

ENGLISH LECTURERS' CLASSROOM MANAGEMENT IN ONLINE LEARNING

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHING TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas
perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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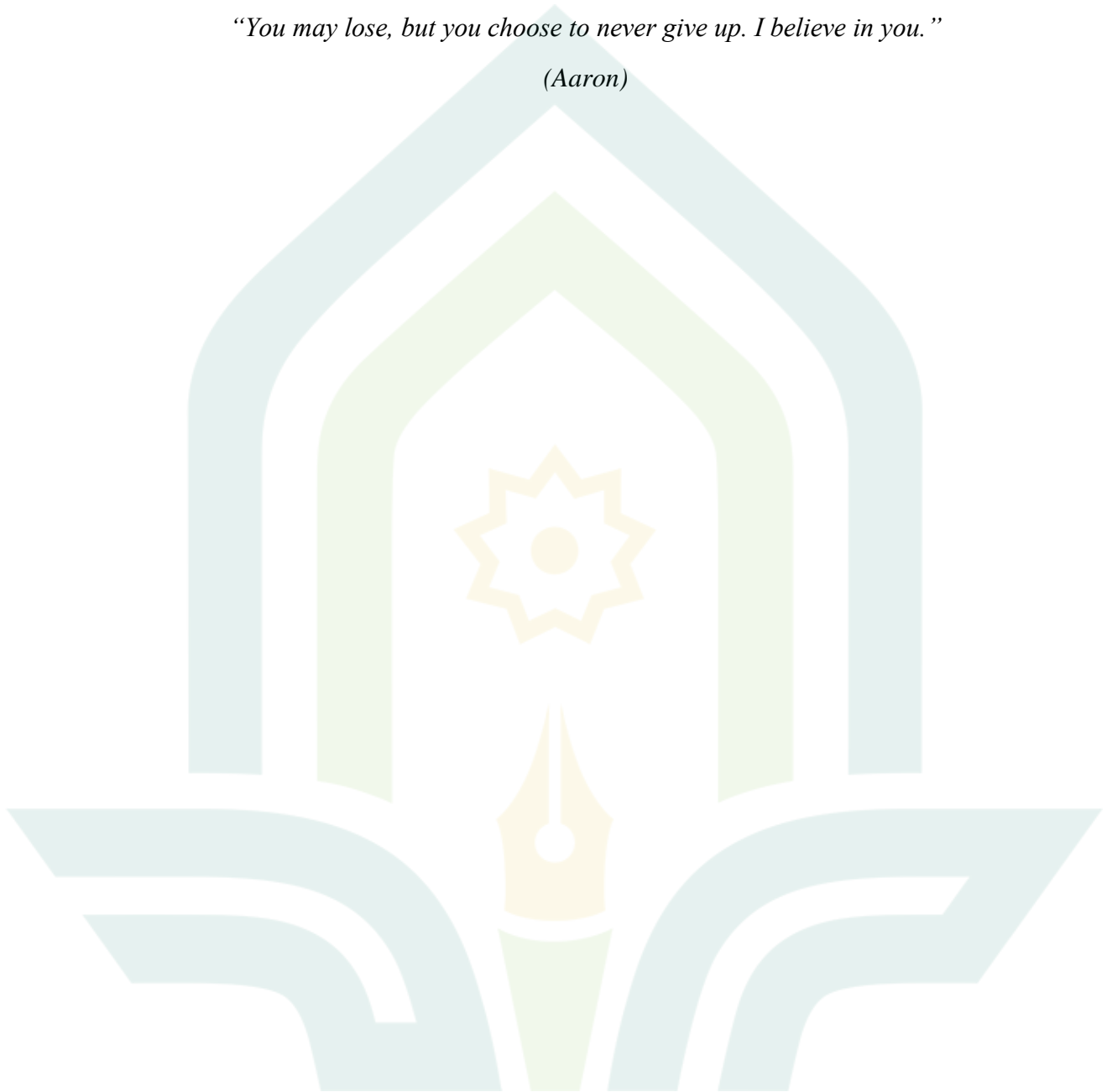
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MOTTO

“You may lose, but you choose to never give up. I believe in you.”

(Aaron)



ABSTRAK

Kegiatan belajar mengajar yang biasanya dilakukan secara tatap muka harus diganti dengan pembelajaran online. Penelitian ini bertujuan untuk melaporkan pengalaman dosen bahasa Inggris dalam mengelola kelas online. Penelitian ini termasuk pendekatan kualitatif dengan menggunakan narrative inquiry sebagai desain penelitian. Peserta penelitian adalah dosen bahasa Inggris di salah satu perguruan tinggi di Pekalongan. Ada satu prosedur untuk mengumpulkan data, yaitu wawancara semi-terstruktur. Dalam menganalisis data, penulis menggunakan analisis tematik dari Braun & Clarke (2006). Hasil penelitian menunjukkan bahwa ada enam strategi yang digunakan oleh dosen bahasa Inggris. Meliputi: persiapan sebelum kelas online, membuat kelas online menjadi lebih atraktif, menerapkan peraturan selama kelas online, mendorong dan memotivasi siswa, menjadi adil dengan murid, dan yang terakhir mencatat seluruh nilai murid selama kelas online. Meskipun mereka memiliki strategi yang sama dalam pembelajaran online, tetapi mereka memiliki cara yang berbeda dalam menerapkan strategi dalam mengelola pembelajaran online. Kemudian, permasalahan yang dihadapi dosen bahasa Inggris dalam pembelajaran daring antara lain kesulitan dalam mengirim materi, dan berkurangnya komunikasi dengan murid.

Kata Kunci: *Dosen Bahasa Inggris, Manajemen Kelas, Pembelajaran Online*

ABSTRACT

The teaching and learning activities that usually take place face to face have to move into online learning. This research aims to report the experiences of English lecturers in managing online classes. This research used qualitative approach and narrative inquiry as research design. The participants of the research were three English lecturer, consist of two females and one male at one of the universities in Pekalongan. There was one procedure for collecting the data, namely semi-structured interview. In analyzing the data, the writer used thematic analysis from Braun & Clarke (2006). This findings reported that the strategy that used by English lecturers and the problems faced by English lecturers in online learning. First, there are six strategies used by the lecturers. There were preparing before online class, making the online class attractive, setting online classroom rules, engaging and motivating students, being fair with students, and keeping students grade during online learning. Although they have same strategies in online learning, but they have different ways of applying the strategies in managing online learning. Second, the problems faced by English lecturers in online learning include lack of sending materials, limited communication with students.

Keywords: *English Lecturers, Classroom Management, Online Learning.*

PREFACE

Praise God Almighty, for the presence of Allah Swt. who has provided pleasure and opportunity, then made it easier for me to write a thesis entitled **"English Lecturers' Classroom Management In Online Learning"**. This thesis was prepared to fulfill one of the requirements for obtaining a Bachelor of Education degree in the Department of English Education in UIN K.H. Abdurrahman Wahid Pekalongan. In preparing this thesis, the writer experienced difficulties and realizes that in writing this thesis. It is still far from perfect. For this reason, the writer sincerely hope for constructive criticism and suggestions for the perfection of this thesis. Therefore, on this occasion the writer would like to express her deepest gratitude to :

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The writer

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ENCLOSURE LIST

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Enclosure 2 Transcriptions of the Interview

Enclosure 3 Curriculum Vitae



CHAPTER I

INTRODUCTION

1.1 Background

Teachers' classroom management skills have a significant impact on students' achievement. Nkomo et al. (2016) state that one of the factors that are significant in determining the students' learning results is the teachers' ability to manage the classroom. Egeberg (2016) found that effective classroom management and teaching activities happen when the teacher comprehends and motivates students by modifying the character of each student through a teaching approach, which has an indirect effect on student understanding both theoretically and practically.

However, Setyani (2021) noted that the biggest problems with classroom management strategies tend to affect English teachers, who must be able to communicate with students closely and effectively. It would be difficult for both the students and the teachers to manage the learning process if the teachers lacked extensive classroom management abilities. The inability to conduct the face-to-face learning process is one of the obstacles to online classroom management.

Syarifah and Zainil (2021) stated that the EFL learning and teaching challenges are being addressed because of the several issues in the learning process. As a result, the teacher must arrange new strategies for classroom management. This conditions affects teaching and learning activities that usually take place face-to-face into online classes. Setyani (2021) said that

using Zoom or other live meetings to learn and communicate directly is one method to solve the problem. Moreover, to maintain communication between students and lecturers, Ghateolbahr and Samimi (2021) discovered that managing asynchronous discussions and online teamwork are definitely needed. As a result, teaching and learning can be given as previously planned. The same condition was also found by the researcher in English learning at one of the universities in Pekalongan. The lecturers use technology and a variety of applications, both synchronous and asynchronous, to manage online learning. Therefore, students do not feel bored, and learning does not seem monotonous. Based on the reasons above, the researcher is interested in discussing the experiences of English lecturers in managing the class through online learning.

1.2 Formulation of the Problems

This study discuss several problems which are formulated in the form of questions as follows:

1. How do the English lecturers manage the three classes in online learning?
2. What are the problems faced by lecturers in managing three online classes?

1.3 Operational Definitions

To minimize misunderstandings about the terminologies used in this study, the researcher offers the following definitions:

- a. Classroom management: a teacher's capacity to control structuring a class, particularly in terms of the learning experience and students'

behavior as well as creating a framework for an inquiry spirit (Marzano et.al, 2005).

- b. Online learning: Internet-based education that may produce a variety of learning interactions and is accessible, connected, flexible, and utilises the internet networks (Moore et al, 2011).

1.4 Aims of the Study

This study aims to report the experiences of English lecturers in managing three online classes and to describe the problems encountered by English lecturers in managing three online classes.

1.5 Significances of the Study

Among the expected uses of this research are:

- a. **Theoretical use:** This research is expected to support or develop a theory by Burden (2010) about classroom management.
- b. **Practical use:** This research provides classroom management expertise, allowing them to use the findings as input information when implementing online classroom management strategies that are appropriate for the students and the classroom context.

CHAPTER V

CONCLUSION

5.1 Summary of The Findings

Based on the explanations in the previous chapters regarding to the lecturers in managing online learning, the researcher concludes the study into the several following points:

First, based on the findings and discussion, there are six strategies used by the lecturers. First, preparing before online class. They prepare a syllabus, RPS, learning contract, topics, searching of e-books and journals. Second, making the online class attractive. The lecturers use Zoom Meeting, Google Meet, Quizz, Moddle, and etc. as the discussion platforms. It makes students feel interested to joining the online classes. Third, setting online classroom rules. The English lecturers applies the rules for the online classes. There are be active in online classes, activate their cameras, and fill in the SIKADU. It can help lecturers monitor and control the students during an online class. Fourth, that is engaging and motivating students. The way the lecturers made the student feel engage and motivate students. The English lecturers applied the use of tone, the word selection, the use of statements, and the way the lecturers deliver materials. Fifth, being fair with students. That is fair in the online assessment and giving the equal opportunities for the students who want to give their opinions. The last is keeping students grade during online class. The way the lecturers collected the students grade from

their observation and the assessment that students did. Although they have same strategies in online learning, but they have different ways of applying the strategies in managing online learning.

Second, problems faced by English lecturers in online learning include lack of tools and materials, limmited communication with students. First, lack of sending materials, it was two out of three English lecturers state that they get the problems in in sending materials. Another English lecturer argues, she get the problem with her personal device. Second, limited communication with students during online class. Three English lecturers are agree if they have a problem in communicating with students, because students tend to be more quiet. It makes the lecturers difficult to reach them.

5.2 Recommendation

In this part, the researcher would like to contribute some suggestions for further researcher to develop this study by adding some participants to get more accurate data. The researcher also has recommendation to do research about the perspective of students and lecturers in online learning. It should be rise up different experiences between students and lecturers.

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