CHAPTER I
INTRODUCTION

A. Background of the Study

Many tasks must be done indirectly or frequently referred to online in a pandemic situation, such as School From Home (SFH) and Work From Home (WFH). This is being done in order to avoid the virus outbreak that is currently sweeping the globe. In the realm of education, all schools must adhere to existing regulations, such as doing learning and teaching activities at home.

As we all know, learning is a process in which an activity arises or changes as a result of a reaction to a current circumstance, with the caveat that the characteristics of the activity change cannot be described by the original reaction trends, maturity, or transient changes of the organism. Learning, in other words, is a change in behavior or appearance brought about by a succession of activities such as reading, observing, listening, mimicking, and so on. The instructor is a motivator when it comes to imparting learnings and processes. Taking part and establishing a good position as a professional educator is an important aspect of teacher education. In any situation of the teaching and learning process, he must be prepared to act as a mediator. Especially in this time, when everyone is learning from home, the teacher's role in organizing online classrooms is much more important so that students can study properly and effectively as normal.

Class management is a crucial component of teaching lessons in schools, especially in English classes. Teachers' class management can have an impact on how lessons are taught, particularly English lessons. As a result, the English

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instructor faces a difficult task in managing the class, which includes generating and maintaining appropriate learning environments. Teachers must be able to present examples and principles that are fascinating, effective, and enhance kids' excitement for studying, especially in the current epidemic era.

Classroom management may also be defined as a planned activity carried out by teachers with the intention of creating optimal conditions, fostering a pleasant socio-emotional climate, and fostering positive interpersonal interactions with pupils. As a result, it is envisaged that the teaching and learning process would operate smoothly and effectively, allowing the learning objectives to be met.

The teaching-learning process, including English in the classroom, is influenced by classroom management. In the teaching and learning process, classroom management plays a significant role in establishing and maintaining a viable structure in the classroom, according to Nunan (2000: 189) in Siti Rosnani (2019: 17). He also claims that classroom management may be utilized to organize and administer a classroom. According to Levin (1996: 32), competent classroom management will allow the teaching-learning process to take place. Classroom management, as stated above, refers to teachers' actions and tactics for maintaining, organizing, and controlling students' behavior, movement, and interaction in order to keep them constructively involved in the English teaching-learning process. Management is a science as well as an art. Art is a skillful knowledge earned by experience, observation, and study, as well as the capacity to handle knowledge (Sardiman, 2004).

From the foregoing, it is reasonable to conclude that classroom management is an attempt to maximize the capacity of classroom teachers in organizing learning activities and motivating students to make learning more effective and pleasurable. Classroom management is defined as the attempt to keep the classroom in order. According to the modern definition of classroom management, it is a selection process that involves the use of a tool to solve problems and manage classroom settings.

This study uncovers some issues, such as the fact that not all teachers comprehend or master technology, resulting in teachers' lack of understanding of online learning tools such as Zoom, Google Classroom, Google Meets, and others. Due to a lack of teaching time and unpredictable network circumstances, teachers are unable to transfer material effectively to students, causing the learning process to stutter and the material conveyed by the teacher to be poorly accepted by pupils. As a result, there is frequently a breakdown in communication between professors and pupils. Teachers are not optimal in giving lessons to students due to teacher observations of student character, such as distinguishing which students are diligent in learning, which are lazy, and which students are active or passive in the classroom, because there is no direct interaction relationship between teachers and students. How can a teacher bring disparate pupils' perceptions and interactions together? Teachers must be innovative in developing materials and assigning activities that encourage kids to challenge their teachers, peers, and parents. This can strengthen the bond between parents and students while also assisting students with their educational needs.

Teachers must develop learning strategies to make the class more engaging in order to manage online classrooms in the present pandemic condition. This is the difficulty a teacher faces when administering an online class. There are a variety of things teachers can do to increase student interest in learning and create more interactive classrooms when doing online learning, such as strengthening online interactions between students and teachers, teachers creating appealing media so students are more interested in making interactions when learning, teachers creating interactive quizzes so students can conduct question and answer sessions to build interaction in the online class, and so on.

When did the internship notice the situation or learning conditions in each class, based on the internship experience at SMA N 21 MEDAN. I got the opportunity to observe and begin teaching in grade 10 at the time. This was, however, prior to the outbreak of the pandemic. As a result, the learning environment is no longer the same as it was previously. Following the coronavirus outbreak, SMA N 21 MEDAN began to implement the government's recommendation to conduct teaching and learning activities at home, also known as School From Home (SFH). The findings was then transmitted to numerous English teachers via Whatsapp messaging, and they were asked several questions concerning present online learning. Initially, many teachers, including some English teachers who were respondents in this study, will find it challenging to administer online lessons as a result of the Covid-19 virus epidemic. Some of these teachers stated that when online learning at home first began, they found it difficult to administer the class due to the insufficient development of teacher technology at the time. The teacher was first unsure about how to utilize the application, but with

time and training from the school, he was able to use it to teach from home. Meanwhile, teachers must be more creative in handling online classes and seek out novel methods so that students can continue to study well and classrooms remain engaging even while the pandemic continues.

B. The Problem of Study

The following are the study's issues:

1. In SMA N 21 MEDAN, what are the problem faced by teachers to implementing Classroom Management for an interactive class of students learning based on online learning?

2. In SMA N 21 MEDAN, how do teachers implement Classroom Management for an Interactive Class of students learning based on Online Learning ?**C. The Objective of Study**

Based on the issues raised in this study, the following goals have been established:

1. To solve the challenges that teachers have when using Classroom Management for an interactive class of students learning online in SMA N 21 MEDAN.

2. To look at the implementation of Classroom Management in SMA N 21 MEDAN for an interactive class of students studying through online learning.

D. The Scope of Study

This study examines the implementation of Classroom Management for an interactive class of students learning based on online learning in SMA N 21 MEDAN, as well as the issues that teachers face and how teachers manage online classrooms to make them interactive, despite the fact that they are online for English teachers at SMA N 21 MEDAN. This study has two English teachers as participants.

E. The Significances of Study

This study is expected to aid in the success of English learning in SMA N 21 MEDAN. The following are examples of these contributions:

1. On a theoretical level

The study can be utilized as a resource for people interested in studying the process of learning English, particularly in terms of classroom management.

2. In terms of application

a) For teachers, it can be used as a reference and will provide information and knowledge on classroom management in the context of teaching English classes.

b) For students, they can utilize them as resources and motivation to learn English, making it more engaging.

c) For researchers, other researchers can serve as references, and new experiences are beneficial, and they can employ all teaching strategies and attempts to solve learning and classroom management difficulties, transforming their classrooms into interactive classes when they become future English instructors