

CHAPTER I

INTRODUCTION

A. Background of Study

According to Undang-Undang Number 20 of 2003 concerning the National Education System, education is a plan to create a learning environment and learning process in which students actively develop their abilities to have religious strength, self-control, personality, intelligence, noble morals, and skills required by self, society, nation, and state. One of the attempts to fulfill educational goals is the implementation of the 2013 curriculum and the national curriculum, which shifts the traditional teacher centered learning paradigm to student centered learning. Student centered learning encourages students to be active and engaged in their learning.¹

¹ Depdiknas, *Undang-Undang No 20 Tentang Sistem Pendidikan Nasional*, 2003.

Learning is essentially a process that can result in increased information, mastery of cognitive behavioral patterns such as thinking processes, remembering, and mastery of positive skills and behavior. According to Achjar, learning objectives may be met when teachers and students have a positive relationship.² To encourage students to participate in the learning process, the instructor must be able to structure the class and comprehend the students' circumstances. When students are interested in and engaged in learning, active student participation can be achieved.

Students can devote time and effort to acquiring the knowledge and skills that teachers teach at school.

Student engagement in learning, according to Teng, is a psychological state and student behavior at the level of thinking, emotion, and action that is irrelevant and indifferent to the learning process, as well as a type of

² Achjar Chali. *Pembelajaran Berbasis Fitrah*, (Jakarta: Balai Pustaka, 2008), 136.

dread to speak and participate in classroom learning.³

There are two types of student involvement: positive and negative engagement. Positive engagement is defined as positive student conduct toward professors, classmates, and academic and non-academic activities in the form of beliefs, feelings, and behavior. Indifference, lack of attention, and apathy in the learning process are all signs of negative engagement. Students with a high level of engagement perform better than those who are not. Students who are not engaged are more likely to have poor academic performance and behavioral issues.⁴

In learning English, all students must master at least four skills, namely listening, speaking, reading and writing. The four parts are interconnected and practicing from them every day can greatly assist the learning process. Speaking is a talent the most people want to

³ Teng, *Teacher Factors in College English Classroom*, (Heilongjiang: Research on Higher Education, 2009), 146.

⁴ Wang M, *Adolescent's Perception of School Environment, Engagement and Academic Achievement in Middle School*, (American Educational Research Journal, 47), 633-662.

master and it has become a priority of study when students study English.⁵

One of the most significant issues in learning is the teacher's ability to manage the class. With classroom management, an ideal learning environment may be created in which the instructor is able to manage and supervise students and teaching facilities in a pleasant environment in order to fulfill teaching objectives. Classroom management, according to McCreay, is defined as the procedures and practices used by an educator to maintain a classroom atmosphere that is conducive to student success and learning.⁶ The teacher's good classroom management will establish a conducive learning environment, which will increase student engagement in learning.

The emergence of the coronavirus epidemic in Indonesia in early 2020 stunned the country (Covid-19).

⁵ Penny, Ur. *A Course in Language Teaching: Practice in Theory*. (Cambridge: Cambridge University Press, 1991), 120.

⁶ McCreay. *Classroom Management*. (Eshowe Accessed June 13th, 2019).

Covid-19 is a highly contagious respiratory infection that causes severe acute respiratory sickness.⁷ The learning process at all levels of education will be disrupted by the pandemic. Minister Nadiem Anwar Makarim issued Circular Letter Number 3 of 2020 to Education Units and Number 36962/MPK.A/HK/2020 on the Implementation of Education in Coronavirus Disease (COVID-19) Emergencies so that learning activities can be carried out online in order to prevent the spread of Covid-19. In response to this policy, SMK Negeri 2 Kabupaten Tangerang offers online learning as a solution and alternative to these issues, allowing students to continue their studies as usual.

Student engagement in online learning has to be boosted, according to data acquired from interviews with English professors. When online learning is done, it can be seen that not all students follow the learning from beginning to end, that students lack enthusiasm and

⁷ Weissleder and Pittet. "Covid-19 Diagnostics in Context. *Science Translational Medicine*". Vol. 12, (2020), 546.

concentration in online learning, that many students complain about the online learning system, that they have difficulty understanding the learning materials delivered by the teacher, and that internet quotas are unsupportive. According to the description, the researcher wishes to see if classroom management issues have an impact on student participation in learning to speak. The researcher chose this research topic entitled “The Influence of Online Classroom Management on Students’ Engagement in Learning Speaking at SMK Negeri 2 Kabupaten Tangerang”.

B. Research Question

Base on the research background, the researcher formulated several statement of the following problems:

1. How is the online classroom management in learning speaking?
2. Is there a significant influence between online classroom management and students’ engagement in learning speaking?

C. Research Objective

From some of the problem formulations above, the researcher formulates several objectives of problem:

1. To find out online classroom management in learning speaking.
2. To find out whether there is a significant influence between online classroom management and students' engagement in learning speaking.

D. Significance of Study

As follows, the research is believed to be valuable:

1. Teachers

Learn the importance of classroom management in teaching and learning activities, as well as how to manage the classroom effectively.

2. Researchers

As a valuable experience in the pursuit of information and insight for those wishing to pursue a career as an English teacher.

3. Learners

Able to carry out teaching and learning activities in a conducive and concentrate on following the lesson.

E. Previous Study

The first study titled “*The Influence of Teacher’s Classroom Management to the Student’s English Achievement*” was undertaken by Ika Ridayanti.⁸ The purpose of this research is to determine English classroom management on students’ English achievement. In this study, the descriptive qualitative method was applied. The English teacher at SMAN 4 Selayar was chosen as research topic. In this study, data collected using an observation checklist and an interview. Classroom arrangement, norms and habits, connections, incentive

⁸ Ika Ridayanti. “The Influence of Teacher’s Classroom Management to the Student’s English Achievement”, (Thesis Faculty of Education and Teacher Training, Universitas Muhammadiyah Makassar, 2019).

and instruction, and discipline are five teacher tactics for regulating classroom activities, according to the findings of this study.

The second conducted by Rahma Amalia Insyra, entitled "*Students' Engagement in English Online Learning Through Project Based Learning Method*".⁹ A mix-method design of quantitative and qualitative approaches was applied to collect the data from the sixth-semester students of the English Education Study Program Faculty of Teacher Training and Education at Sriwijaya University. A total of 73 participants filled out the questionnaire. The data were analyzed using descriptive statistical analysis and one way ANOVA (Analysis of Variant) test. The results showed that most of the students (62%) were categorized in the high category of engagement, and the most significant aspect of engagement was cognitive engagement (mean = 29.58).

⁹ Rahma Amalia Insyra. "*Students' Engagement in English Online Learning Through Project Based Learning Method*" (Thesis Faculty of Teacher Training and Education Sriwijaya University, 2022).

After that, an interview was conducted mainly to identify students' challenges. The qualitative data were analyzed using thematic analysis. The results identified all interviewees of low, intermediate, and high categories of engagement faced similar challenges. Bad internet connections and hard-to-do group activities were the challenges that made the PJBL method ineffective in English online learning. In addition, students were sometimes stuck in finding the idea for the project and lacked the confidence to show their abilities.

The third studies conducted by Lanoke Intan Paradita, entitled "*Student Engagement in Edmodo Facilitated English Class*".¹⁰ This study combined qualitative and quantitative methods. To collect quantitative and qualitative data, a survey and an interview were undertaken. Students' engagement in the process of learning English with Edmodo was determined

¹⁰ Lanoke Intan Paradita, "Student Engagement in Edmodo Facilitated English Class", (Thesis Faculty of Education and Teacher Training, Universitas Sanata Dharma Yogyakarta, 2016).

using qualitative data. Quantitative data was used to determine the average degree of engagement. A total of 148 third-grade high school science students participated in the study. According to the findings, students were engaged in three ways during Edmodo-facilitated English classes: behavior engagement, emotional engagement, and cognitive engagement.

According to previous research, the research undertaken by researchers differs and overlaps, with the majority of the above researchers focusing on classroom management and student engagement. Previous research, on the other hand, has not looked into the impact of online classroom management on student engagement. During the Covid-19 pandemic, no previous study had been done. The study then attempts to examine the impact of online classroom administration on student participation, which was carried out during the Covid-19 pandemic. The researcher gives a reference to some research connected to the subject so that writing research is easier.

