

## **CHAPTER I**

### **INTRODUCTION**

This part elaborates the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

#### **A. Background of Study**

Responding to the Covid-19 pandemic in early 2020, Indonesia is one of many countries that are trying to implement it of EFL online classes. The application of the online class is decided in Indonesia since education policy makers decided to implementing rules to change offline classes to online classes in mid-March 2020. This decision was taken following the outbreak of the Covid-19 outbreak. This pandemic forced the ministry of education to propose online classes for school. In the beginning, schools are encouraged to convert conventional classes to online classes.

The EFL teaching and learning process method has been going on for many years. The media used in learning English as a foreign language has developed in several countries, along with technological advances. Some of the direct learning processes slowly developed into online learning (Lee & Lee, 2019; Nugroho & Mutiaraningrum, 2020). Several previous studies have mentioned this shift occurring in many countries. Ja'ashan (2015), for example, investigate students' perceptions and attitudes on mixed learning to English language courses. In mixed learning, 20% to 75% of the course content delivered online. Through the questionnaire used in research, it was concluded that students' perceptions and attitudes towards blended learning is generally positive.

Since the Covid 19 pandemic affect the world at the end of December 2019, learning and teaching paradigm has changed dramatically (Alzamil, 2021). As Minister explained Health Decree No. 9, 3 April 2020 (Permenkes 9/2020), “Guidelines Large-Scale Social Implementation Restrictions (PSBB) in Acceleration Handling Covid-19” (Fitriani et al., 2020), the government has started online study globally, including Indonesia (Rizqiya et al., 2021). Many schools in

Indonesia have agreed to do online learning to continue education and prevention Corona virus transmission during pandemic (Diana, 2021).

This research is to investigate the management of online EFL speaking classrooms: problems and how teachers cope with them. This research is necessary, considering that in this pandemic Covid-19, the government implements a policy to apply online learning. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergencies of the Spread of Corona Virus (COVID-19). For this reason, teachers and students are required to adapt to this policy.

According to Gultom, (2017), classroom management is the ability of a teacher to organize, to nurture, and to control the learning environment and student's talents to become better, more focused, and organized students so that time can be used efficiently Teachers should be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. It is hoped that physical activities and routine of managing the category square measure supposed to make and maintain the atmosphere and conditions of the category in order that the educational method will manifest itself, activate effectively and with efficiency.

To promote speaking skills, a teacher needs to design a classroom management that enables heir speaking skills to develop. Online classroom management is even more important to consider. But it is not always easy, there are many problems most teachers face. For example, there is a tendency for students not to take learning activities seriously by doing other activities such as playing games, watching TV, and other activities. Thus, the teacher cannot supervise every student when learning takes place. Harmer (2014) stated that there is some role of teacher. A teacher can be a controller, organizer, assessor, prompter, participant, resource, tutor, and observer. According to Marzano, R.J. (2003), the essential role of teachers among the other parts is as a manager. In addition, the teacher should realize their roles and know how to organize the Class appropriately.

There are some research related to managing online EFL classroom and also

problems and strategies in managing online classrooms. First, a study conducted by Apriyani, (2018). This research focuses on the classroom management in learning speaking skills in rules and procedures, the classroom design, the classroom environment, and the lesson plan for the tenth grade students at SMK Muhammadiyah 6 Karanganyar. Furthermore, this research is conducted to explore more information about teaching classroom management of speaking teachers during online class. Second, research by Zahra Khusnul Latifah (2020) this research aims to determine the extent of online classroom management practice during the pandemic corona virus time. The research conducted analytical research that analyzes facts and accessible information about international school in Banten, Indonesia. The result showed that 4 out of 5 criteria for effective classroom management were covered by the teachers and the learning process received extra assistance from the parents. Third, previous study by Muluk (2021) the lecturers utilized several strategies such as setting the classroom, determining seating arrangements, fostering discipline, applying certain speaking activities, and providing interesting topics to discuss. The data also indicated that the lecturers faced challenges in managing their teaching. Issues such as lack of equipment or teaching media to support speaking activities, students' lacked self-confidence, and lack of vocabulary were among the challenges faced by the lecturers. While the previous research focuses on classroom management in online class and another focuses on classroom management style, this research centers on finding out the classroom management style done by the teacher during. In an Islamic Senior High School in Pangandaran show that the teachers unprepared to teach English during online class. So, they have to develop strategies in classroom management when teaching speaking during online class. The present research is going to will further explore what problems are faced by the teachers and learning speaking online and how they cope with the problems during online EFL speaking classrooms.

## **B. Research Questions**

From the description above, this research is intended to answer the following questions:

1. What are an EFL the teacher's problems in managing online EFL speaking classrooms?
2. What strategies are made by the teachers to cope with the problems in managing online EFL speaking classrooms?

### **C. Research Purpose**

From the research questions above, this study is aimed at obtaining these three following purposes:

1. To describe an EFL the teacher's problems managing on-line EFL speaking classrooms
2. To describe the strategies to cope with the problems faced by the teachers in managing online EFL speaking classrooms

### **D. Research Significances**

This research is expected to provide theoretical and practical significances. Theoretically this research can be useful as information about classroom management in speaking lessons during online classes. In practice, the teacher can determine the appropriate, method or media to handle the classroom when speaking lessons during online class.

### **E. Conceptual Framework**

The term EFL (English as a Foreign Language) is commonly used in English instruction. Teachers who teach English in a nation where English is not the native language are known as EFL (English as a Foreign Language) teachers. English is only used as a second language in countries where English is not spoken. Language content knowledge is required of competent teachers. Teachers with content knowledge can assist students with challenges they may have when learning and comprehending the topics covered in class. Grammar and other characteristics of language mastery are examples of content knowledge that are required for students to develop communicative competence in their use of English. (Soepriyatna, 2012)

In the context of developing the role of English in Indonesia, speaking ability

seems to be the main target for English learners at the school, university and general learner level. This is also related to the implementation of the ASEAN free trade area. That is why English is determined as one of the main subjects in the school curriculum in Indonesia (Sudrajat, 2011). Speaking is one important component of the English learning curriculum because it will be the basis for the growth of other oral skills and has a close relationship with listening. Therefore, speaking skills enable students to create connections between what they know and what they learn.

In this pandemic Covid-19, the Indonesian government implements a policy to implement online learning. Online learning is distance learning. The distance learning system is a system that has existed since the mid-18<sup>th</sup> century. Since its inception, distance learning has always used technology to implement midterm exam (UTS) learning, starting from the most straight forward technology to the latest. Thus, an online classroom is a learning system that uses digital networks to interact, learn and discuss that allows teachers and students to connect either synchronously (at the same time) or asynchronously (time delay) students and teachers are generally separated by location.

Online classroom management is a multifaceted concept that involves a wide variety of activities, including planning an acceptable physical environment to maintain a care environment to complying with behavioral teaching standards to responding to breaches of classroom standards. Classroom management is the activity of educators to nurture and cultivate. Maintain successful classes that include: priorities for teaching, time Classroom management is all the activities of teachers in the classroom that creates and maintains optimal conditions for the learning process, unification, learning room arrangements and equipment, and grouping of students in learning (Joni, 2010).

## **F. Previous Studies**

The first previous study was conducted by Retnaningtyas (2011) This study focused on the problems faced by English teachers in managing large classes. The participants in this research were class VIIB at SMPN 2 Melati, Sleman, Yogyakarta, which consisted of 40 students. The results showed that the instructors

used standard seating arrangement to accommodate a large class. In order for the students understand the lesson, the teacher uses English and Indonesian in the teaching and learning process. To make it easier for students to understand the content, the structure functions as an informant and a monitor for the teaching and learning proces.

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The fourth previous study by Ustadzah (2019), eight challenges faced by the teachers: (1) tired of raising voice, (2) unequal voice, (3) unequal attention, (4) disparate interaction, (5) annoying noise, (6) inactive students, (7) stubborn students, and (8) thin school wall. The strategies used by the teachers to cope those challenges are (1) making eye contact to all of students, (2) praising the obedient students, (3) asking questions to draw students' attention, (4) warning the students, (5) giving a purpose to listen to others, (6) using mimes and gestures, (7) using the class list for nomination, (8) giving students responsibilities, (9) changing students' seat, (10) involving students in the lesson, (11) using group work, and (12) giving written instruction.

The fifth previous study by Maharani (2021) reveals that the participants mostly used the strategies of preparation, positive thinking, and peer seeking to cope with

speaking anxiety in the context of online learning. In addition, based on open-ended responses, preparation was the most typically used strategy by them.

