

CHAPTER I

INTRODUCTION

A. Background of The Study

One method of communicating knowledge or data to students is through teaching. The objective of the teaching learning process is to help students gain knowledge and develop their thoughts. As a result, the teacher is an important part of the teaching, and he or she should be innovative in selecting resources and teaching methods to ensure that the students understand the lesson. Teacher is engaged the teaching and learning process as a key to completing the process and as a motivator. In the teaching and learning process, teachers must be prepared to act as a mediator in any situation.

Furthermore, according to Bistari (2017), Effectiveness in managing the classroom, success in the communicative process, high quality of students' reactions, good performance in the learning process, and achievement of the lesson's objectives are all markers of effective teaching. To develop the success of good teaching, teachers must be able to handle classroom management. One of the most important qualities that teachers should have during the teaching and learning process is the capacity to regulate the classroom. The most important job of teachers, according to Marzano (2003), is that of a manager.

In order to get the desired results, teachers must be able to effectively manage classes and create learning environments for students. Furthermore, Teachers, according to Joyce McLeod et al. (2003), play a crucial role in classrooms as instructional leaders. In order to complete those responsibilities, the teacher needs pay attention to the social, intellectual, and physical classes. As a result, teachers will be able to carry out their duties effectively. Other from that, teachers must be able to keep control in the classroom and solve problems. As a result, it may be stated that classroom management is the most important aspect of the teaching and learning process. Classroom management is necessary in all teaching and learning situations, including the teaching and learning of English.

Classroom management is one of the most essential issues of teaching English. The classroom management of the teacher has an impact on the teaching of English. As a result, English teachers must be competent of overseeing the classroom, including the construction and maintenance of the optimal learning environment. English classroom management could be a helpful factor in making English teaching and learning more efficient and effective. Classroom management is an important part of the English teaching and learning process. Teacher-influenced classroom management in the teaching of English. As a result, the English teacher faces a difficult task in managing the classroom. This includes maintaining and establishing the better learning environment.

Classroom management is English instruction is important in all parts of the teaching and learning process. English classroom management is a form of support that helps in the improvement of the effectiveness of the teaching and learning process. According to Nunan (2000), classroom plan is important to the teaching and learning process since it assists in the development and maintenance of a functional classroom system. He also described how to arrange and manage a class using classroom management.

Good classroom management, according to Levin (1996), will allow the teaching-learning process to take place. Classroom management, as defined by his definition, In the English teaching and learning process, it refers to the activities and methods used to manage and organize student activity. Management education is another of the management classes. A room is used to facilitate effective teaching and learning, as well as to motivate students to succeed in their studies. In the classroom, there is a formal learning park. Classroom management, according to the above, is an effort to maximize the benefits of classroom teaching by organizing learning activities and motivating students to make learning effective and enjoyable. The effort to keep the classroom in order is defined as classroom management. Classroom management, according to the modern definition, is a selection process that applies a tool to solve problems and manage classroom settings.

During Covid-19, all schools face a policy to have either online or distance learning. Education leaders most quickly design response ans with spesific contexts in mind when a pandemic runs it course (Reimers et at., 2020). School teachers by then, ready or not, must be able to adapt their classroom management by keeping the students' learning motivation. Teachers are able to trust each other and work tigether to develop, survive, and move towards organizational effectiveness (Ghasemiyan, 2019). In adition, collaboration between colleagues provides opportunities for social and emotional support, exchanfe of ideas, and ppractical advice.

Managing classrooms is necessary to make the teaching and learning process successful and efficient, especially when working with adolescent students (Sun & Shek, 2012). This is due to the fact that teenagers have a tendency to be in a state of delicate self-development, which makes them more reactive. As a result, classroom management and the teacher's function have an impact on the teacher-student interaction. The instructor must be able to effectively supervise the class and perform their duties. In other words, Isa (2020) discovered that less experienced teachers tended to focus more on student discipline in the classroom, whereas experienced teachers tended to focus more on student interaction. Researchers in Indonesia, on the other hand, rarely perform studies on online classroom management practices and how they relate to classroom participation or teacher-student relationships.

In Indonesia, the majority of classroom management studies focused on teachers as role models (Sulistiyo, 2016) and their perceptions of classroom management (Isa, 2020). Observational models are currently limited in how teachers utilize these tactics in the classroom for secondary school students. As a result, this research is intended to be effective in filling this gap by identifying teacher's classroom management while learning English in online learning.

B. The Problem of The Study

Based on the above, the study's problem is as follows:

How is the implementation of classroom management in online learning during pandemic era ?

C. The Objective of The Study

The study's objective is to look at how classroom management is implemented in online learning during a pandemic.

D. Scope of the Study

The focus of this study is on the implementation of classroom management, which is utilized by the teacher to keep track of the class during online classes. However, the researcher's study is limited to the English teacher's role in teaching English to SMK Swasta Bina Satria's senior high school students in grade X.

E. The Significance of The Study

This study will hopefully contribute to the success of English teaching and learning at SMK Swasta Bina Satria. The following is an example of the contribution:

1. Theoritically:

- a. The research findings can be used as input in the English teaching process, especially when it comes to online classroom management.
- b. This research will assist English teachers in regaining control of their classrooms.

2. Practically :

a. For the Teacher

In terms of classroom management, the teacher can use and increase the quality of English teaching and learning.

b. Designed for students

Students might gain motivation and enthusiasm in teaching English by participating in this program.

c. For the researcher

One of the research findings could be one of the researchers' thoughts.