

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Classroom management is what teachers must do in dealing with students, managing time, and managing places and teaching materials so that the learning process takes place. So, how the teacher manages the class well will determine the success of students in learning. Classroom management may also be defined as a planned activity carried out by teachers to create optimal conditions, fostering a pleasant socio-emotional climate, and foster 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.

Many tasks must be done indirectly or frequently referred to online in a pandemic situation, such as School From Home (SFH) and Work Form Home (WFH). This is being done 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 activity arises or changes as a result of a reaction to a current circumstance, with the caveat that the characteristics of the activity change the organism. Learning, in other word is 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 at 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.

Because classroom management is an important feature of the curriculum, research on the implementation of classroom management has attracted many scholars to conduct research in that area (Clunies-Ross et al., 2008) (Hirsch et al., 2019) (Oliver & Reschly, 2010). Classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and social-emotional learning ((Evertson & Weinstein, 2015) (Oliver & Reschly, 2010). The inclusion of classroom management within the roles required of the teacher has been and will continue to be vitally important although instruction in classroom management has been identified as a core part of teacher preparation in a curriculum policy. (Clunies-Ross et al., 2008) and (Hirsch et al., 2019) have written that teachers should be seen as communities whose opinions, argument suggestions, and conclusions must be considered. The teacher, therefore plays important role in determining the success of students and the classroom. For teachers to create effective and efficient teaching-learning appropriate to the needs of their students, the classroom situation must include a skillful system of students' task behavior (Ficarra & Quinn, 2014).

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, Gool 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 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? The teacher must be innovative in developing materials and assigning activities that encourage kind to challenge their teachers, peers, and parents. This can strengthen the bond between parents and students while also assisting students with their educational needs. To overcome these challenges, educators needed creativity. They should place students as 'listeners' or 'viewers' and encourage their active participation to interact, dialogue, collaborate, share, and build knowledge together. If educators could make the learning process more fun, students would be more interested in participating in the learning process.

Teachers must develop learning strategies to make the class more engaging to manage online classrooms in the presents 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, 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 SMP Swasta Santo Paulus. I got the opportunity to observe and begin teaching in Grade VIII at the time. This was, however, before 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, Grade VIII SMP Swasta Santo Paulus began to implement the government's recommendation to conduct teaching and learning activities at home, also known as School From Home (SFH). The findings were 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 at 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 the classroom remains engaging even while the pandemic continues.

## **1.2 The Problems of Study**

The following are the study's issues:

1. How do teachers in Grade VIII SMP Swasta Santo Paulus implement Classroom Management for an interactive Class of student learning based on Online Learning?

2. How do teachers overcome problems when implementing Classroom Management for an interactive class in Online Learning?

### **1.3 The Objective of Study**

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

1. To describe the implementation of Classroom Management for an interactive class of student learning based on learning.
2. To describe teachers to Classroom Management for an interactive class of student learning based on online learning.

### **1.4 The Scope of Study**

This study examines the implementation of Classroom Management for an interactive class of students learning based on online learning in Grade VIII SMP Swasta Santo Paulus, 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 SMP Swasta Santo Paulus. This study has three English participants.

### **1.5 The Significances of Study**

This study is expected to aid in the success of English learning in Grade VIII SMP Swasta Santo Paulus. 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, 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 instruments.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

The theoretical framework aimed to provide concepts for classroom management that were based on online learning. Management is a set of activities that include planning, organizing, mobilizing, and controlling to meet preset objectives. Management in schools. This part describes how teachers manage the classroom to make it more engaging for online in this study.

#### **2.2 Classroom Management**

##### **The Definition of Classroom Management**

Classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. When teachers use successful classroom management tactics reduce behaviors that impede learning for both individual students and groups of students, while maximizing behaviors that support or improve learning in the classroom.

Classroom management, according to (Borah Sewali & Borah Runjun, 2015) refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities.” There is some theory related to classroom management, they are:

a. Theory of Learning

Learning theory describes how students receive, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a worldview, is acquired or changed and knowledge and skills retained. Behaviorists look at learning as an aspect of conditioning and advocate a system of rewards and targets in education. Educators who embrace cognitive theory believe that the definition of learning as a change in behavior is too narrow, and study the learner rather than their environment and in particular the complexities of human memory. Those who advocate constructivism believe that a learner's ability to learn relies largely on what they already know and understand, and the acquisition of knowledge should be an individually tailored process of construction. Transformative learning theory focuses on the often-necessary change required in a

learner's preconceptions and worldview. Geographical learning theory focuses on the ways that contexts and environments shape the learning process. Before diving into these theories, it's worth delving into the definition of the term theory.

b. Theory of Behaviorism

Behaviorism is a theory that states that people behave in certain ways. Behaviorism, as the name suggests, is concerned with how individuals act. It developed from a cause-and-effect positivist mindset. To put it another way, action causes a reaction. Behaviorism in education is the study of how pupils behave while learning. Behaviorism focuses on studying how students react to specific stimuli that may be evaluated, quantified, and finally controlled for each individual when repeated. The focus of behaviorism is on what can be seen, rather than on the mind or cognitive processes. To summarize, if you can't see it, you can't study it.

c. Theory of Cognitivism

Cognitivism the term "cognition" refers to thinking, a process that includes all processes of memorization, forgetting and elaborating. Cognitive theories focus on the conceptualization of students' learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind. Learning is concerned not so much with what learners do but with what they know and how they come to acquire it ((Ertmer & Newby, 2013). They recognized mental processes like motivation and imagination as key components of learning that connect environmental cues to student responses. For example, Noam (Virués-Ortega, 2006) wrote a critical evaluation of Skinner's behaviorist work in which he emphasized the importance of non-observable creative mental processes. Views gained acceptance in other domains , including psychology, while being published primarily from the standpoint of a linguist.



Cognitive science is interdisciplinary, drawing on psychology, biology, neuroscience, computer science, and philosophy to explain how the brain works and the stages of cognitive development that underpin learning and knowledge acquisition. As a result, cognitivism has become one of the most widely accepted learning theories. As more advanced online software grows into adaptive and personalized learning systems that strive to combine artificial intelligence and learning analytics into training, the future of cognitivism is particularly intriguing.

### **Purpose of Classroom Management**

In general, the goal of class management is to provide a welcoming environment in which students can learn and procedures may take place. So that these activities function well and are focused on achieving the stated learning objectives. The classroom environment can be structured, resulting in more.

Engaging lesson. The following is the goal of classroom management:

1. Intended for students
  - a) Encourage pupils to create specific tasks about their own behavior and self-control requirements.
  - b) Assisting students in identifying acts that follow classroom rules and determining if the teacher's rebuka is a warning rather than an outburst of rage.
  - c) Creating student assignments so that they can participate in assignment and activities.
2. for teachers:
  - a) Gain a better grasp of how to present material in a seamless and timely manner.

- b) Pay attention to student assignment so that you can provide them with precise guidance.
- c) Understand how to successfully respond to student conduct.
- d) Has a more thorough remedial technique that can be applied to student behavior issues that develop in class

### **The Activities of Classroom Management**

The classroom Classroom order rests fundamentally on activities. Reactions to specific student behaviors are important, but they are not sufficient to accomplish order in the classroom. A teacher must first be able to sustain activities. The teacher must create comfortable classrooms in for students to avoid boredom. Classroom are designed by teachers who must meet the educational needs of potential physical, intellectual, social, emotional, and psychological learners in terms of cognitive, affective, and psychomotor development.

Teachers do a process or stages of activities in the classroom, starting with planning, implementing, and evaluating, so that the activities are interrelated. The actions carried out are also effective and on track to be completed, as well as efficient, and the management's endpoint has a clear goal with high productivity. In general, classroom management activities include.

#### 1. The students' environment

Learners move and then occupy their function as subjects. Students are persons who carry out activities that are set as objects and venues for the growth of science and human consciousness. Learners are moving objects with the ability to move. The ability to guide, direct, and guide every activity that pupils must complete is a significant part of the teacher's role. The student's order is determined, and kids are placed in the class according to their intellectual and

emotional growth potential. Students are free to pursue employment in academia based on their interests and preferences. As an example, the teacher positions pupils based on their body posture, such as placing students' with smaller bodies at the front, or based on their temperament, such as diligent, sluggish, active, or passive. Students who are responsible will be placed in front of the class with those who are not, so that responsible students can set a positive example for those who are not. Active students, on the other hand, will be accompanied by passive students, with the expectation that passive students will be able to model positive behavior after active students.

## 2. Establishment of Facilities

The goal of facility and infrastructure management is to provide professional services linked to educational facilities and infrastructure for the learning process to run smoothly. In classroom management, the teacher follows a process or activity stage from planning to implementation to evaluation, ensuring that all activities are linked. The spearhead of management has high productivity goals, and the activities carried out are also effective and on target to be achieved. As an example, The instructor keeps track of student attendance, collects student work (checking and grading), ensures that stationery is used appropriately, and provides resources and learning aids, among other things.

The spearhead of management has high production goals and is both effective and efficient in achieving them. The instructor, for example, keeps track of student attendance, collects student work (checking and grading), correctly utilizes stationery, distributes resources and learning tools, and so on.

## **The Function of Classroom Management**

The two major classifications of management functions are organic functions and complementary functions. Organic functions are associated with all management-run functions, whereas complementary functions are associated with all functions that, while not run by the organization, should be implemented because well-implemented complementary function improve organizational performance. Management functions are inextricably linked and cannot be separated.

The basic functions of management, according to (Novita et al., 2022), are planning, organizing, actuating, and controlling.

### 1. Classroom Planning

The teacher must decide which activities are best suited to the material to be covered, and what sequence of activities will have the greatest impact on learning. And be thoroughly prepared to carry out those activities. Planning also entails laying out activities to ensure that communication and student-teacher interaction are in sync.

### 2. Classroom Organization

To achieve goals, the teacher must consider the most effective use of resources such as physical space, physical materials, time, the layout of the classroom and placement of individual students' physically or in groups for a specific activity, and overall scheduling of instruction over time. Organizing entails defining the resources and activities needed to achieve the organization's goals, designing and developing a working group comprised of people who can help the organization achieve its goals, and assigning a person or group of people to a specific area of responsibility.

### 3. Acting in the Classroom

The process of persuading others to help an organization achieve its objectives. Actuating necessitates the teacher modeling those behaviors that are necessary for learning. Finally, students must take responsibility for their learning, and teachers can help students succeed by demonstrating the skills required for learning and social interaction through their actions.

#### 4. Classroom Management

Controlling is part of classroom management that is most closely linked with the issue, yet it pertains to classroom discipline. To ensure the result of proper activities with the draft, several approaches can be used to respond to inappropriate behavior in the classroom, which can have beneficial results and prevent more extensive conflicts or behaviors. Several factors can be included in the controlling process: a). Establish a work standard. b). Measuring the results. c). Assessing performance against established benchmarks. d). If an error occurred, it was corrected.

When a teacher has time to reflect and analyze long and short-term plans, plans for his pupils' progress toward accomplishing objectives, the availability of materials, the time needs of specific activities, and other such issues, the planning function usually occurs.” The evaluation function necessitates judgments on the appropriateness of chosen objectives, as well as teaching tactics tailored to those objectives, and, ultimately, whether or not the students are reaching the teacher's goals. Teachers must first establish what type of information they require before making the appropriate decisions. Specifying the learning objectives to be assessed, acquiring, analyzing, and recording that information, and developing judgments are all teaching abilities that serve the assessment function.

## **Management Principles in the Classroom**

The concepts of classroom management, (Volkers, 2019), can help managers reach their goals more effectively, and strategically.

### **1. Challenge**

Using words, actions, ways of working, or difficult information will improve learners' desire to learn, minimizing the likelihood of deviant behavior developing.

### **2. Varies**

Reduce the appearance of interference, raise the learner's attention, achieve successful classroom management, and avoid saturation of learners by using tools or media, teaching style, and pattern of interaction between teachers and learners.

### **3. Flexibility**

Teachers with the behavioral flexibility to adjust their teaching tactics can generate a productive learning environment. the flexibility of teaching can prevent learners from being too noisy, not paying attention, not completing assignments, and so on.

### **4. Discipline**

The ultimate purpose of classroom management is for pupils to develop self-discipline, and teachers should serve as role models for self-control and execution.

## **Classroom Management Component**

Classroom management has five components, according to (Marzano, 2020):

a. Classroom Physical Design

The physical design of the classroom includes where the students sit, where the teacher sits, where learning centers and materials are located, and where frequently used objects like pencil sharpeners are positioned, among other things.

b. Routines and Rules

To keep class activities moving smoothly with as little disturbance and loss of time as possible, teachers develop class norms and routines such as handing back papers and taking attendance.

c. Self-control

Teachers focus on preventing and responding to student misbehavior when it comes to discipline. Discipline does not imply punishment, nor does it refer solely to the actions taken by teachers in response to misbehavior.

## **2.3 Learning**

### **The Definition of Learning**

Learning is a relatively permanent behavior change brought about by practice or experience. However, (a) learning as a process should be identified and distinguished from the behavioral results or the products of that process; (b) learning does not necessarily produce a behavior change the behavior may remain relatively unchanged while there is a change in the effectiveness of the stimuli eliciting it; (c) ambiguous words, such as practice and experience, are replaced by words that more clearly represent what happens during learning, one must first latent learning effects suggest that changes in behavior are not necessary for learning to occur.

There are some parallels in substance about learning, which is a behavior change (knowledge, attitudes, abilities) as a result of interaction between students and the learning environment, from numerous sources that describe learning. This view has two key components that explain learning: 1) changes in behavior, and 2) interaction outcomes. With these two clues, it is possible to conclude that someone who has to learn must show a behavior change; otherwise, learning has not occurred. Furthermore, change must go through a process, meaning the intentional interaction between students and the learning environment for learning activities to occur; otherwise, the changes are not learning outcomes. Teaching, according to the above definition of learning, is an activity that involves managing the learning environment and interacting with students in order to attain learning environment and interacting with students to attain learning objectives.

Behavioral transformation is one of the learning objectives (knowledge, attitudes, skills). Teaching is founded on the previously discussed concept of learning, which is defined as a change in behavior as a result of interaction with the learning environment. As a result, the instructor is in charge of maintaining the learning environment for the learning process to occur. When learning and teaching are combined to form “learning,” it denotes a process of interaction between students and the learning environment to attain learning objectives. The nature of learning is defined as the interactive relationship of activities between students and teachers, as well as other learning settings, which results in changes in expected behavior.

### **Online Learning**

Online learning is defined as learning that takes place via the use of technology and electronic media rather than direct instruction. All teaching and learning process activities that are normally carried out in the classroom are carried out live but virtually in online learning



technology, which means that a teacher teaches in front of a computer in one location while students take lessons from other computers in different locations, also. Free lecture materials are available in the form of temporary files for teachers and students that can be downloaded interactively in the form of assignments or intensive debates in the form of discussion boards and emails.

The main objective of online learning, as can be seen from the preceding statement, is to give new classes are equivalent to traditional classes in current schools. As a result, the classes that are equivalent to traditional classes in current schools. As a result, the creation of virtual educational institutions should produce results that are similar to the aims of constructing traditional educational institutions. In other words, online learning is traditional learning that has been converted to a digital version using internet technology.

Learning management must alter as a result of online learning. If traditional learning management focuses on how teachers can provide content or learning material directly to students and how students can absorb knowledge easily, online learning management focuses on how students can learn information that meets their needs subjects. As a result, management is focused on the learning process.

Learner-centered, knowledge-centered, assessment-centered, and community-centered learning, according to certain experts. Before we apply this analytical framework to the particular qualities of online learning, we need to first define learning in general terms.

#### a. Learner-Focused

The whims and quirks of each learner are not catered to individually in a learner-centered situation. We must remember that learner-centered contexts must also address are needs of the instructor, the institution, the greater society that supports the student and the

institution, and, in many cases, a group or class of pupils. As a result, I've argued elsewhere (Anderson, in press) that this characteristic should be referred to as "learning-centered" rather than "learner-centered"

b. Knowledge-Driven

Effective learning does not occur in the absence of content. Mc Peck and other critical thinking theorists have argued that teaching broad thinking abilities and strategies is meaningless unless they are based on a specific knowledge domain. Similarly, Bransford et al. Content that the epistemology, language, and environment of academic thought determine and limit effective learning. Each discipline or topic of study has its worldview, which offers often unique ways of comprehending and discussing knowledge structures that undergraduate education provides. They also require opportunities to reflect on their thinking: automatic thinking is a helpful and important skill for expert thinking, but it severely limits one's ability to transfer knowledge to a new context or generate knowledge structures without reflective capability.

c. Focused on the Community

We can incorporate the crucial social component of learning into our online learning designs using the community-centered lens. (Morcom, 2014) popular concepts of social cognition are applicable here as we investigate how students can collaborate to produce new knowledge in an online learning situation. These concepts were elaborated in the (Garrison, 2009) community of inquiry and (Zboralski, 2009) community of practice to show how members of a learning community both support and critique one another, resulting in effective and relevant knowledge building. Participants in online communities, according to

(Wilson et al., 2004), have a common sense of belonging, trust, an expectation of learning, and a commitment to engage and contribute to the community.

### **Characteristics of Online Learning**

Based on the previous description, online learning has the following characteristic:

1. Online learning eliminates the requirement for students to study in a specific location or at a specific time; instead, students can study anywhere and at any time, depending on the options available to them individually.
2. Students now have access to digital information sources, which may be accessed through cyberspace, in addition to textbooks and other printed learning tools.
3. Students and teachers can work together to increase classroom learning. Improve classroom learning by using a single source of information (database, library, special interest groups), communicating with other students or specialists in certain topic areas through the computer, and exchanging information/data.
4. Electronic documents can be used by teachers and students to supplement their learning. Because online learning provides an interactive learning environment, students can actively participate. Students can use hypertext keys to link electronic content to their projects and papers, making them “living” documents.
5. Because computers can transfer information in a variety of formats (text, video, audio, and music recordings), the computer has evolved into an unlimited library. Teachers’ and students’ responsibilities may shift as a result of student’s ability to communicate swiftly with text, graphics, sound, data, and video.
6. Teachers who are physically separated from their pupils can study alongside other students in classes all around the world through online learning.

### **2.3.1 Online Learning Types**

Web courses, are the use of the internet for educational purposes, with students and instructors separated and no face-to-face contact required. The internet is used to deliver all teaching materials, discussions, consultations, assignments, exercises, tests, and other learning activities. To put it another way, this learning model is based on a distance system. A web-centric course blends remote learning and face-to-face (traditional) learning through the use of the internet. Some of the materials were sent via the internet, while others were delivered in person. Its functions are mutually beneficial. The improved web, of course, refers to the use of the internet to assist in improving the quality of classroom learning. The internet's purpose is to provide enrichment and communication between kids and their teachers, peers, group members, and other sources.

#### **Online Learning's Advantages**

(Rahmawati & Sujono, 2021) describes the advantages of online learning:

1. Comfort and Flexibility
2. Providing Individual Instructions
3. Independent
4. Accommodating Broader Opinions
5. Providing Greater Feedback

#### **Online Learning's Disadvantages**

1. There are some disadvantages of online learning, according to the (Iqbal & Sohail, 2021):
2. Students were less motivated.
3. There was also a significant increase in online assignments.

4. Most of the student respondents expected more conventional learning models.
5. Educators felt fatigued and burnout.

## **2.4 The Process of Implementation**

The carrying out, execution, or practice of a plan, technique, or any concert idea, model, specification, standard, or policy for doing something is referred to as implementation. As a result, implementation is the action that must follow preceding thinking for something to truly happen. According to (Damayanti & Ismowati, 2021), policy implementation is determined by variables:

- a) Communication, namely, the success of policy implementation necessitates that implementers understand what has to be done and where the policy's aims and objectives should be communicated to the target group (target group), hence decreasing implementation distortion.
- b) Resources: Even though the policy's content has been communicated clearly and consistently, if the implementor lacks the resources to implement, the policy will not be implemented effectively. Human resources, such as implementor competency, and financial resources are examples of resources.
- c) Disposition is the implementor's character and attributes, such as commitment, honesty, and democratic nature. If the implementer has a positive attitude, he or she will be able to carry out the policy as well as the policymakers desire. The process of policy implementation becomes unproductive when the implementer has a different attitude or perspective than the policymakers.

d) Structure of the Bureauracy. The structure of the organization in charge of executing policies has a considerable impact on policy implementation. Standard Operating Procedure (SOP) and fragmentation are two aspects of organizational structure. The excessive organizational structure will impair monitoring and lead to red tape, i.e. elaborate bureaucratic procedures and complex, which will limit the flexibility of organizational actions.

## **2.5 The Previous of Study**

There has been some earlier study on this issue that has been used in the writing of this thesis. Will this earlier research as a reference and guide when conducting the current study.

(Volkers, 2019) conducted the first study on English teachers' classroom management in teaching English at SMP Islam Al Falah Jambi Junior High School. At Islamic junior high school SMP Al-Falah Jambi, the classroom management in the teaching- learning process function smoothly and efficiently, allowing students to study successfully and efficiently. Teachers utilize and make instructional preparation in the English learning process so that the learning process can be successful and efficient. This study aims to determine the management class applied by the English teacher in class VIII A of AL-Falah Islamic Middle School Jambi City in the 2018/2019 academic year. This study uses research descriptive qualitative with data collection methods such as observation, interviews and documentation. The results of the study show that English teachers have is going well and has carried out the plan based on the implementation plan lesson plan (RPP) that has been formulated previously, then prepare materials and media will be taught, then the teacher increases the positive atmosphere by providing motivation and physical arrangement of classes that are necessary to support the process teaching and learning in the classroom such as ventilation, lighting and storage in the classroom everything is perfectly organized to create a classroom quiet, and comfortable. So that the process of teaching and

learning activities at the Al-Islam Middle School Falah City of Jambi runs effectively and efficiently. The contribution of this research is used as a reference for my research by implementing English teaching using classroom management techniques. The equation is using classroom management techniques to improve the teaching and learning process smoothly and efficiently to enable students to learn successfully and efficiently. the difference lies in the methodology of this study, namely using observation research, interviews, and documentation.

The influence of class management and learning behavior on the comprehension level of students in class XI ANNIZAM MEDAN is the subject of the second study (Muhammad, 2020). The influence of simultaneous classroom management variables and learning behavior on the level of understanding of the accounting cycle content class XI AK Annizam Vocational School Medan is tested using the results of the Anova SPSS output. This research uses the method quantitative, and the sample of this study was 100 students. Technique data collection used are. Communication technique indirect and direct communication. Meanwhile, tools for data collection is Questionnaire, and interview. Research result show that; (1) There is a partial effect of classroom management on the level of student understanding. (2) There is a partial effect of learning behavior on the level of understanding of class XI AK students SMK An-Nizam Medan with a sig value of  $0.036 < 0.050$ . (3) There is a linear influence between classroom management on learning behavior. (4) There is a significant and positive effect simultaneously on classroom management and learning behavior towards the level of understanding students indicated by a significance value of  $0.002 < 0.050$ , and the influence of a large coefficient of determination ( $R^2$ ) of 35%. The contribution of this research is used as a reference for my research by implementing English teaching using classroom management techniques. The equation is to use the class

manager technique. the difference lies in the methodology of this study, namely using questionnaire research, and interviews.

Effective classroom management “ A study in Three Public Junior High Schools,” by (Muspawi & Sari, 2020). This study highlights questions about classroom management, such as how successful classroom management is and how it is handled at Muaro Jambi Regency’s three State Junior High School (SMPN). Second, how successful classroom management is implemented by teachers’ efforts. This research used a qualitative research design with a case study approach. The data collection is carried out by face-to-face interviews and then analyzed by using the comparative constant analysis method developed by Glaser and Strauss. The findings showed that; (1) planning students through analyzing the needs of students by determining the capacity of new students and arranging school work programs; acceptance of new students by forming a committee and distributing new student acceptance brochures; selection of new students by written, physical, and interview selection; orientation of new students which include an introduction to the environment in an introduction to the environment outside; student placement is based on random techniques; as well as recording and reporting conducted to determine the attendance and condition of students; (2) coaching and developing students through learning activities and extracurricular activities carried out after the learning activities are finished; (3) evaluation of student learning outcomes through daily tests, assignments, practical tests, midterm, and final exam. As well as student assessments which include attitude assessment, knowledge assessment, and skills assessment. Effective classroom management “ A study in Three Public Junior High Schools,” by (Muspawi & Sari, 2020). This study highlights questions about classroom management, such as how successful classroom management is and how it is handled at Muaro Jambi Regency’s three State Junior High School



(SMPN). Second, how successful classroom management is implemented by teachers' efforts. This research used a qualitative research design with a case study approach. The data collection is carried out by face-to-face interviews and then analyzed by using the comparative constant analysis method developed by Glaser and Strauss. The findings showed that; (1) planning students through analyzing the needs of students by determining the capacity of new students and arranging school work programs; acceptance of new students by forming a committee and distributing new student acceptance brochures; selection of new students by written, physical, and interview selection; orientation of new students which include an introduction to the environment in an introduction to the environment outside; student placement is based on random techniques; as well as recording and reporting conducted to determine the attendance and condition of students; (2) coaching and developing students through learning activities and extracurricular activities carried out after the learning activities are finished; (3) evaluation of student learning outcomes through daily tests, assignments, practical tests, midterm, and final exam. As well as student assessments which include attitude assessment, knowledge assessment, and skills assessment. the contribution of this research is used as a reference for my research by implementing English teaching using classroom management techniques. the equation is using classroom management techniques to improve students' development in English. the difference lies in the methodology of this study, namely using interview research, and analysis using the method of comparative constant analysis.

(Ababnehs, 2021) the fourth study," Toward a better English Classroom: Implementing effective classroom management practices.' Was published in 2021. The first step for teachers is to evaluate their classroom performance. To consider whether they need to alter their skills, relationship with students, evaluation methods, reinforcement, or feedback. Second, because it is

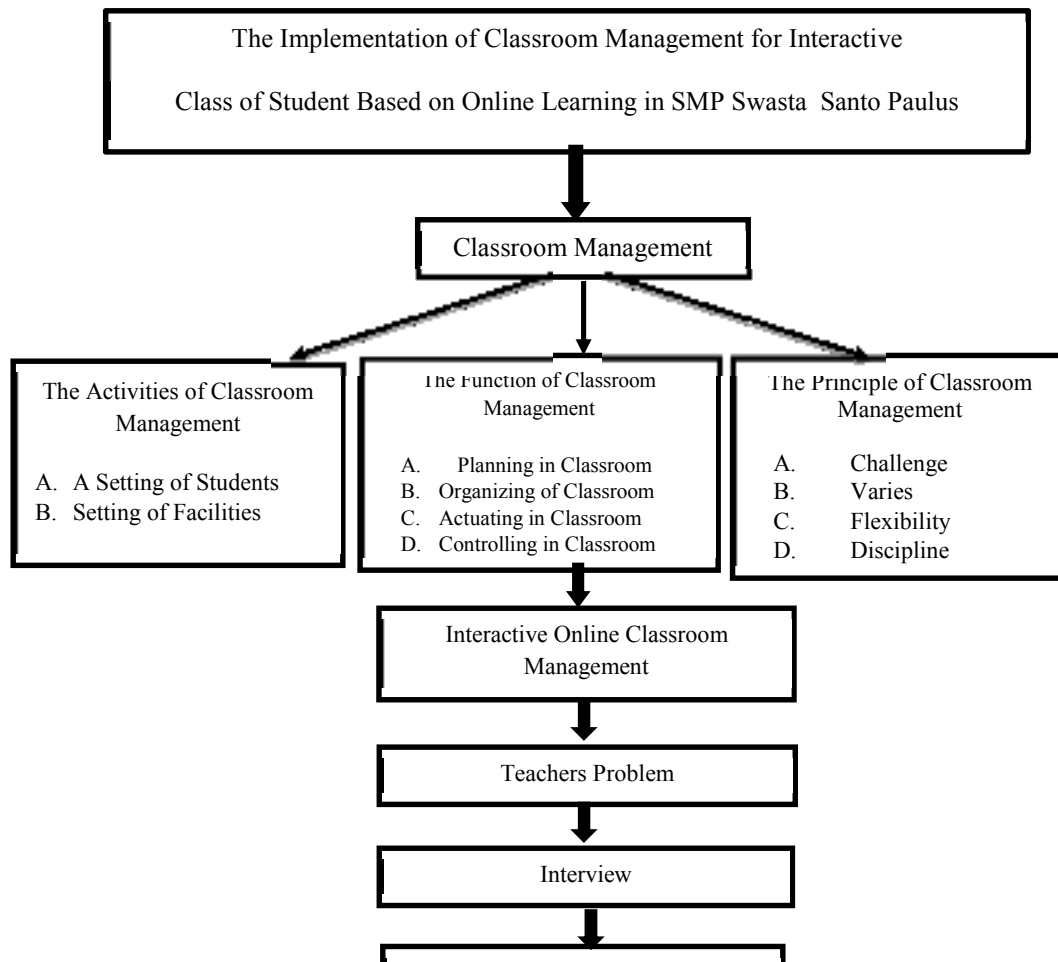
commonly recognized that students can play a part in the teaching process, it is worthwhile to explore their perspectives on how their teachers use classroom management components. Third, the questionnaire statement for teacher evaluation could be linked to differences in gender or academic major of the students who participated in this study. The contribution of this research is used as a reference for my research by implementing English teaching using classroom management techniques. The equation to use the class manager technique. to change students' English skills. the difference lies in the methodology of this study, namely using evaluation research.

“The Role of classroom management in creating effective English learning,” (Gultom & Saun, 2016). The writer discusses classroom management that is done by a teacher. Classroom management is the ability of a teacher to organize, nurture, and manage the learning environment so the talents of its students become better, focused, and organized so that time can be used efficiently. The objective of classroom management is to provide facilities for a variety of learning activities for students in the social, emotional, and intellectual classroom. In the management class, the most important is the role the manager of the class or the teacher. Teachers play a role in selecting the most effective learning strategies and also designing the class curriculum. Implementation of an effective role of the teacher will create a learning environment that is more convenient, interactive and active effective. This paper is expected to provide new insights to teachers and educators about the role of classroom management can create an effective English learning. The teacher should implement classroom management effectively so can create effective English learning. The contribution of this research is used as a reference for my research by implementing English language teaching using classroom management techniques to organize, maintain, and manage the learning environment and

students' talents to be better, directed, and organized so that time can be used efficiently. the difference lies in the methodology of this study, namely using class action research, population, and samples.

## 2.6 Conceptual Framework

This study looks at how teachers at SMP Swasta Santo Paulus use online classroom management to produce interactive classes. During the Covid-19 epidemic period, the world of education, as well as instructors and students, are rapidly embracing the government's online learning system, which allows teachers and students to study anytime and anywhere without being constrained by space time, or location. The following graphic will be used to create the research conceptual frame.



**Figure 2.1 The Diagram of Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The qualitative descriptive research type will be used to design this study. “Qualitative research seeks to understand occurrences by collecting data as deeply as possible,” (Villyastuti et al., 2022) stated. Qualitative research is primarily concerned with the quality of the information gathered. The higher the quality of this qualitative study, the more in-depth and detailed the data acquired. Descriptive research involves describing a variable, either one or more (independent) variables without conducting comparisons, or variables that are connected (Iskandar, 2015). This

study uses a qualitative descriptive design to learn how teachers use online classroom management to make it an interactive class in SMP Swasta Santo Paulus, even though it is conducted online.

### **3.2 Source of Data**

The role of the source is critical in qualitative research, not only as a responder but also as the owner of the material. Data sources in qualitative research are informants or persons who offer information, as well as actors who decide the success or failure of a study based on the information provided. The source of data in this research is the interview with the English teacher while doing an internship at SMP Swasta Santo Paulus. There is one English teacher, they are Mrs. Elsa Sitorus, S.Pd, and Mrs Asprina Surbakti, S.Pd

### **3.3 Data of Research**

#### **a. Primary Data**

Primary data is information gathered directly from the source by researchers. Primary data can also be defined as data gathered directly from study participants, such as the results of the interview conducted with them utilizing measuring instruments or data collection tools placed directly on the subject as a source of information. The interview resulted from the English teachers in SMP Swasta Santo Paulus served as the main data in this study.

#### **b. Secondary Data**

Secondary data is research data gathered indirectly through intermediary media by researchers (obtained and recorded by other parties). Written materials or literature, such as

books, archives, articles, scientific, journals, and scientific publications that cover themes related to this research, are used as secondary data sources in this study.

### **3.4 The Technique of Data Collection**

Observation and interview are the methods utilized to obtain data. The goal of observation is to determine how the state or circumstance of the object we'll be looking at is currently. While the interview attempts to learn more about how teachers manage their classrooms.

### **3.5 The Instrument of Collecting Data**

The following data instruments are used in this study:

#### 1. The act of observing

Observational research methodologies were used in this study. This observation was utilized to observe specific circumstances to learn more about the classroom management technique used by the teachers. Observation is also utilized to have a better understanding of a research item so that the researcher can capture the circumstance under study. The observation took place at SMP Swasta Santo Paulus.

#### 2. Interview

In this study, the researcher will use a questionnaire to English teachers at SMP Swasta Santo Paulus, asking them a series of question about how to manage the class so that it could become an online interactive class during pandemic situations, and the reasons for their answers in their sentences using one of the online application's features, namely Whatsapp the data was obtained from the English teachers' responses, which were transmitted via Whatsapp.

### **3.6 Data Analysis Methodology**

The data will analyze using a qualitative descriptive approach. Information will be gathered through observation and interviews. These details were required to learn more about how teachers used online learning to organize their classrooms for being an interactive class in online learning.

### **3.7 Triangulation**

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Lemon & Hayes, 2020). There are four types of triangulation there are:

1. **Method Triangulation:** Method triangulation involves the use of multiple methods of data collection about the same phenomenon. This type of triangulation, frequently used in qualitative studies, may include interviews, observation, and field notes.
2. **Investigator Triangulation:** Investigator triangulation involves the participation of two or more researchers in the same study to provide multiple observations and conclusions. This type of triangulation can bring both confirmation of findings and different perspectives, adding breadth to the phenomenon of interest.
3. **Theory Triangulation:** Theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.
4. **Data Sources Triangulation:** Data source triangulation involves the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspectives and validation of data.

In this research, the researcher used methodological triangulation; the researcher compared the result of the questionnaire, and interview.

