and time. Therefore, to achieve the learning goals, teachers need appropriate strategies that can bridge between teachers and students. To build a classroom atmosphere in online learning, a teacher has to be communicative and

capable to involve students directly in the learning process. DISC appears to be essential strategies that bind each other in online learning perspective. In the output of Comeey and Stephenson study, they (2001) argued that DISC are four key features that are crucial in the online learning success.

Although it takes time, dialogue has an important role in teaching in the classroom and many researchers believe dialogue has benefits. Falloon (2011) revealed that even though students did not have enough time in discussion session, synchronous dialogue allows students to communicate effectively and guide them to build trust in an online environment. Hambacher et al. (2018) found that online learning dialogues require teachers to know what they say rather than what they are going to say because introverted students tend to be fearless to have dialogue in online classes. Therefore, teacher-student dialogue is essential during class interactions because it does not only promote students' knowledge but also boost their confidence indirectly. Although it looks easy, dialogue in class requires students to have appropriate argumentation skills. Sousa (2021) explained that students do outline their ideas, frame their arguments, and prepare the evidence that they want to present during the process of dialogue in class. She also stressed that even though dialogue is just flow, students have to frame their arguments as respectful as possible in an online classroom.

Beside dialogue, students' involvement in online learning is also a key theme that has to be implemented because the target of the learning objective is the student itself. Studies have proposed certain strategies to promote students' ways of

engagement in online environments. Walker and Koralesky (2021) found that encouraging students to take part in asynchronous chat or other platform can boost their sense of belonging in the class, their emotional engagement and reduce the nervousness when they present the argument. Victoria and the colleague (2021) reported that allocating time to questions and answers, posting announcements regularly, and reminding them through email can involve students effectively. Another study from Aladsani (2021) also revealed an efficient strategy to build up students' engagement by motivating them to participate in writing or speaking calling by using their name and giving additional points toward their grade. The studies indicate that the use of low-resources and simple platforms are enough to engage students actively in an online learning context.

Alongside dialogue and involvement, the third major feature of online learning are support. The form of support could be regular face-to-face contact, online tutorial supervision, peer support, expert's advice, performance's feedback, support services and software tools (Coomey & Stephenson, 2001). Support from teachers, family and friends play an influential role in online learning, especially for EFL students. Luan et al. (2020) indicated that Chinese students who get more support from their teachers tend to be actively engaged in online learning. Wang et al. (2016) also emphasized that college students will be less destructive when they get support through feeling cared, respected, and have a role to choose. Apart from support, feedback is also necessary to be implemented in online learning. Delante (2013) reported in the

writing class that feedback can improve students' performance in online writing, especially in terms of constructing more contextual arguments.

The last component that important as the output of the learning process is control. As on Comey and Stephenson (2001) reported that control means the extent to which students can control themselves over learning activities and the extent to which they are supported to exercise this control. Wei and Chou (2020) revealed that students' perceptions have a powerful impact on online learning preparation. The more positive students' perceptions, the reader they are to participate in online learning. It indicates that students have an important role and control for themselves, whether they are ready to actively participate or just stay silent during the learning process. Donggil and Dongho (2020) stated that interaction is very crucial for increasing students' participation, specifically in online learning. They also found that self-regulated students with high levels of encouragement, engagement, and critical thinking show a high level of participation as their control in activity as well.

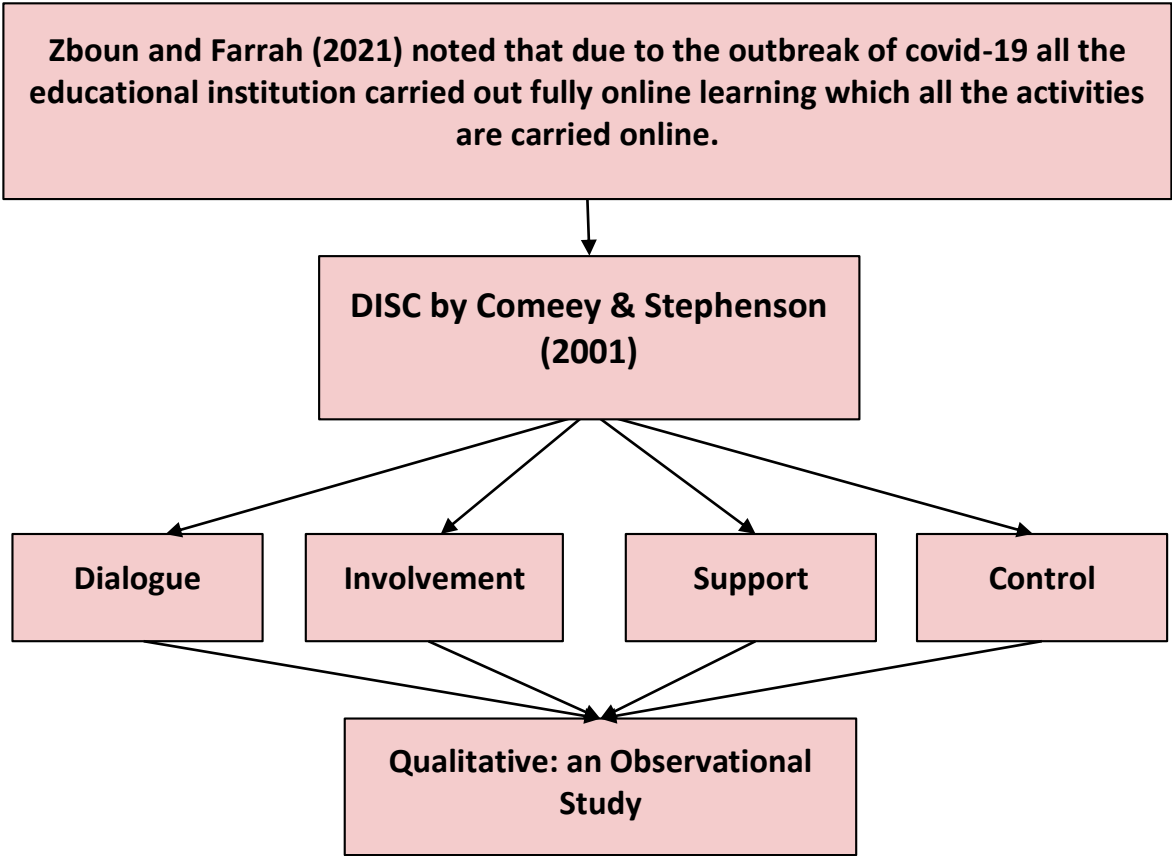
Besides of the four theme above, Comeey and Stephenson (2001) also divide four paradigm grid for online learning based on DISC. There are north-west, north-east, south-west, and south-east quadrant. In the north-west quadrant, the teacher role dominates over the students or as an instructor. In addition, the learning process also focuses on specific tasks. The teacher usually specifies the activities and outcomes, for example deadlines, timings, exchange and online content, leaving learners with limited space of initiative. The output of this sector focused on accurate recall of the text. In

the north-east quadrant, students have control to set their work and goals but are still monitored by the teacher. Several examples of this sector are lecture-based class and group projects with flexible time-scales. The role of teacher in this sector as a coach. In the south-west quadrant, the teacher sets the overall direction, generalized outcomes, purpose, field, scope or level, and the student is able to explore, access and use any specific material relevant to that direction or the instructor begins the course with teacher-determined and task-defined activities. With some of the explanations above, the teacher in this sector acts as a guide. In the south-east quadrant the learner is in control of the overall direction of the learning, including learning outcomes and longer term goals. There may still be a finishing time in most cases but finding your way to the end point involves a lot of learner freedom of choice. Although teachers have an important role in this sector, students also have a role to manage the learning process with the teacher as a facilitator.

2.3 Theoretical Framework

As an EFL student, learning English has its own challenges, especially in online learning during the pandemic. Zboun and Farrah (2021) noted that due to the outbreak of covid-19 all the educational institution carried out fully online learning which all the activities are carried online. As in Chan and Lee's findings (2000) that EFL students find it problematic to learn a second language because of the distinctive pronunciation structure from their mother tongue. DISC is considered as a basic strategy that is the pillar of a successful learning. Dialogue as a communicative aspect,

involvement as a students' presence, support as a motivation, and control as the participation and output of students themselves (Comeey & Stephenson, 2001). These four components are the basic strategies that should be applied because teaching in online learning is not just teaching, it is about building a communicative classroom atmosphere. Thus, this study to observe whether the teachers in the online classes apply DISC or not through synchronous meetings.



CHAPTER III

RESEARCH METHODOLOGY

This chapter declares the methodology that used to conduct the research. It will discuss the research design, data preparation, data collection, data analysis, and trustworthiness of the research.

3.1 Research Design

This paper is adapted qualitative with observational study. An observational study was conducted in this study. Specifically, this research recorded the teacher and student interaction in online class through synchronous meetings and online platforms for gaining valid natural data. This parallels with Cresswell (2014) who asserts that qualitative research is an approach that explores and understands a social or human problem, both individually and in groups.

3.2 Data Preparation

In the data preparation, there are several steps that will be explained to fulfill the data preparation. There are consent form, data source, setting and participant of this research.

3.2.1 Consent form

Consent form is one of the crucial parts of the research before retrieving data which will then be analyzed. It aims to inform the participants about the data that

will be collected in this research. In addition, the researchers need the participants' approval regarding the data collection through the consent form. In this study, the consent form was given through the meeting after the researcher explained the procedure of data collection. After that, the researcher asked whether the participants are willing to be a part of this research data. The participants may decide this independently and unstressed.

3.2.2 Data Source

The data were collected from one of the public senior high schools in Yogyakarta. Both the transcription of an asynchronous class and announcements or information of the class that has been uploaded in Google Classroom are primary data. It aimed to collect more information about the teaching strategy that was used to engage students in online learning at that school.

3.2.3 Setting & Participants

The data were collected in one of the public senior high schools in Yogyakarta. The researcher tried to collect the data in grade 11 in order to avoid the ungainly teaching and learning process because they have experienced online learning for more than one year with one of the English teachers at the school. The teacher has studied both undergraduate and master's degrees at a reputable English Language Department in a private university in Yogyakarta and has been teaching at the school for eight years. Previously, she was a non-permanent teacher at a public senior high

school and several private senior high schools in Yogyakarta. To keep the confidentiality of this study, the researcher will not mention in detail the name of the teacher and the school where the data were collected.

3.3 Data Collection

In the observation session the researcher observed how the participant engages the students during the online classroom. Before collecting the data, the researcher firstly asked permission to the participant that has agreed to the consent form. After that, the researcher recorded the online class according to the agreement. The recorded data is in the form of interactions between teachers and students during the learning process which were transcribed into written data.

In addition to online classroom observations, the researcher added interactions between teachers and students through Google Classroom as the platform during the online learning to support research results more reliably. These interactions include class announcements, student confirmations, and reflections after the learning process is complete. This data was collected through the screenshot feature in one of the tools that the researcher will use.

3.4 Data Analysis

In this study, the researcher analyzed the data which from video recording of online teaching use checklist observation. The checklist observation was adapted from Coomey and Stephenson (2001) DISC strategies. It has four basic teaching strategies with indicators and the example of each component. The researcher observed the video teaching firstly and transcribed the transcript of the recording. Besides data recording, the researcher also used data from Google Classroom. Next step, the researcher coded and analyzed the data using the checklist observation to explore teachers' strategies in online learning based on the component. Then the data were investigated deeper using DISC strategies theory.

3.5 Instrument

This research used observation as the data collecting instrument. Generally, the researcher observed the video recording of EFL teacher performance in online classroom context. By observing the data, the researcher obtained first-hand information about EFL teacher strategy to engage students in the online learning process.

Observational Checklist

No.	Type of Strategy		Description	Tally
1	Dialogue	Direct interaction		
		Question and answer		
2	Involvement	Active engagement with material		
		Students direction		
3	Support	Feedback on performance		
		Support services and software tools		
4	Control	Responses to exercises		
		Pace and timing		
		Choice of content		
		Management of learning activities		
		Overall direction		

3.6 Trustworthiness

The validity of a research is the strength of the research itself, it considers the accuracy of the research finding, the participant, and the reader (Cresswell & Miller, 2000). Thus, to ensure the accuracy of the data, the researcher explained credibility, transferability, dependability, conformability, and flexibility.

1. Credibility

In this research, the credibility of the data was obtained through a few steps. First, the researcher collected the teaching record from online learning through Google Meeting. Second, the researcher collected the data from Google Classroom as the teaching platform in online learning during the pandemic. Both of the data were collected through observation as the methodology.

2. Transferability

This study was conducted to determine whether the teacher has implemented DISC as a basic strategy in teaching at a public senior high school in Yogyakarta. Thus, the findings of this study referred to other researchers to examine teachers, both pre-service teachers, in-service teachers and informal course teachers in similar situations. The findings of this study also can be used as a reference for further research.

3. Dependability

In this study, reliability was checked repeatedly to provide the validity of the data in the research process. Researcher was guided by a thesis supervisor to ensure the background, methods and other elements during the research process to ensure that the data and results are presented through the correct analysis stage.

4. Conformability

In this qualitative research, the researcher presented all the data regarding the dialogue between the teacher and students which is transcribed from the

asynchronous class and other information collected from Google Classroom, then asked the thesis supervisor for reviews and suggestions regarding the data analysis process

5. Flexibility

Participants in this research were selected based on professional context without any bias. In addition, the relationship between researcher and participant is a professional relationship.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents all the findings to answer the research question and discussions. All the data of this research is presented and analyzed in the findings and elaborated in the discussions.

4.1 Findings

The data was collected from the English classroom through Google Meeting for 95 minutes. After getting the data, the researcher transcribed all the interactions based on teaching learning video recording. Then the researcher plotted it into codes and analyzed the data using DISC tables. The result from the observation showed all interaction both synchronous and asynchronous that occurred.

4.1.1 Observational Result

In this part, the researcher found DISC strategies used by the teacher. The explanation of the observational result could be seen as follow:

No.	Type of Strategy	Description	Tally
1	Dialogue Direct interaction	The teacher make sure that the assignments is about the use of should.	1

			<p>Direct interaction between teacher and students by asking students' nick name.</p> <p>What could I call you? Niki or Vero?</p>	5
			<p>Give instructions to students to write reflections.</p> <p>“Don't forget guys to write the reflection on Google classroom there”.</p>	1
		Question and answer	<p>The teacher ask about the assignment make sure that the shared screen is clearly visible to the students.</p> <p>: “Nah, you get it guys? Halo, sudah melihatnya?”</p>	1
2	Involvement	Active engagement with material	<p>The teacher gives instruction regarding the students' activity. Not only that, the teacher also provides examples and auxiliary according to the chapter they are discussing.</p>	1
		Students direction	<p>The teacher reminds students that their time is limited because of online learning through google meet.</p> <p>“Come on please, time limits so hopefully all the students here...”</p>	1
			<p>“Ndra, could you please turn on your camera?”</p>	1

3	Support	Feedback on performance	The teacher gives feedback on the performance of each student. For example: “All of you great and smart” “it is very creative, I like.” “I get it, more knowledge from you by presenting your comment”, “That’s good by creating some posters ya. That’s how we persuade some people, thank you”, “it is like a speech contest situation, thank you so much, great.”	31
		Support services and software tools	The use of Google meet as a synchronous class.	1
4	Control	Responses to exercises	The teacher briefly discussed the last meeting activity, which was followed by discussing today's exercise.	1
		Pace and timing	6 out of 36 students did not appear, the feedback session was too short, and there was no peer feedback.	1
		Choice of content	Discuss the issue of garbage in Code river.	1
		Management of learning activities	Individual presentation activities regarding garbage in Code river.	1

		Overall direction	<p>The teacher asks students to do something by giving clear directions:</p> <p>“I ask you to write 10 sentences or 10 paragraph or simple paragraph...”</p> <p>“Now I ask you to directly speech about it. Before you start, it must be say good morning, greetings...”</p>	5
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As presented in the table above, there are four types of DISC strategies that the teacher applied: Dialogue, involvement, support and control. It shows that support is the dominant strategy that the teacher uses which occurs thirty three times. Meanwhile, the lowest frequently used strategy is involvement which only occurs three times. Other strategies which are dialogue and control only have one point difference, there are eight times for dialogue and nine times for control.

Besides that, the researcher also validated and showed that the teacher use support as a DISC strategy which is often due to learning activities in the class. The teacher applied support thirty one times for feedback on performance, one time for support service and software tools, and total thirty two times for support during the classroom activity. The teacher mentioned that the learning activities on that day were asking students to present their ideas and suggestions for the garbage in Code River. Therefore, the teacher always appreciates students through support in the form of feedback on performance, such as “I get it, more knowledge from you by presenting

your comment”, “That’s good by creating some posters ya. That’s how we persuade some people, thank you”, and “it is like a speech contest situation, thank you so much, great”. The presentation activity also supported by service and software tools from school that use Google Meeting as a synchronous class in total ninety five minutes duration.

On the contrary, the lowest frequently used strategy is involvement strategy that was implemented by the teacher three times during the online class. One time was when the teacher conducting active engagement with material by implementing giving opinion activities using the words “is better to, it looks a like, they should, they should not, and it must be”. The teacher provided the instruction and the example of presenting opinion and suggestion to the audience. *Students’ direction two more times that the teacher used are.* The teacher encouraged students to present their opinion because they have limited time in online situation. The other interaction is the teacher ask one of the students to turn on the camera because it was not on at that time.

The third strategy is dialogue that was implemented eight times during the classroom activity. There are seven direct interaction and one question and answer. The direct interaction are branched into three kinds of interaction: the teacher make sure that the assignment is about the use of should by asking the students in the beginning of the class; the teacher interact with students by asking some of their name such as “what could I call you? Niki or Vero?” five times; and the teacher instruct student to write reflection on Google classroom. The last dialogue interaction is the teacher ask

students whether the screen that showed the questions was clearly visible or not like “Nah, you get it guys? Halo, sudah melihatnya?”, and the students immediately answer it was clear.

The last strategy that the teacher applied is control which has nine times. Control strategy was found not only in the form the teacher’s utterance during synchronous activity, but also in pace and timing, choice of content and management of learning activities. In the form of utterance, the teacher has responses to the exercise which discussed about last meeting and it followed that day’s meeting activity one time, and provide overall direction such as “I ask you to write 10 sentences or 10 paragraph or simple paragraph...”, “Now I ask you to directly speech about it. Before you start, it must be say good morning, greetings...”. The other data are pace and timing, choice of content and management of learning activities. In pace and timing, there are six students that were not present their opinion, short feedback session, and no peer feedback because of the limited time of the class. Moreover, the teacher brought Code River as an object to be discussed through individual presentations that showed choice of content and management of learning activity.

4.2 Discussion

4.2.1 DISC in Synchronous Classroom

a. Dialogue: Direct Interaction to Maintain Engagement

As mentioned in the findings, the teacher was implementing dialogue eight times during one meeting. From five kind of interaction in this theme which are direct interaction, question and answer, asynchronous chat, group discussion and debate, the teacher applied direct interaction and question and answer. The use of dialogue as one of DISC that was implemented by the teacher will be discussed more in the following.

In the direct interaction, the teacher provided short conversation and instruction to the students in online meeting. The direct interaction occurred seven times in three types of interaction. While in the question and answer, the teacher provided some questions about the assignment to remind them.

Dialogue 01: Google Meeting

T: First of all I would like to say thank you to students who shared on instagram class ya, it is about the use of should?

Right? Pison ya?

S: Yes miss.

T: Ok Pison ok ya.

Dialogue 02: Google Meeting

T: Nah, you get it guys? Halo, have you seen the picture?

S: Yes, sudah miss.

In the dialogue 01, the teacher recall students' knowledge by asking the chapter that they discussed. The teacher also tried to make short conversations with students before learning activity started. Even though only one student answered, the teacher continued the next activity without confirming to other students. Besides that, dialogue 02 presented direct interaction when the teacher reminds students about

assignments by showing the question. After that, the teacher wanted to make sure that the screen displayed was clearly visible by asking the students.

The two interactions above showed that the teacher tried to involve students in learning activities. Even though it is only a short-closed discussion, this method can help students to communicate more and feel that they belong to the class in an online environment. As Falloon (2011) stated that having a short discussion with students in synchronous meeting allows students to interact effectively and reconstruct their trust. It indicates that no matter how small the interaction, it will not be in vain because to build a classroom atmosphere in online learning, a teacher has to be communicative and capable to involve students directly in the learning process. Moreover, the teacher applied the dialogue in online situations in order to make students to not only attend, but also to play a role to communicate effectively in class. This is relevant to Mahmood (2020) that explained the important thing during online learning is the teacher are capable to practice a good communication between teacher and students. Thus, the teachers must organize an appropriate learning setting and manage good interaction and engagement with students.

b. Involvement: Active Engagement with Material to Stimulate Critical Thinking

The involvement that was implemented by the teacher occurred three times during the class. Of the three interactions, the teacher applied two types of involvement as developed into a DISC theme, there are active engagement with material and

students' direction. The use of involvement as the DISC that was applied by the teacher will be discussed more in the following

Involvement 01: Google Meeting

T: Nah, based on this, I hope you can find out 10 of critical thinking by giving comment from the text. And then I also give you the example. And i ask you to start with "it's, that is better to, it looks a like, they should, they should not, and it must be" Ok.

Involvement 02: Google Meeting

T: Now I ask you to directly speech about it. Before you start, it must be say good morning, greetings and please say about the picture. And then, you can start and go from number 1 and the last you say thank you, Ok? I will use this activity as a speaking test. Ok now start from now one by one I ask you to share some comment about this picture.

S: Good morning everyone and good morning miss. My name is Student A and today I would like to give my ten comments about the picture of a dirty river. The first one is ...

Involvement 01 and 02 explained several steps that the teacher implemented in the class before the activity started. It began with instructions on activity and some examples so that students have an idea to explain their work. The activity chosen by the teacher was presenting opinions and suggestions regarding Code River individually, and the material they discussed was making suggestions with 'should and can' as the language focus. After students understand the context of the suggestion that has been presented by the teacher, they are asked to compose sentences and explain the results to their friends in online classes. In accordance with the theory adapted from

Comeey and Stephenson (2001) that the involvement applied to this learning activity is in the form of individual presentations.

As Schlais, Davis and Thomson (1999) noted in one of the business courses that has a set path of instructions and use the online text as the content involves students by providing business simulations in which they must create a product and sell it for profit. It indicates that although the teacher provides a set of direction concerning the choice of learning activities and content, students still have the flexibility to design what they want to present as the output of learning activities. This is compatible with the strategy used by the teacher where even though the teacher set the rules for the presentation and determined the Code River picture, the teacher gave students the freedom to discuss what they wanted to discuss. Moreover, students have been involved and responded to the teacher's orders to provide comments with their critical thinking even though they are given the same picture. The strategy that was implemented by the teacher also involves a lot of freedom by giving a student a scoop with structured online interaction to achieve the learning goals.

In the activity that the teacher conducted, the selection of Code River content is beneficial for both students and teachers. This is because of the location of Code River which is in the middle of the city and the issue of garbage which is a problem in the river. In addition, students are familiar with the issue of garbage in this river so that they will be free to express their opinions. This showed when designing learning activities, the teacher used authentic materials to attract students' interest in

expressing their opinions because they were familiar with the issues raised. Moreover, by raising issues that exist in the community, this activity can increase students' awareness and concern about the environment.

c. Support: Feedback on Performance to Encourage Students Participation

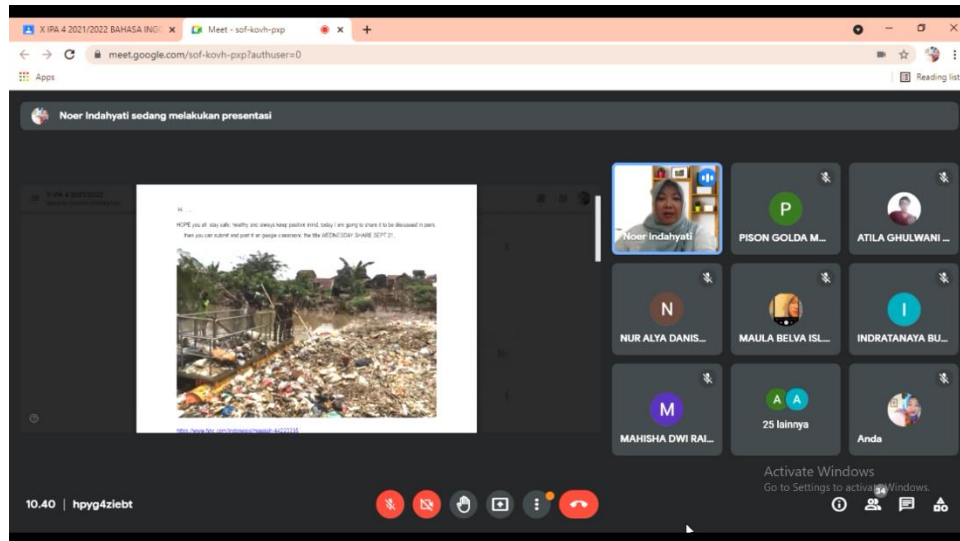
The third theme that was implemented by the teacher is support. The support itself occurred thirty two times in two kind of interaction, there are feedback on performance and support services and software tools as the support during one meeting. The use of support as the DISC that was applied by the teacher will be discussed more in the following.

No.	Utterance
<u>Support 01: Google Meet</u>	T: All of you great and smart.
<u>Support 02: Google Meet</u>	T: it is very creative, I like.
<u>Support 03: Google Meet</u>	T: I get it, more knowledge from you by presenting your comment
<u>Support 04: Google Meet</u>	T: That's good by creating some posters ya. That's how we persuade some people, thank you.
<u>Support 05: Google Meet</u>	T: it is like a speech contest situation, thank you so much, great.

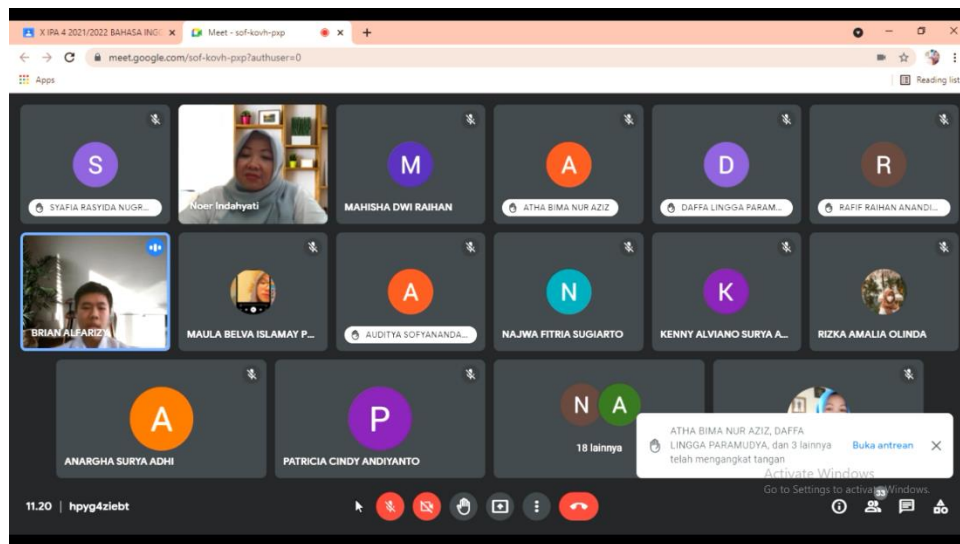
The support above showed the utterances that the teacher expressed to give feedback on students' performance after students presented their presentation. Feedback on students' performance is a form of support strategy that was developed by Comeey and Stephenson. They believe that feedback from both the instructor and peers is the key to a successful online course. Although in some cases students with traditional learning demand traditional feedback and will be frustrated if they do not get attention as they expected, Comeey and Stephenson believe that online students appear to be more prepared to receive online feedback in distance learning. Alongside what Comeey and Stephenson said, Delante also found that feedback is a crucial part of the learning process. Delante (2013) reported that feedback can improve students' ability to construct their contextual arguments, especially in writing. Even though the teacher did not apply writing activity in this case, students still have to framing their ideas to conveyed their opinion and suggestion which it was in line with Delante's view. It indicates that giving feedback to students' performance played a meaningful role because it is able to encourage students to think critically in these activities. Moreover, teachers and students have different close relationships between online and face-to-face learning so that when teachers provide feedback to students on online situations, they feel encouraged from the school environment. This is in parallel with the opinion of Luan, Hong, Cao and Dong (2020) who emphasized that EFL students who get support from their teachers tend to be more active in online learning.

Normally, feedback on performance is more specific in assessing student performance in learning. The fact is that the feedback received by students was similar even though they have varied abilities. The teacher tend to praise the students without commenting on their performance in presenting their opinion and suggestion. Actually praising students as feedback was not wrong, but it would be even better if the teacher gave more in-depth and appropriate feedback about student presentations. As Lewis and Vizcarro (1998) argued that teachers should have a role in providing clear and distinct feedback. Thus, feedback on performance supposed to be more detailed, constructive and personal so that each student received different feedback. However, it was to adjust to the duration, considering that the online learning challenge itself is a limited duration. This showed the complex dynamics of online learning that pointed not all strategies can be implemented ideally.

Besides the feedback on performance, students are also supported by convenience in the form of software tools to access information during online learning.



Picture 02: The teacher showed the Code River picture through Google Meeting



Picture 03: Students' Presentation

The support is in the form of a school email account, the use of Google Classroom and Google Meeting. School email accounts can be used to access school platforms and information from websites, Google Classroom as a learning platform to

easily collect assignments and get class information, while Google Meetings to hold synchronous classes. The three support services above were provided by the school to facilitate the learning process between teachers and students during online learning. Although applied in difficult situations, in fact the three support services were helpful and increase the effectiveness of distance learning.

d. Control: Management of Learning Activities to Design Effective Online Class

The last theme that was implemented by teacher is control which occurred seven times in six types of interaction during the meeting. There are responses to exercise, peace and timing, choice of content, management of learning activities, and overall direction. The implementation of control as the DISC by the teacher will be discussed more in the following.

Control 01: Google Meeting

T: I ask you to write 10 sentences or 10 paragraph or simple paragraph based on the text on picture. Nah, now I ask you to comment or share it.

Control 02: Management of learning activities

Students present their opinions and suggestions about the actions that the local community should take to deal with the issue.

i.e:

S: So good morning everyone. My name Student B, students number 5 and today I would like to share my comments about the picture. So, it's really sad to see that condition because I

really want to preserve the environment and there's a lot of bad situations that may happen by the problems on the picture. Looking at the condition, the situation where the people failed to take care the environment. The situation was very worrying, the pile of waste has really polluting the river. It looks like that they do not understand how big the impact of the activities they're doing. Based on the photo, there many problems that will arise from that situation, so it's better to provide socialization to surrounding the community not to litter considering the very bad impact of the environment. And based on the photo of plastic pollution, I see that they should start to grow a feeling of love for the environment. In my opinion, residence shouldn't throw their garbage in the river, instead they have to throw it into their own garbage can. It must be cleaner if we can change it, so we can start from small things like throwing garbage and its place. That's all from me, thanks for listening. Thank you.

Control 01 is the utterance that showed teachers' role in providing direction for learning activities. Not only learning directions, the teacher also explained the rules for these activities. Meanwhile control 02 showed the description of the activity that the teacher did in online class. From the two interactions above, it indicates that the teacher played a major role in providing direction and determining learning activities. In addition to the two interactions, the teacher also decided about the choice of content that discussing Code River. Furthermore, the teacher also played an active role in determining the number of meetings for one chapter and the time for students to present their output. These four interactions indicate that the teacher held much greater control than the students. Meanwhile Comeey and Stephenson (2001) asserted that the context of the control in DISC strategy is the extent to which students have control over the main learning activities and the extent to which they are encouraged to exercise that

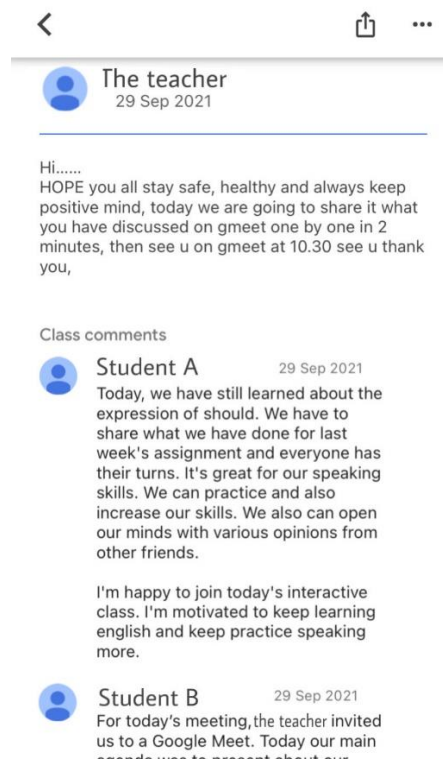
control. This showed the difference between theory and existing facts. However, the control strategy that implemented by the teacher was not solely contrary to the theory developed by Comeey and Stephenson. As explained in the findings of involvement, the teacher still gave students control in terms of delivering opinions and suggestions that students conveyed as the output of the learning process. Besides that, the teacher also encouraged the students to undergo the control which was accompanied by the teacher's rules.

After all, these things are in accordance with the context of teaching and learning regulations in Indonesia for the secondary school level which give teachers the authority to teach. This authority includes timing and speed, activity selection and content determination because if the control was delegated to unprepared students, the teaching and learning process would not get the essence of it. As on Oliver (1998) warned not to give control to those with no prior experience in taking on a role in the teaching process. In addition, in its implementation, the teacher has adjusted this authority to the way students learn because it is important to consider students' needs in determining learning. As on Wei and Chou (2020) stated that online learning readiness depends on students' perceptions of the online class. Facts also showed that the combination of teacher and students' roles created an effective class where students actively participated in presenting their work with the assistance of the teacher as an instructor as well as a moderator.

4.2.2 DISC in Asynchronous Classroom

a. Involvement: Implementing Reflection to Promote Students' Engagement

Besides of Google Meeting, the teacher also applied involvement through Google Classroom. Although the instructions given in Google Classroom were unclear, actually the instructions for writing reflections had been conveyed at Google Meeting. The teacher asked students to write reflections about that day's learning in the Google Classroom comment box with the instruction *“if there is no one please I will close the meeting for today, but don't forget guys to write the reflection on Google classroom there”*. This indicated that not only in synchronous class, but the teacher also involved students in asynchronous class.



Picture 01. Class information and students' reflection

The interesting thing about this class is that students have the willingness to be involved in asynchronous class by obeying the teacher's instruction. This can be seen from the number of students who write reflections, which is almost half of the total number of students in the class. This showed that there is no significant difference in terms of involvement, both synchronous and asynchronous classes.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion of the research finding and the recommendation for further research.

5.1 Conclusion

The conclusion of this study is the teacher use DISC in online learning, there are dialogue, involvement, support and control. The data showed support was the most frequently used that the teacher implemented during the online teaching by the teacher in one of public senior high school in Yogyakarta. Although the four theme have different number of tally, these theme were equally important to be implemented especially during online class. In the dialogue, the teacher tried to communicate with students no matter how small the interaction so that the online class becomes communicative. Furthermore, the teacher also tried to involve students in both the synchronous and asynchronous classes. Beside of tried to communicate and involved students, the teacher also provided feedback on performance to encourage students to think critically. Even though the teacher did not represent the actual feedback in the class, it did not mean it was in vain. In addition, students are also supported with the availability of software tools such as school email accounts, Google Classroom, and Google Meetings. The last instrument is control. Even though in implementation the teacher was more dominant in controlling, but the teacher still provided space for students to express their aspirations according to their views. All the discussion indicates that the teacher teaches more in synchronous classes than in asynchronous

classes. It can be seen from the teacher implementing the four DISC themes in the synchronous class, while the teacher only implements involvement in the asynchronous class.

From the interactions that have been analyzed If referring to the Comeey and Stephenson (2001) paradigm, the learning applied by the teacher shows online learning with the north-west quadrant paradigm (teacher determined, task specific) where the teacher has more control than the students in terms of determining content, timing, and specific activities. In addition, the researcher want to point out that although not all strategies are implemented ideally, the teacher has implemented the DISC teaching strategy completely. This indicates the dynamics of online learning which is indeed troublesome with the pandemic situation.

5.2 Suggestion

By considering the finding and the discussion of this research, it reveals some suggestions and recommendation to the future research. This study highly recommends exploring more deeply with a greater number of meetings so that the results are more detailed and discover all forms of interaction from DISC theme. In addition, this study needs to be improved on the instrument for collecting the data by adding interviews after observations so that the data obtained are not multi-interpreted.

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