

LEARNER'S EXPECTATION OF ONLINE CLASS MANAGEMENT IN ENGLISH TEACHING AND LEARNING PROCESS

Imro Atus Soliha¹, Ulil Hidayah², Pratiwi Dwi Warih Sitaresmi³

^{1,2,3}STAI Muhammadiyah Probolinggo, Indonesia

Email : imroatussoliha214@gmail.com, ulilhidayah31@gmail.com,
pratiwidws23.math@gmail.com

ABSTRACT

This study inspected student's expectations in English Language Teaching at the first grade of MAN 2 Probolinggo. The expectation regards the effectiveness of online class management. There were 50 learners asked to fill questionnaires which contained 20 questions appertain to the diverse styles and methods of management techniques. It included intrinsic and extrinsic characteristics, which are often practiced and used by many teachers in an online class. Learners were requested to answer on a 5 dimension scale start from "not important" to "very important" related to what should teachers do in an online class to make learners more understand and enjoy the learning process. Participation was voluntary ask to fill the questionnaires. Unexpectedly, the results showed that online class management is needed for both learners and teachers. Learners were curious whether they were valued and got attention from the teachers and not to hesitate to speak freely in their classroom during the learning process. The authors hope this information can help teachers in arranging their online classes and also having a nice online class with all students.

Keywords: Management techniques; online class management; intrinsic characteristics; extrinsic characteristics

INTRODUCTION

One of the biggest challenges for almost every teacher, especially first-year teachers, is how to handle the management of the online class. It can be a struggle for even the most professional and experienced teachers. Every class and every student have their characteristic and different challenge. Some are more naturally more difficult than others. There are many different online class management strategies, and each teacher has to find what works best for them.

According to (Chandra, 2015) appropriate classroom management will make the class easy to control and give a conducive environment in the teaching and learning process. Related to that this topic can be said as one of the most important challenges faced by both students and teachers. At the time when they learn a different language and its foreign language which have many differences from their first language, the condition to be more unpredictable. Therefore, the question arises: What is the optimum method of online class management that will be effective both for the students and the teachers in an English Language Teaching situation?. In this context, online class management is the term that is used to highlight all of the teachers' positive behaviors and as the termination to facilitate learning activities for their students. It refers to all necessary activities to create and maintain an orderly learning environment such as planning and preparation of materials, organization, of the classroom, and certainly the establishment and enforcement of routines and rules (Gocevski, 2010).

In short, online class management is the way to create and maintain an orderly learning environment and as the responses of a teacher to the student's behavior even not directly meet or face to face with the students. A good maintained class assists teachers support good relationships with their students; additionally, organization and better instruction are also evident in this type of setting (Fowler & Şaraplı, 2010).

Effective online class management should be the most principal responsibility of the teacher to the students in accepting the responsibility of their inappropriate behavior. Effective online class management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher to the class.

Many studies discuss classroom management and almost many teachers like to spend a lot of time on classroom management, they find inadequate and they exact some training (Chandra, 2015; *Classroom Management Difficulties of Practice*, n.d.; Delceva-Dizdarevik, 2014; Fowler & Şaraplı, 2010; Macías, 2018; Mudianingrum et al., 2019; Sadik & Akbulut, 2015; Sieberer-Nagler, 2015; Sulaiman, 2018). They try to find out the suitable ways in arranging the classroom also try to make students enjoy during the class. Based on the literature, many teachers' attitudes, skills, and experiences about classroom management have usually been done with teachers from elementary schools (Osborne et al., 2013; Retnaningtyas, 2011; Zainal, 2008; Zein, 2018) and there are only a few studies on high school teachers (Sadik & Akbulut, 2015; Stoldt et al., 2019; Sulaiman, 2018). There was an increasing phenomenon for an adult to show negative behaviors due to their physical, social, and emotional changes and the need for their alteration is effective in their communication with their partner and teachers (Piowowar et. al. 2013). Consequently, classroom management behaviors of teachers in high schools are needed to know moreover in this pandemic time. Only a few research discusses online class management (Agung & Surtikanti, 2020; Bali & Liu, 2018; Cakrawati, 2017). This study investigates the online class management skills of the teachers at the senior high school level in terms of different variables and aims to detect skills that teachers need or do not need to do during the online class.

In conducting this study, the researcher tries to find the intrinsic characteristics and extrinsic characteristics from the teachers and students, to know their expectations in online class management.

METHOD

Research design

This research is a qualitative case study. According to Donna, Qualitative methodology is research procedures that procedure descriptive data. It is oriented to interpret, clarity, and meaning given from an event and object

Instrument

The research instrument for this study was a questionnaire. (Perakyla & Ruusuvuori, 2013) define questionnaire as an instrument for gathering self-report information from respondents through self-administration of questions in a paper-and-pencil format. The utilization of structured questionnaires enhances the objectivity and supports statistical analysis. In answering the questionnaire students allow to ask a question if they do not understand, it also did in the previous research (Setiyawan, 2013)

This study used a questionnaire to know what is expected by students in their learning process, and also additional information to get the data more deeply. Moreover, to strengthen the data, the researcher also used observation and documentation to know the online class management and students' activity in the class.

The online class management included the physical setting of the class, the atmosphere, and teaching procedures. Furthermore, Students' activity included students'

development in understanding the materials, students' behavior during the class, and students' assignment in learning the process.

Participants

The Participants included 50 students from the First grade of MAN 2 Probolinggo. There were 30 girls and 20 boys. The researchers distributed the questionnaires by sending them to their WhatsApp group and guaranteed the participants that the results would be not publish to their friends. They do not need to write down their name, and a student directly can send their answer individually.

Measures

The questionnaire contained 20 statements that were designed to assess two particular areas of interest: intrinsic characteristics (the emotional measurement including encouragement and acceptance) and extrinsic characteristics (the “mechanics” of online class management) of the ideal manager of the class. Students were asked to respond on a 5-measurement scale ranging from “not important” to “very important.” This information is used by the researcher in determining the percentage of students who answered in the related categories, to know what they are expected in English Language Teaching.

RESULTS AND DISCUSSION

Intrinsic Characteristics

Certain statements were stated to know the needs of a student's intrinsic satisfaction was important to Senior High School students. These included items such as students allow to express their opinions or suggestion freely, underestimate students in correcting their mistakes, teacher is friendly and respectful toward students, and the teacher shows enthusiasm during the online class.

From table 1 can be seen that nearly all students (80%) believed that the teacher must let them freely express their opinions and suggestion. Based on that information, the teacher needs to develop a free online class situation where students allow to discuss their feelings and ideas, and they can suggest what learning strategy is used and to the learning process. This is further explained by the overwhelmingly positive reaction to the teacher is friendly and respectful to the students. There were (98%) of the students who stated that this was important or very important. Additionally, (14%) of the students only agreed to underestimate students in correcting their mistakes. Another statement that was delivered in this section was the passion of the teacher during the online class, (95%) of the students believed that it was important or very important. These are very motivational factors in English Language Teaching. The results can be seen in the table below:

Table 1. Teacher's management style

Statements	Not Important	Somewhat Important	Neutral	Important	Very Important
Students allow to express their opinions or suggestion freely	0%	6%	14%	21%	59%
Underestimate students in correcting their mistakes	50%	17%	10%	15%	8%
Teacher is groove and respect to the students	0%	0%	2%	20%	78%
Teacher shows spirit during the online class	0%	0%	5%	27%	68%

Extrinsic Characteristics

The mechanical characteristics or can be called extrinsic, appertain the items that explain the way a student feels that a teacher should arrange the classroom physically. As can be seen in Table 2, (85%) of the students hope the teachers explain the rules of the class or classroom contract at the beginning of the semester. This shows that students want to know what is expected from them. Surprisingly, more than half (65%) of MAN 2 respondents indicated that they prefer a teacher who has a good attitude in controlling the online class. Also, they agree that is necessary to give value based on the attendance (55%) said it is important or very important), and only (30%) feel that it is important or very important to take attendance.

The reaction to time management, the students (98%) hope the teacher to be on time for the online class while (77%) agree or strongly agree that the lesson has to start at the scheduled time. Interestingly, students are not as opinionated about themselves being allowed to follow the online class late. Nearly the results were equal across the board. (See Table 2.) Leaving the online class before the assigned time was important or only very important to (62%) of the respondents. The students' actual time in an online class was additionally addressed by the issue of allowing students to leave to answer parents call (75%) of the participants felt that this was not important or only somewhat important, and removing students who are disruptive (54%) are in strong agreement.

Another extrinsic characteristic was concerned with the academic management of the students. For example, 72% of the students think that it was important or very important to allow them to work in a group. They overwhelmingly (79%) believe that technology should be used in the online class which is a direct reflection of the "technology" generation, and additionally, the students ask to be tested on what they learned in class as opposed to outside readings and experiences (63%) feel that they should only be tested on what was specifically verbally taught.

The last extrinsic areas do not specifically fit into all categories above, but the researchers felt they needed to be delivered. For example, what do students feel about mixing L1 and L2 in the online class? Nearly half (50%) were impartial in this case, which means they enjoy it if the teacher explains the lesson use the English language. However, (24%) still believe that it is important or very important to use some form of their native language, at least occasionally. The next random statement relates to using eye contact as it was difficult to apply in an online class technique of management. Unpredictable, (80%) felt this was an

appropriate method. The last was the issue of permitting students to eat and drink during the online class, only (23%) felt that this was important or very important.

Table 2. Teacher's management styles

Statements	Not Important	Somewhat Important	Neutral	Important	Very Important
Classroom rules or classroom contract should state at the beginning of the semester	0%	5%	10%	47%	38%
Having good attitude during the class	5%	10%	20%	15%	50%
Teacher follows an online class on time	10%	10%	20%	40%	20%
Ending class early	7%	13%	27%	11%	42%
Spending time to check the presence	28%	15%	32%	16%	9%
Group work in online class	9%	7%	11%	39%	33%
Permitting students to eat a snack or drink during online class	20%	20%	36%	17%	6%
Presence is valued	10%	20%	25%	30%	25%
Exams reflect to the teachers' class note	6%	7%	24%	33%	30%
Removing trouble students from the class	0%	14%	20%	40%	26%
Use technology in the classroom	0%	8%	5%	26%	60%
Using eye contact	2%	6%	1%	31%	59%
Mix L1 and L2 during the online class	12%	15%	50%	12%	12%
Allowing late students to join the online class	30%	18%	24%	15%	13%
Permitting students to leave the class to answer a parents or important call	50%	25%	13%	10%	2%

CONCLUSION

Almost all students have high expectations of their leaders in an educational environment as can be known from the results of expecting the teacher to be on time to start the class and begin as scheduled. The evaluation from the intrinsic characteristics side shows that learners want to know that they are marked and respected by their teachers and have the self-confidence to speak during the online class freely. The students also want to know the enthusiasm of their educators in teaching English. Additionally, ELT learners want to know what is expected of them, both in behavior expectations and fair testing practices. Finally, they enjoy work in a group, but also expect the educators to be able to effectively use technology in the online class. The authors hope ELT teachers will use these results to help them become more effective class managers and educators.

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