

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, focus of the research, objective of the research, significance of the research, assumption of the research, scope of the research and definition of key terms.

1.1 Background of the Research

Strategy and classroom management are important things that teachers should have in teaching and learning activity. Strategy is general direction and action that used to manage something in long-term. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state and world civilization. To achieve world civilization, also need EFL to increase English Foreign Language in Indonesia. This research discusses the EFL classroom management system by the teacher. This research will intend to describe the EFL teaching learning process that focus on the evaluation system that used by teacher in every skills of students. Generally in Indonesia, English as a foreign language is taught mostly in the classroom, that's way classroom management is very important to be considered by the teacher in order to help students achieved the target language.

English in Indonesia is more likely to be thinks and learns only as a foreign language. It means that learning and teaching English occurs mostly in classroom, rather than in daily communication. English learners in Indonesia do not ready to using English as a tool of communication during daily lives outside

the classroom or school. Many factors influence the success of EFL teaching in Indonesia. There are three factors; size of the class, student's motivation and teaching focus (Sulistyo, 2009). Because the learning and teaching activity conducted in the classroom and need to memorizing vocabulary, studying grammar, and reading English text make the students difficult and limited to adapt English as tools for communication in daily activity. An English teacher expected to play two roles at the same time; teaching English and making the teaching-learning process as interesting as possible in order to engage students in learning.

Teachers are a core of figures in process of teaching and learning. Teacher as a facilitator has to deliver knowledge to their students. Only teacher can conduct the classroom in learning process. In this process, teachers need strategy and classroom management to maintain their class conductive and effective. In fact, problems are frequently emerged in the process of teaching and learning. According to Helmke (2012, p 225) "effective teachers convey their enthusiasm with sincere statement of the value they place on a topic or activity". The teacher expresses his enthusiasm by providing a statement that is appropriate to the topic or activity, which way an effective teacher will be achieved. The setting of this classroom management is for virtual classroom.

According to Mudasir (2011, p 1), management is ability or skill to get a result to reach the purpose of others people activities. He said that classroom is the room that is limited by four walls for some of students to gather to follow the process of learning. Joni in Rukmana proposes another definition of classroom management (2011 p, 107), classroom management is the activities to create and maintain a good interpersonal relationship and socio emotional climate of the

positive class. Some researcher say that classroom management is the teachers activities the classroom to create and maintain the students activities in class so the teaching can efficiently and the purpose of the study can be achieved. (Huth 2015; Habibi, Mukminin, Sofwan, Sulistiyo 2017 ; Marmoah and Denmar 2017).

Based on the discussion of EFL teacher's problem at MAN 2 Jember in the 2020/2021 academic year, it is interesting for the researcher to study about classroom management, to know how English teacher manage the class in teaching and learning process and to know what are the big problem faced by English teacher in learning process. In the previous researchers, several similarities become the object of the research that is classroom management. The first researcher analyzes the classroom management used the bilingual strategy to manage a large class. The second researcher analyzes the classroom management because there are some lack of the teachers in facing the learning and teaching process. The third researcher applies the classroom management to know whether the strategy is good or not for the teachers. In this research the setting are different with the previous research because in this research using ICT- based in managing the virtual classroom. The teaching and learning process is virtual teaching that using ICT Tools.

1.2 Problem of the Research

Based on the background of the study above, the problems could be identified as follows:

- 1) What are the potential problems of EFL teacher faced in virtual classroom management at MAN 2 Jember in the 2020/2021 academic year?

- 2) How does the teacher manage the virtual classroom at MAN 2 Jember in the 2020/2021 academic year?

1.3 Focus of the research

Focus of the research is to describe classroom management at MAN 2 Jember. The aspects that the researcher want to analyze are the big problem faced by EFL teacher in learning process and how the teacher manages the class well.

1.4 Objective of the Research

Based on the problem of the research, the objectives of the research could be formulated as follows:

- 1) To describe the potential problem faced by EFL teacher in virtual classroom management at MAN 2 Jember in the 2020/2021 academic year.
- 2) To describe how the English teacher manages the virtual classroom at MAN 2 Jember in the 2020/2021 academic year.

1.5 The Significance of the Research

There are two kinds of benefits can be found from this research, that are :

1. Theoretical benefit
 - a. This research can enrich the theory of classroom management of teaching English.
2. Practical benefit
 - a. For the students

The research gives positive effect in learning and teaching process, especially in learning English.

b. For the teacher

The result of the study could help to another teacher to manage the class and achieved the goals of the study English.

c. For the other researcher

The research could give idea in analyze English teacher classroom management and evaluating classroom management in teaching English.

1.6 Assumption of the Research

The assumptions of this research were problems would appear due to failure to manage the resources of the classrooms. Especially with large class sizes, in such matters as time management, lack of student motivation, and personal factors such as family problems, home factors, and financial factors (McPhillimy, 1996 and Sasidher, 2012). According to Lakshmi (2010), effective classroom management is a well-managed classroom should strike a balance between consistent disciplines and praise. To improve classroom behavior and students skill teacher should conceptualize the process of understanding and teaching in classroom management.

1.7 Scope of the Research

The scopes of the research are teacher's strategy and management classroom during the teaching and learning process. The subject of this research is English Teacher at MAN 2 Jember.

1.8 Operational Definition of the Research

The definition of this study has function to guide readers in understanding the concept of this study. It is due to avoid misunderstanding between writer and readers. The term that needed to divine clearly is;

1) EFL Virtual Classroom management

According to Peace Corp (2010:06) classroom management refers to teacher's behavior that facilitates learning. The classes that researcher want to know are tenth and eleventh grade in that school. Teaching is the important thing that cannot be defined apart from learning. According to Gebhard (2000) in EFL setting that the teacher are consistently concerned with ways to get students speak English in class, use the kind of material and manage the class interaction. In virtual classroom management teacher have to use something that make their process teaching and learning more effective and easily. In virtual classroom EFL teachers used the different tools with the offline class. The virtual class emphasizes an interactive learning environment, designed to stimulate the students to follow and active during teaching and learning process. The virtual process requires both the EFL teacher and students to take active roles. The EFL teacher will often act as a facilitator and managing the activities that engage students with the material.

2) ICT as a tools

With the inclusion of ICT in the learning process, learning resources are no longer physically but also developed and are available non-physically that can be accessed anywhere and anytime. According to Haygood, Garner and Johnson (2012) ICT provides a variety of tools for educators that trying to extend learning beyond the classroom. The ICT used is a tool to support online learning by using several internet connection-based applications that can be accessed by students anytime and anywhere. The intended application for instance; E-learning, WhatsApp group, and YouTube. The differences with normal classrooms is the

students and the EFL teacher do not need internet-based tools to support the entire learning process. However, in virtual class all the teaching and learning process relies on the internet. Virtual learning carried out in front of a laptop or cellphone owned by the teacher and students. If the normal class used a class in the school but in virtual class, do not use the room. Students and teachers can only communicate and meet via the internet. Students and teachers cannot do face-to-face as usual.

