CHAPTER I

INTRODUCTION

A. Background of the Study

The main goal of education is to convey information and wisdom. Therefore the teacher must have good teaching skills. Teaching can be defined as interacting with students to help them understand and apply knowledge, concepts, and procedures. Many factors contribute to the practices of the teaching and learning process. Classroom management is one of them. It refers to the methods and practices conducive to student success and learning. Thus, classroom management is a collection of abilities teachers must master to keep the class in a positive and disciplined environment that eventually leads to students' success in the teaching-learning process (McCreay, 2013 in Diniatulhaq et al. 2020). Classroom management is crucial to support teaching activities because teaching activities can be easy if the classes are organized and match teacher expectations. Classroom management plays an important role in teaching and learning activities. Developing and identifying classroom management that would enable the teaching-learning process effectively would be a priority.

During the COVID-19 pandemic, Nadiem Makarim, Indonesian Minister of Education and Culture, decided that teaching and learning should be done virtually from home or online to avoid the virus's spread in the educational environment. With the establishment of an online learning system, all aspects, including teachers, students, parents, and schools, are expected to work together to create effective online learning. Online learning can effectively balance learning quality with the changing times and technological advances (Wargadinata et al. 2020). Although online learning is thought to be an excellent way to keep up with the times and the accessible applications are free, there are some challenges in carrying out this online learning; one of them is managing the classroom properly, managing a classroom in a virtual classroom is very challenging, Hamid et al. (2020) state the implementation of virtual learning in the COVID-19 period has not been fully effective.

Considering the online learning process is ineffective, the Ministry of Education and Culture released a new circular for the new academic year 2021/2022 regarding the implementation of limited face-to-face learning. They have circulated a list of conditions that the school must meet before it can implement limited face-to-face learning, including the area being designated as a green zone (safe), teachers and students applying 3M (Wearing Masks, Keeping Distance, and Washing Hands), bringing food and drink from home, etc. There are also specific provisions in each school's learning implementation, such as continuing to use online learning methods, using limited face-to-face learning methods, or implementing new learning methods, such as hybrid learning.

Hybrid learning combines online learning with learning in physical classrooms (Triyono & Dermawan, 2021). In practice, hybrid learning employs a variety of tools, such as learning management systems and video conferencing. It aims to combine face-to-face and distance learning activities at the same time. For example, video streaming can allow distant students to participate in live lessons in face-to-face classes.

Limited observation at a high school in Bandung shows that effective classroom management is needed to support offline, online, or hybrid learning activities. Every teacher has problems in managing the course, especially during hybrid classes; for example, improving teachers' digital capabilities, pedagogical efficacy, and suitable learning capacities through effective professional development, technological advancements that have not been evenly distributed throughout Indonesia have made Internet poor connection in some areas, technology knowledge is relatively low, particularly in locations where facilities and infrastructure are still challenging to come by. This problem raises some questions. How does the English teacher manage hybrid classes during the COVID-19 pandemic? What issues are the teacher facing in managing hybrid classes during the COVID-19 pandemic, and how to solve them?

Based on the explanations above, the classroom management strategies in English hybrid learning during COVID-19 are interesting to investigate. How

does the teacher teach students during this hybrid learning? In other words, this research aims to investigate their strategies in classroom management in English hybrid learning during the COVID-19 pandemic. Several previous studies discussed this topic. Thi and Nguyen (2021) investigated teachers' and learners' perceptions of the significance of classroom management in motivating students to learn English. Nurhijjah (2018) fleshed out classroom management used by English teachers while learning. Meanwhile, Diniatulhaq et al. (2020) focused on analyzing classroom management strategies in the English language teaching of three junior high schools in Yogyakarta. On the other hand, this research relies on how teachers properly manage the class in English hybrid learning during the COVID-19 pandemic.

B. Research Questions

1. How does the English teacher manage hybrid classes during the COVID-19 pandemic?

2. What problems does the English teacher face in managing hybrid classes during the COVID-19 pandemic?

3. How does the English teacher solve the problems of managing hybrid classes during the COVID-19 pandemic?

C. Research Purposes

1. To find out how the English teacher manage hybrid classes during the COVID-19 pandemic.

2. To find out the problems the English teacher face in managing hybrid classes during the COVID-19 pandemic.

3. To find out the English teacher' ways to solve the problem of managing hybrid classes during the COVID-19 pandemic.

D. Significances of Research

The research results are expected to give theoretical and practical significance.

Theoretically, this study provides readers with an understanding and knowledge of classroom management. It provides knowledge in classroom management to teachers, allowing them to use the findings as input information in their classroom management that is appropriate for the students and the classroom context. Besides that, the research can be used as a reference for other researchers, and the findings of this study can help them conduct future research or develop their research to be more specific, etc..

Practically, this study is expected to give significance to several parties:

1. English teachers

Teachers can evaluate their classroom management in teaching English to make learning English more effective and exciting.

2. School

This research would contribute to the school's understanding of the teacher's ability, strengths, and weaknesses in managing the English class.

E. Conceptual Framework

There are several theories relating to the present research. The theories are the theory of classroom management, teaching English, and hybrid learning.

1. Classroom Management

Classroom management is the strategies and skills teachers use to keep students organized, productive, and focused on tasks during class. Therefore, Classroom management is crucial. For Nurhijjah (2019) classroom management refers to the strategies teachers use to maintain and organize their classrooms. It is an essential skill that every teacher should have to help students reach their learning goals. As for Nostalgianti (2020), classroom management means managing the relationship with students and dealing with student-teacher behavior.

Classroom management ensures that classroom lessons run smoothly and that disruptive student behavior does not compromise the delivery of instruction (Suprobowati, 2020). In particular, classroom management means managing the class's complexity. It covers how to provide instructions, how to deal with misbehaving students, how to stop it from happening again, and how to handle unexpected situations that may interrupt the class. Successful teachers are often good managers of the classroom environment. They create a positive learning environment where students actively participate in learning and classroom management.

2. English as a Foreign Language

English as a foreign language, or EFL, means learning English in a country where English is not the primary language. EFL refers to those who learn English in non-English-speaking countries (Si, 2019). This means EFL teaching is used in countries where the majority of people do not speak English on a daily communication but study it as a means of preparing for future career opportunities, such as continuing their studies at foreign universities or having good English language skills qualifications, job requirements, scholarship requirements, requirements for joining the international community, etc.

Indonesia is one of a country that learns EFL; English is a compulsory subject at Indonesian junior high and senior high schools and vocational schools. English is also taught as local content in several elementary schools and kindergartens. English is optional for daily conversation in Indonesia; therefore, students have minimal opportunities to use English outside of the classroom. Learning English may not have obvious practical benefits for some people. Students have limited exposure to English-speaking society, which is sometimes distorted by media such as television or music. EFL students spend only a few hours per week outside the classroom studying English, have little opportunity to use their newly-acquired language abilities, and are taught by native speakers (Lenggono, 2019).

3. Hybrid Learning

Hybrid learning, according to Aristika et al. (2021) is a method of learning that aims to combine the best benefits of "old" and "new" learning such that the quality of learning developed is optimal, better than just face-to-face or online learning activities. Hybrid learning combines various approaches, namely face-to-face learning, computer-based learning, online or internet-based learning, and mobile learning. Handayani and Utami (2020) see that during the COVID-19 pandemic, hybrid learning is considered an effective learning method. Following Rusyada and Nasir (2022), the advantages of

implementing hybrid learning include making the learning process more effective, especially in the current situation, positively impacting student learning abilities, improving learning outcomes, and keeping up with the times.

Some people think that hybrid learning is the same as blended learning because it combines face-to-face learning with distance learning or online learning. According to Sari et al. (2018), blended learning is a blend of face-to-face and virtual learning benefits. Meanwhile, hybrid learning is a method of learning that combines the best of both face-to-face and online learning; also, hybrid learning combines several learning approaches, such as face-to-face learning, computer-based learning, and online-based learning (Internet and mobile learning). Although they appear to be the same, hybrid and blended learning have significant differences; according to Singh et al. (2021) the difference between hybrid and blended learning is their central element. The central feature of a blended course is that online resources are not used to replace in-person class time; instead, they are intended to enhance and build on the concept discussed in the classroom when hybrid courses are intended to replace in-person class time.

F. Previous Studies

Many studies have been conducted by researchers related to classroom management. Some of them are discussed below:

To begin with, Thi and Nguyen (2021) focused on the effects of classroom management styles on students' motivation. The study used a mixed-methods approach, with interviews and questionnaires providing data collection instruments. 14 English teachers were interviewed, and 398 students (201 10th and 197 12th graders) answered the questionnaires. This study aims to investigate teachers' and students' perceptions of the importance of classroom management in motivating students to learn English, identify the classroom management styles used by teachers in the classroom, and determine the extent to which their classroom management. According to the findings of

this study, each classroom management style had a different level and dimension of impact on students' motivation to learn English. The authoritative style significantly impacted students' enthusiasm to learn English and academic accomplishment. However, this study has a similar topic to classroom management but with a different focus. The current research focuses on classroom management strategies in hybrid English learning during the COVID-19 pandemic.

In addition, Nurhijjah's research (2018) focused on how English teachers manage their classrooms when teaching English. The study was descriptive-qualitative in design. The researcher's subjects were two English teachers. As a data collection tool, observations and interviews were used. This study aims to explain the classroom management strategies used by English teachers in the classroom and to identify the challenges experienced by English teachers in the classroom when teaching English. The study's findings revealed that classroom management could be divine into five categories (Seating arrangements, rules and teacher routines, student-teacher relationships, engaging and motivational instruction, and a discipline teacher). The focus of this study is different from the current research. In contrast, recent research focuses on classroom management in hybrid classes.

Furthermore, Diniatulhaq et al. (2020) focused on classroom management strategies in English language teaching in this research. The data was collected via a semi-structured interview and then analyzed using a descriptive-qualitative technique. Three English teachers from various schools make up the study's sample. According to the findings of this study, the classroom management system has three dominant aspects: curriculum and instructional management (i.e., curriculum planning, lesson planning, scheduling, method implementation, learning, and assessment), management behavior (i.e., the teacher sets and enforces the rules and procedures, the teacher begins the lesson, the teacher builds relationships with students, teacher applies discipline consequences, and teacher is involved), and management behavior (i.e., the teacher sets and enforces the rules and

procedures, the teacher begins the lesson, the teacher builds relationships with students, teacher applies. The difference between this study and the current study is that this study focuses on classroom management in offline classes. In contrast, the recent study focuses on classroom management in hybrid classes.

In some ways, the current study is different from previous studies. The previous studies focused on offline classroom management strategies, while the current study focuses on hybrid classroom management strategies. The previous study used descriptive-qualitative methods for its specific method, whereas this study used case study methods. Furthermore, this research uses observation and interviews to collect data, whereas previous research only used interviews.