CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Pandemic Covid-19 brings impacts for many fields, especially in the education field. This condition forces the Minister of Education and Culture of the Republic of Indonesia to make a transition in the learning system from offline learning which is learning in the class to online learning which is learning at home since 17 March 2020 for Covid-19 affected areas (Mendikbud, 2020b). It also has impacted the learning process especially classroom management which has an important role in the class for both teacher and students.

As a professional teacher, an EFL teacher may have a good ability to manage the classroom such as creating and maintaining an optimal learning process to reach the goal of the teaching and learning process. According to Gultom and Saun (2016), classroom management refers to all the things that a teacher organizes students, space, time, and materials, therefore the students can take place in the learning process. Classroom management can also be defined as any action of a teacher to create an effective learning environment that supports both academic and social-emotional learning.

However, since the transition of online class runs, the teacher must be adapted to this kind of condition. Both teachers and students need to adapt to the online classroom in the pandemic era since they have to keep the social distancing and the teaching and learning process must be still run as well to control the students' attitude in their house during this pandemic.

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There are some online platforms used by many schools in Indonesia to support this online learning such as Edmodo, Moodle, WhatsApp, Google Classroom, etc. There must be strengths and weaknesses of these online platforms. According to Appana (2008), the strengths of the online platforms including many aspects such as new market, economic benefits, international partnerships, reduced time to market, educational benefits, anonymity, student interaction and satisfaction, growth and faculty learning curve, and rich feedback and evaluation. In this case, the researcher is focused on educational benefits. A common benefit of online platforms is that students can learn more than just course content (Appana, 2008). Weiner (2003) stated that online platforms significantly improved writing and computer skill in Cyber Schools in America. Also, an online platform brings an easy way for remote lecturers into a course. According to Bartley and Golek (2004), without time and space, an expert can easily address a class from any location, responding to students' questions in real-time, proving a more compelling learning experience. As An and Kim (2006) stated that technology allows distant groups to interact over the web, work on share topics, and build a sense of a community even if students are thousand of miles away.

However online platforms also have weaknesses. Appana (2008) stated that there are some weaknesses of online platform including the need for start-up funding, adequate time, organizational preparedness, students readiness, differing stages of team development, crisis management, faculty learning curve, members with limited language skills, technical support, team effort synchronous and asynchronous-classroom contexts, costs, accessibility to course materials, delayed

feedback, and evaluation and assessment. In this case, the researcher is focusing on students' readiness, and evaluation, and assessment. Toward the students' readiness, the students must have the necessary technology available to them (suitable computer/ smartphone and internet access), as Sulcic and Lesjak (2002) stated that students' readiness poses a great impact upon the success of an online course or platform. The weaknesses of the online platform affect the evaluation and assessment. Online platform systems make it difficult to control students' participation. The teacher must have a way of checking that each student is actively participating. If the teacher relies too heavily on multiple choices, true/false, or others, it may not be sufficient to judge students' depth of knowledge and their ability to respond in length. The lecturer/teacher must be aware of implementing Bloom's taxonomy while assessing e-learners online including knowledge, comprehension, application, analysis, synthesis, and evaluation. Therefore, each school has its own choice and regulation to apply the application for the online learning process.

Based on the decision of the headmaster of SMK Budi Karya Natar, all of the teachers should use Google Classroom as a platform to teach the students online include EFL teachers. Since English for many people in Indonesia is still considered a foreign language and it looks hard to be spoken, therefore English has a special place in the school curriculum (Ayu and Indrawati, 2018). By considering this condition, the EFL teachers at SMK Budi Karya Natar have to master this education platform to maximize the learning process and the goal of learning by managing the online classroom. Unfortunately, it is uneasy for EFL teachers to adapt this implementation in their online learning process. It is so

challenging for EFL teachers to make students involved in an online class by using Google Classroom.

The teaching and learning process using Google Classroom affects English teachers at SMK Budi Karya Natar on how the way they control the class online, including classroom management. Brophy (2006) conceptualized classroom management as the: (a) arrangement of physical space and resources; (b) creation and maintenance of rules, routines, and procedures; (c) methods of maintaining and engaging students' attention; (d) actions of disciplinary interventions; and (d) actions of student socialization. All the concepts from Brophy (2006) are usually applied by the teacher in the offline classroom to make the classroom runs well. However, in the online classroom, not all those concepts are being applied by the teacher based on the online platforms they use. In Google Classroom, a teacher usually doing these activities including creating and uploading learning materials; constructing assignments and projects with enabling setting configuration (submission deadline); administering and management of assessment examination (quizzes, activities, etc.); downloading of learning materials and response to lessons of instructor; managing class group members; facilitating group page virtual bulletin board for announcements, activities, and collaboration with students and instructor; content management system (Brioso, 2017). Those activities can be called online classroom management, where teachers control the class online. Again, it is a hard challenge for the teacher to create effective classroom management in online classrooms through Google Classroom, moreover in gaining interaction between teacher and students. Sari (2018) stated that interaction in the classroom plays a pivotal role. Knowing the

students'behavior also is one of the important things on how the teacher manages the classroom. Which one the student who always asking questions, which one who actively answers the questions, which student who is just sitting down at the back and does not pay attention to the teacher's explanation, and many more. If only some of the students actively participated in the online classroom, then it can be concluded that the teacher is failed in managing the classroom. Teachers need an effective classroom management repertoire to cope with student misbehavior and maximize instructional time (Skiba & Knesting, 2001).

Based on the explanation above, the researcher is eager to conduct a research entitled *"EFL Teachers' Perceptions in Managing Online Classroom through Google Classroom in the Pandemic Era at SMK Budi Karya Natar"*.

1.2 Research Questions

Based on the background of the study above, the researcher attempted to answer the following research questions, as follows:

1. How are the EFL teachers' perceptions on how to manage online classroom through Google Classroom at SMK Budi Karya Natar?

2. What are the teacher's difficulties in managing online classrooms using Google Classroom at SMK Budi Karya Natar?

3. What are the factors affecting the EFL teachers' difficulties in managing online classrooms using Google Classroom at SMK Budi Karya Natar?

4. What are the ways for the EFL teachers to overcome the problems in managing online classrooms using Google Classroom at SMK Budi Karya Natar?

1.3 Research Objectives

Following the research questions above, these research objectives were:

1. To explore EFL teachers' perception on how to manage online classroom using Google Classroom at SMK Budi Karya Natar.

2. To find out the teachers' difficulties in managing online classroom through Google Classroom at SMK Budi Karya Natar.

3. To discover the factors affecting the EFL teachers' difficulties in managing online classroom using Google Classroom at SMK Budi Karya Natar.

4. To investigate the ways of the EFL teachers to overcome the problems in managing online classroom using Google Classroom at SMK Budi Karya Natar.

1.4 The Uses of the Study

Theoretically

The uses of this study were as follows :

1. This research could be useful for supporting the previous theory about EFL teachers carry out online EFL learning and its challenges.

2. This research could be used as reference for the next researcher who has willingness to do this kind of topic, since nobody knows when the pandemic will over.

Practically

Aside from the theoretical usefulness, the uses of the study were useful particularly for the following individuals.

1. Teacher

It will be useful for the EFL teachers who involve in the online classroom especially through Google Classroom. This study also hopefully be beneficial for the future teacher who will conduct online learning not only just because of the pandemic era but in the new normal era later on. As future teachers, they should be adapted to this kind of condition and mastering any kind of online learning platform not only Google Classroom and other learning platforms. It is all because of the industrial 4.0 era in which teachers should be able to use and involve technology as a medium of learning.

2. Students

The researcher assumed that the students will have more knowledge in applying the platform which is Google Classroom. Also, students expected can be able to receive and accept the lesson easier during the online classroom.

3. Researcher

The researcher expected that to give more information about the alternative way of managing the online classroom through Google Classroom as a learning platform involves by the EFL teachers at SMK Budi Karya Natar. Also, this research hopefully can be beneficial for another researcher who interests in this

similar topic. Therefore the researcher can be used this research as their reference in doing research later on.

1.5 Scope of Research

The scope of this study was in the context of the use of Google Classroom as a learning platform in an online class to change the offline class in this pandemic covid-19 focusing on EFL teachers' perceptions in managing online classroom through Google Classroom. Since classroom management played a pivotal role in the learning process. Furthermore, this study involved EFL teachers at SMK Budi Karya Natar. There were three of the EFL teachers at SMK Budi Karya Natar who were conducted in this study later on such as T1 who teach all the ten (X) grade students, T2 who teach all the eleven (XI) grade students, and T3 who teach all the twelve (XI) grade, students. They were all using Google Classroom as a learning platform to teach the students online as the decision of the headmaster of SMK Budi Karya Natar.