

**ONLINE CLASSROOM MANAGEMENT STRATEGIES OF ENGLISH TEACHER  
DURING COVID-19 IN A PUBLIC HIGH SCHOOL**

**A Thesis**

**Presented to Department of English Language Education as  
Partial Fulfilment of Requirements to Obtain the Bachelor of Education Degree in  
English Language Education**



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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

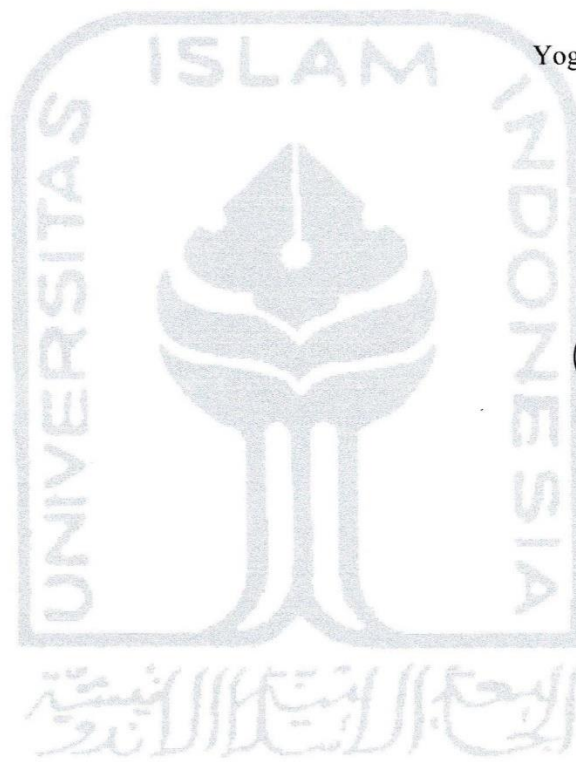
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The Writer,



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## MOTTO

“Do not let their words sadden you”.

(Quran 10:65 - Surat Yunus)

“The only thing that stands between you and your dream is the will to try and the belief that it is actually possible.”

(Joel Brown)



## DEDICATION

This thesis is my dedication to my parents. When the world closes its doors on me, mom and dad open its arms for me. When people close their ears to me, they both open their hearts to me. Thank you for always being there for me.



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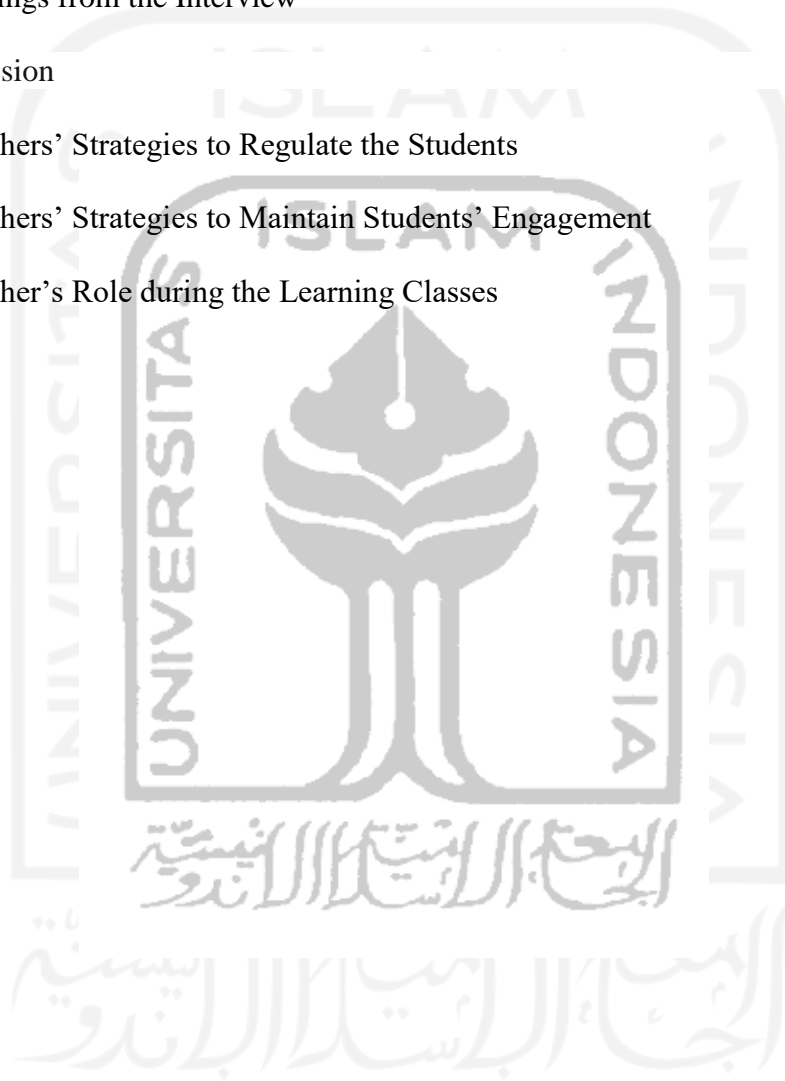
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# ONLINE CLASSROOM MANAGEMENT STRATEGIES OF ENGLISH TEACHER DURING COVID-19 IN A PUBLIC HIGH SCHOOL

## ABSTRACT

This research aims to investigate online classroom management strategies of English teacher during the Covid-19 in a Public High School. This study focused on teacher's classroom management strategies. The data collected through classroom observation and interviews. The data were video recorded and transcribed. The research instrument of the study based on Stewart (2008) frames was used to investigate the teachers' online classroom management strategies of English teacher during the Covid-19. The researcher found that the teacher in this research has performed an acceptance that a teacher should be adaptive in any situations. By having this belief, she is active in building good classroom management such as setting clear rules, engaging with students, and active teachers to continue to stimulate students in online learning.

*Keywords: Classroom Management Strategies, English Teacher, Online Teaching*



# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Current studies on the online classroom management strategies of English teachers mainly covers some issues related to teaching motivation and behavior management. In terms of teaching motivation, classroom management is proven to have a significant impact on pre-service teachers' teaching motivation. It is because when the pre-service teachers understand how to do classroom management, they tend to be confident in delivering materials. This confidence helps them to be more motivated in practicing teaching. In terms of behaviour motivation, teachers' have to control their behaviour because teachers' behavior to their students can affect student learning conditions. For example, teachers who have positive behavior in learning, have hope, and are confident have a positive impact on academic results or achievements. On the other hand, negative behavior, such as hopelessness and boredom, will have a negative effect on students' academic achievement. For the past three years, some scholars have tried to investigate how far classroom management strategies are implemented in public high schools. Hsu et al. (1999) emphasized that online learning, to some extent, offers the same opportunities as face-to-face learning. By using an online system, the opportunities can even be beyond the face to face one. For example, when the students are in different places, they could collaborate and have a class together with their teacher on an online learning platform. Especially in the case of COVID 19, since all schools in Indonesia should be closed, online learning platforms have become the most prominent choice. However, despite these promising opportunities, Martin (2009) found that online classroom management became an issue. It is that the teachers should strive to build good relationships between teachers and students despite the virtual barriers that separate them. Brown

(2004) found that teachers must understand firsthand how to develop the class and the characteristics of each student so that they respect each other and can work well together because it can affect students' learning well and they can also survive and grow their teaching strategies in urban areas. The characteristics described by participants or teachers are by paying special attention individually and establishing good relationships with each student. Teachers are expected to communicate with students in a relaxed manner both discussing academic and non-academic problems. The latest research in ESL context, Egeberg (2016) found that classroom management and teaching activities will be effective if the teacher understands and motivates students by adjusting the character of each student through approaches in teaching and this will indirectly have an impact on student understanding both theoretically and practically. Based on the studies above, it is concluded that the main issues of the classroom management strategies tend to affect English teachers who must be able to interact closely with students well. If the teachers did not have comprehensive skills of online classroom management, thus, it would be challenging for both the students and the teachers to deal with the learning process. Instead, if the teacher could build a good interaction with the students, the class tends to be well managed. Further, this will have a positive impact for the students, such as they would have more courage and motivation in the learning process. Therefore, it is necessary to investigate how online classroom management strategies accommodate classroom engagement that will create a good relationship between students and teachers.

In Indonesian context, there are some studies that were conducted related to classroom management strategies. The findings suggested that Indonesian EFL teachers believe that they have to strengthen both classroom management and instructional management (Isa, 2020). In order to strengthen these two factors, Sulistiyo (2016) suggested that the teacher should have effective

preparation. For example, maximizing language exposure in a way that suits EFL teachers' needs, preparing a comfortable and conducive study room, having to master the media that the teacher will use as a learning support tool, and preparing interactive media to make learning fun.

During COVID-19, all schools should face a policy to have either online or distance learning. Education leaders must quickly design responses and with specific contexts in mind when a pandemic runs its course (Reimers et al., 2020). School teachers by then, ready or not, must be able to adapt their classroom management strategies by keeping the students' learning motivation. Teachers are able to trust each other and work together to develop, survive, and move towards organizational effectiveness (Ghasemiyan, 2019). In addition, collaboration between colleagues provides opportunities for social and emotional support, exchange of ideas, and practical advice.

To make the teaching and learning process effective and efficient, managing classes is required, especially dealing with teenage students (Sun & Shek, 2012). That is because there is a tendency that teenagers are in subtle self-development which then makes them more reactive. Hence, classroom management and the teacher's role affect in establishing a good relationship between the teacher and students. The teacher must know how to manage the class and carry out its role well. In other words, Isa (2020) found that less experienced teachers tended to manage classes with student discipline, while experienced teachers focused more on student involvement in the class. However, rarely do researchers in Indonesia conduct studies on online classroom management strategies as linked to classroom engagement or teacher-student's relationships. Most of the studies on classroom management studies in Indonesia concerned more on teachers as the role model (Sulistiyo, 2016) and their belief on classroom management itself (Isa, 2020). It is still limited on how teachers implement these strategies in the classroom for secondary school students by using observational models. Therefore, to fill this gap this research is expected to be useful to



find out teacher's problems when facing the online classroom situation in learning English and find out the solution. Thus, the results will help the English teacher in dealing with various challenges when teaching class, especially in class management.

## **1.2 Formulation of the problems**

How do the English teacher focus on online classroom management strategies in secondary school?

## **1.3 Objective of the study**

The objective of this research is to explain how the English teacher executed online classroom management strategies in the class.

## **1.4 Significances of the study**

This research is expected to contribute to filling the empirical gap by adding more studies on online classroom management strategies in pandemic situations as linked to building classroom engagement in secondary education.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Conceptual Review on Traditional and Online Classroom Management

Classroom management is a set of activities or actions intended to create conditions that enable ongoing learning. Classroom management is only focused on teaching enthusiasm as the only aspect of teacher motivation and student interest as the critical aspect of student motivation (Schiefele, 2017). According to Hardman & Smith (1999), a teacher must create a positive learning environment by paying attention to conditions in the classroom and carry out activities that support the situation in the classroom. In this case, classroom conditions make a positive contribution to the effectiveness of the learning process, the teacher must be able to create and make the classroom conditions that he faces in such a way. The creation of a comfortable classroom is a study of classroom management, because class management is a series of teacher behaviors in their efforts to create and maintain classroom conditions that allow students to learn well.

Evertson and Weinstein (2006) found that the actions taken by the teacher in creating a positive and supportive learning environment will facilitate students' academic learning and they will obey the usual rules on social emotional learning. The class must be well managed so as to create a healthy learning environment aimed at maintaining a productive learning environment and quality performance (Regina, 2014). It means that the purpose of class management is to create an atmosphere of effective and enjoyable teaching and learning that can motivate students to learn well according to their abilities. This is aimed at activities that create and maintain optimal conditions for the occurrence of student learning processes, such as fostering good relations between students and teachers, assessment, and task management.

According to research on classroom management, undesirable teacher attitudes might be the reason for student's undesirable behavior (Cummings, 2000). Classroom management includes actions by teachers to create, implement, and maintain a positive learning environment to support teachers and help them to follow and set procedures to get desirable behavior outcomes. The teacher must arrange the class not only to reduce inappropriate behavior but also to provide a positive impact on students (Shores, 1993). It means that positive output from well-managed classrooms can support teaching and learning and encourage participation in classroom activities while classrooms that are not well managed can have a negative effect on student learning and participation in activities that will increase classroom management problems. Thus, the management strategies outlined provide control event arrangements that can help in increasing positive interactions by increasing the power of positive social events emitted by the teacher and the student.

The coronavirus pandemic has an impact on the world of education, including higher education. The existence of this coronavirus outbreak hampers teaching and learning activities that usually take place face-to-face into online classes. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions (Moore, 2011). The use of internet and multimedia technology is capable of changing the way knowledge is conveyed and can be an alternative to learning that is usually carried out in traditional classrooms. Classroom management is indispensable when teachers must strive to provide timely feedback to individual students either to foster a sense of community in the online environment (Stewart, 2008). Getting support from the principal is also useful in motivating novice teachers to remain active participants in online courses (Baker et al., 2016).

By referring to the findings about teacher's preparation before managing an online classroom (Sulistyo, 2016), the teacher should have a sufficient reference on learning media that s/he will use. Thus, a discussion on the use of mobile technology in online learning is necessary to be carried out (Korucu, 2011). There are various applications that can be used to support the implementation of online learning, for example using Google Classroom, Edmodo, Zoom, Google Meet, Youtube, Google docs, WhatsApps, etc. The implementation of online learning requires the support of mobile devices such as smartphones, laptops, computers, or tablets that can be used to access information anytime and anywhere. Online learning can be delivered in a synchronous manner, which is where learning is carried out at a moment's notice, or asynchronous, i.e. learning is carried out at different times. The use of online learning using zoom or other live meetings has the advantage of being able to interact directly but has the disadvantage of wasteful internet quota (Naserly, 2020).

## **2.2 Classroom Management for Public High School Student**

Teaching English, especially managing classrooms with teenagers, must be different to managing children's classes. As suggested by Allen (1986), classroom management for teenagers means that the teacher should pay attention to their socializing goals by engaging in fun and reducing boredom. If the purpose of teaching in the classroom is to foster student learning and the desire to learn, classroom management must not be seen only from the perspective of the teacher who focuses on control and discipline, but also from the perspective of students who focus on learning in a friendly environment.

The role of the teacher in classroom management largely determines the effectiveness of the learning activities carried out by the teacher and students. The teacher must first understand the needs of students and the relationship of behavior related to these needs (Kayikci, 2009). In

this case, classroom management is intended to create conditions in class groups in the form of a good classroom environment, which allows students to act according to their abilities. In classrooms where rules and order are dominant, a good learning and teaching environment will emerge (Marzano, 2003). Thus, if the atmosphere is not conducive, then a teacher must try as optimal as possible to master, arrange to fix, and create a conducive classroom atmosphere, so that the learning process can run optimally to achieve the desired learning goals.

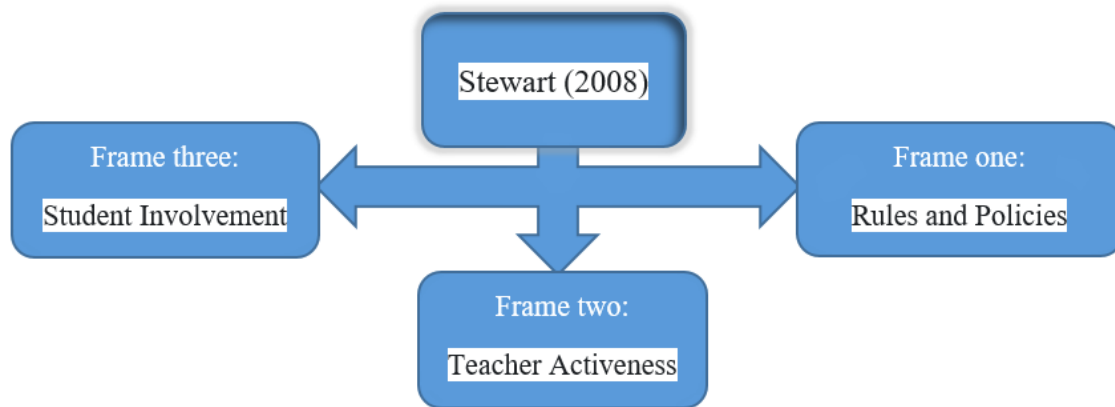
One of the most important tasks of the teacher is to use appropriate methods and techniques in the classroom to develop students' potential strengths (Kayikci, 2009). The main problem in setting class rules is convincing students about the importance of rules in learning activities (Wragg, 2001). Teachers who have effective classroom management have carefully planned rules and procedures, systematic when teaching students, organizing instructions to maximize student involvement and success, communicating direction and expectations to students (Adeyemo, 2012). Thus, teachers and students have a significant role to play when implementing effective classroom management. Effective classroom management significantly influences motivation, discipline, respect, achievement of goals and academic performance of students in the secondary school. In conclusion, classroom management problems can be solved through various strategy approaches and techniques, which teachers must systematically integrate to improve the quality of secondary school education.

### **2.3 Theoretical Framework**

After having careful review on classroom management strategies, this study used the theory from Stewart (2008). These frameworks focus on good preventive management and active teacher and student involvement. Frame one includes the importance of establishing rules and policies in an online classroom. For example, the teacher shared the classroom rules before s/he had a Zoom

meeting and students should have to be on camera during the Zoom meeting. Frame two includes teacher activeness. For instance, when the teacher found that the students remained silent during a virtual meeting, the teacher tried to bring up an engaging issue that is related to the students' favorite topics, such as their idol, or current issues in social media. When it was in asynchronous class, the teacher might raise a reminder for the students who have not submitted the assignment in a chat group. The last, frame three includes the student involvement. For example, students responding to the teacher, giving comments, and participating in discussion. In the process of teaching and learning English, classroom management is a very complex system. The complexity of classroom management is determined by the characteristics, conditions and complex relationships between the learning components above.

The framework is presented in the figure below:



**Figure 1. Theoretical Framework**

## **CHAPTER III**

### **METHODOLOGY**

In this chapter, the researcher discusses the research design, settings and participants, data collection, instrument of the research and data analysis.

#### **3.1 Research Design**

This research is a descriptive qualitative research. This research is aimed to observe the ways of how the teacher executed classroom management strategies during online learning during COVID-19 pandemic in a Public High School. Thus, a descriptive inquiry is used as the design of this research.

#### **3.2 Setting and Subject**

The setting of this research is the English class at a Public Vocational High School in Yogyakarta. The time of research was conducted in the 2nd semester of the academic year 2020/2021. The participant was an English teacher in a Public Vocational High School and the students. The teacher has taught for 7 years at a Public Vocational High School. With the length of time, she became an experienced teacher who performed effective classroom management. Recruiting her as the participant is due to the recommendation from her students. To this extent, she left a meaningful teaching to her students. She has not only a strong teaching philosophy, but also a meaningful teaching practice. Her students claimed that it was always fun during her class. The teacher's educational background is a graduate of an English language education study program at a State University in Yogyakarta. Thus, the researcher believed the teacher was able to give credible data for this study.

### 3.3 Data Collection

The data were collected by conducting an observation and an interview. The observation schedule was displayed in the table below:

**Table 3.1 The Observation Schedule**

Observation	Class	Date	Students	Time
1 <sup>st</sup>	X AKL 3	Wednesday, November 11 <sup>th</sup> 2020	35 female students.	09.45 – 10.45 AM

I attended the participant's virtual meeting via Zoom. During the observation, I recorded the interaction while I did an identification process based on the observation checklist that I have adopted. After the observation, I transcribed the whole classroom interactions by re-listening the recording.

As for the interview, due to the ongoing pandemic, it is difficult for me to find teachers who are willing to become a participant in this research. The researcher asked several teachers, but the teacher applied only asynchronous learning. Finally, the researcher asked Mr. Nicky, her high school teacher. Mr. Nicky helped the researcher to find a participant, namely Mrs. Olivia, and he gave me his contact number. Mrs. Olivia is one of Mr. Nicky's colleagues, and she was an English teacher at a Public Vocational High School.

Researcher contacted Mrs. Olivia via WhatsApp chat. Then the researcher introduced herself and expressed the intent and purpose of contacting the teacher. Then the teacher agreed by signing the consent form that was provided by the researcher. The researcher recruited the teacher because she got a recommendation from her high school relatives that there was a teacher who was eager to use both synchronous and asynchronous learning. The teacher was also claimed to have



good classroom management that is applied in the learning process. The researcher explained to the teacher that the researcher would observe the learning process by Zoom while filling out the observation checklist sheet based on the observation, and the researcher interviewed the teacher.

### 3.4 Instruments of the Research

The researcher used three instruments in this study. Those were observation checklists, observation transcript, and interview questions that were developed by referring to Stewart (2008).

#### 1. Observation Sheet

The observation sheet is used as an instrument to collect data during the learning process. The observation sheet as follow:

**Table 3.2 The Observation Sheet**

NO.	Observations Sheet	Yes	No
1.	Teacher' checks the students' attendance list before start the lesson		
2.	Teacher collects the result of students' work		
3.	Teacher checks the result of students' work		
4.	Teacher give score to the students' work		
5.	Teacher writes the score of students' work in individual or group.		
6.	Teacher gives information about the material that have to be done by the students		
7.	Teacher asks the students' work that must and have finished to be done.		
8.	Teacher gives homework.		
9.	Teachers can work together and show the friendship.		

10. Teachers give warning to the students in good time about the trouble that may happen in the classroom.

11. The clarity of the teacher's voice when they explain the material

12. Teacher can share the attention toward the activity that is occurring in the same time

13. Teacher asks the students to keep practicing, report and respond based on the activities given.

14. Teacher gives clear explanation and key in conveying the lesson

15. Teachers control students' behavior who have problems and difficulties.

16. Teacher can give the solution about the problem that happens in the group.

17. Teachers handle the students' behavior and try to find the solution

## 2. Observation Transcript

In analyzing the observed Zoom video, the researcher transcribed the interactions between the teacher and the students by employing Stewart's theory of classroom management strategies (2008). The data were analyzed by codifying the utterances of the teacher in accordance with the components of online classroom management by Stewart (2008). The display of the instrument was presented in components below:

### **Components:**

- Rules and Policies (RP) : during the learning process, the teacher regulates students by applying the rules in the classroom.

- Teacher Activeness (TA) : develop sense of community, act as moderator and remind students to be tactful, provide timely response and timely feedback, make comments, correct information, doing mandatory discussion for students
- Student Involvement (SI) : develop a sense of community, responding to teachers' comments/corrections/feedbacks, participating in a discussion (student participation).

### 3. Interview Questions

The interview questions are used to collect teacher responses about the learning that has been carried out and find out whether there are learning barriers or there are no obstacles in learning.

The questions are developed based on Stewart (2008) as follows:

**Table 3.3 Interview Questions**

Construct	Conceptual Definition	Components	Interview Questions
Online Classroom Management Strategies of English Teacher During Covid-19 in a Public High School	Stewart (2008) Good preventive management and active teacher and student involvement are the cornerstones to the effective implementation of classroom management in the online environment.	<ul style="list-style-type: none"> <li>• rules and policies</li> <li>• teacher activeness</li> <li>• student involvement</li> </ul>	<ul style="list-style-type: none"> <li>• How do you apply classroom management when teaching and learning in a pandemic situation?</li> <li>• What are the problems faced when implementing classroom management during Covid-19 in the teaching and learning process?</li> <li>• How do you deal with these problems?</li> <li>• What do you do if there are students who disturb the teaching and learning process in online class?</li> </ul>

- 
- How do you build communication between the teacher and students in a pandemic situation?
  - What are the factors that influence classroom management during Covid-19 in the teaching and learning process?
- 

### 3.5 Data Analysis

In this research, the researcher applied thematic analysis to identify, analyze and report themes within the data (Braun & Clark, 2006). Thematic analysis is a very effective method if a study intends to analyze in detail the qualitative data that is owned in order to find the relationship of patterns in a phenomenon.

There were six steps in analyzing data with thematic method:

1. Familiarizing with data by transcribing the data, reading and rereading the data, also noting down the important part of the data.
2. Generating initial code; In this step, the researcher gathers all the relevant data and gives codes to each data.
3. Searching for themes; After giving codes to each data, the researcher starts to reread all transcripts and then analyze the themes one by one.
4. Reviewing themes; The researcher reviewed the themes of the data for the code that has been made before.
5. Defining and naming themes; ongoing research to fine-tune the nuances of each theme and come up with simple names.

6. Producing the report; The researcher reported the data after making the themes and analysing the data.

### **3.6 Data Trustworthiness**

The researcher used observational study to conduct this research. The data or information gathered from the researcher was in the form of documents and data interviews. The researcher also used interviews to collect data so that each component of the research in order to describe the object or object under study is closer to the truth. Moleong (2001) stated that triangulation was a technique of examining the trustworthiness of data by using something excluding data to check or to compare the data. In this research, the researcher used triangulation. Triangulation was divided into four techniques; 1) triangulation by using resource, 2) by using methods, 3) by using investigator, 4) by using theory. In this study, to gain trustworthiness, the researcher used triangulation by method. It means that the researcher collected more than one data, namely observation transcripts, observation checklists, interviews, and documents. The researcher compared the data with the lecturer as a supervisor and asked the participants again if only there were some additional inquiries in order to clarify some of her answers . From the three data collections, the researcher compared the findings of all data. Since this research is a descriptive qualitative research and has limited access to the research, thus the triangulation by the investigator was not carried out.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the research finding and discussion. The research findings here are discussed by presenting the data from observations and interviews.

#### 4.1 Research Findings

The research finding consists of the description of the data found. It included the description of data related to the implementation of how classroom management is applied in teaching English online and the problems faced by teachers in classroom management in the COVID-19 pandemic situation. The researcher contacted Mrs. Olivia via WhatsApp for appointment and confirmation. Mrs. Olivia was interviewed via WhatsApp. The interview with Mrs. Olivia was conducted in one session which consisted of about 1 hour. Researcher have reflected and reviewed the process of re-listening, re-reading, and re-checking the data. The findings are based on data analysis through a theoretical framework. The researcher did checking repeatedly the transcripts and coding data.

##### 4.1.1 Findings from Observation

Observations were made indirectly, namely by observing through Zoom recording of English learning. This was done because at that time there were constraints during the end of the semester and year-end holidays. Thus, the Zoom video learning recording is one of the solutions for the research data of researcher. The observation was conducted once because the school did not support the teacher to have virtual meetings every week. It was due to students' technical issues. Thus, to comply with what happened in the virtual class, I added the interview as data collection. During the observation, I did not join the Zoom meeting, however, through the recording, I could observe not only students-teacher

interaction, but also the behaviours of both of them. Since the observation tools were presented in the form of a checklist and observation transcript. The observations checklist was displayed below:

**Table 4.1 The Observation Sheet**

NO.	Observations Sheet	Yes	No
1.	Teacher' checks the students' attendance list before start the lesson	✓	
2.	Teacher collects the result of students' work	✓	
3.	Teacher checks the result of students' work	✓	
4.	Teacher give score to the students' work		✓
5.	Teacher writes the score of students' work in individual or group.		✓
6.	Teacher gives information about the material that have to be done by the students	✓	
7.	Teacher asks the students' work that must and have finished to be done.	✓	
8.	Teacher gives homework.	✓	
9.	Teachers can work together and show the friendship.	✓	
10.	Teachers give warning to the students in good time about the trouble that may happen in the classroom.	✓	
11.	The clarity of the teacher's voice when they explain the material	✓	

- |     |   |   |
|-----|---|---|
| 12. | Teacher can share the attention toward the activity that is occurring in the same time          | ✓ |
| 13. | Teacher asks the students to keep practicing, report and respond based on the activities given. | ✓ |
| 14. | Teacher gives clear explanation and key in conveying the lesson                                 | ✓ |
| 15. | Teachers control students' behavior who have problems and difficulties.                         | ✓ |
| 16. | Teacher can give the solution about the problem that happens in the group.                      | ✓ |
| 17. | Teachers handle the students' behavior and try to find the solution                             | ✓ |
- 

*The excerpt of observation transcript:*

- T: "I want to ask you. **Do you have an idol?** Kalian punya idola?  
 Ss: "Punya miss".  
 T: "Who is your idol? BTS?  
 T: "Dewi who is your idol?"  
 Ss: "EXO miss".

Based on the data above, the teacher asked the question about the student's idol as an aim to interact with the students. This effort worked well because the students tend to have an active response after the learning topic is relevant to their daily life. To this extent, the teacher engages students in the course of learning in a fun way by asking about the students' idols.

- T: "Do you know the meaning of wise?"  
 Ss1: "Jujur".  
 Ss2: "Bijaksana"



T: **“Yess that’s right.** Bijaksana dia adalah seorang laki-laki yang bijaksana. Yang selalu memberikan saya nasihat-nasihat bagus.

The teacher gives positive feedback such as "that's right" for the student. Giving positive sentences like that can increase students' enthusiasm for learning.

From the observation above, it can be inferred that the teacher makes good interaction with their students. The teacher also avoids negative sentences and she carries out two-way communication with students. Not only teachers are active in conveying messages, but there is also an active role for students in giving reactions or feedback from what is conveyed by the teacher.

#### **4.1.2 Findings from the Interview**

The interview involved one participant, the teacher who was chosen as the participant of this study was Mrs. Olivia who taught X grade at a Public Vocational High School. The teacher was chosen because she used synchronous and asynchronous learning in English lessons during the pandemic situation. Moreover, she was an active teacher, she had motivation because she encouraged students to try to speak English. Thus, the characteristic helped the researcher to gain rich data and deep analysis data.

From the data, it was found that the teacher provides a learning contract at the beginning of the semester with the intent and purpose of making a learning contract between the teacher and students so that learning remains conducive and smooth. A teacher should not be fixated on a material in learning but must also be able to use the media and make good use of it so that students are able to understand the material properly and correctly. Mrs. Olivia is not fixated on using only one medium in the online learning

process, but she also uses several media to support the learning process. The creativity of teachers in mastering several learning media is very influential for students' understanding.

While doing the interview from the participant, the researcher focuses on teachers' perception and reflection on her online classroom management practices. The researcher investigated through the interview how the teacher implemented classroom management strategies during Covid-19 at X grade AKL 3 in a Public Vocational High School. The interview result summarized in the below;

### **Interview Transcript**

Participant : English teacher of a Public Vocational High School  
 Date : March, 3th 2021  
 Place : WhatsApp  
 T : Teacher

**Table 4.2** *Excerpt of Interview Transcription*

T	What is clear is that teachers must be more active in teaching, in reminding their students. Don't give too many assignments because students will be bored. Sometimes in 1 meeting only material and explanation, sometimes we play Quizizz, and sometimes special assignments.
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Through an interview with Mrs. Olivia, the researcher found things related to classroom management that can be applied to use in online classes. This is evidenced by the way teachers teach online through Zoom.

## **4.2 Discussion**

### **4.2.1 Teachers' Strategies to Regulate the Students**

Classroom management will always be needed by teachers even though teaching in classroom management has been identified as a core part of teacher preparation in the curriculum policy (Habibi et al., 2017). In the classroom, some students have different

characteristics and characters. This will affect the level of discipline and order which must always be upheld to ensure the continuity of the teaching and learning process. Therefore, rules and policies are formed in the classroom so that learning runs well.

T: **“Who turn on the music please turn off it. Anggita, is that you?”**.

S: “Maaf miss, udah miss”.

T: “Okay thank you”.

In the displayed data, the teacher asks her student with a modest way to turn off the music when learning takes place. Teachers must interact with students well and must be able to handle inappropriate student behavior in a positive way (Regina, 2014). A teacher needs to equip himself with appropriate classroom management strategies to create a calm, conducive and pleasant learning atmosphere. The teacher must be able to communicate calmly and emotionally stable in the classroom because this affects the way students receive the message conveyed.

T: “Okay, before we start our lesson today, let’s have a prayer. **Please one of you to lead the prayer. May I choose one of you?”**.

T: “Kartika, **can you please lead the prayer?”**.

S: “Okay miss”.

T: “Okay thank you”.

In the data displayed, the teacher appoints students to lead to pray after learning. The teacher plays a role in managing students, learning materials, and learning assignments in the classroom so that the teacher can control student work, regulate discipline by regulating student movements and interactions in the classroom (Ahmed & Dauda, 2020). This is in line with what Stewart (2008) points out that the teacher's role may be to act as a moderator and remind students of their need to be careful and respectful of the opinions of others, despite disagreements. Every student must actively participate in class because if everyone

is involved, the higher the quality of the discussion. Teachers must involve students to learn actively because if students learn actively, it means they dominate learning activities.

T: “Okay, can we start our lesson now?”.

T: “Hello? **Can you hear my voice?**”.

S: “Dengar miss”.

T: “**Can we start our lesson now?** Bisa kita mulai sekarang?”.

S: “**Bisa miss**”.

Based on the data above, the teacher asks if the student is ready to start lessons on that day. She made sure that each student was ready without any obstacles to start learning. The active participation of students in learning is manifested in the form of physical, mental, and emotional activities in response. The response given by students can be seen through something physically, thinking about something, answering teachers, doing teacher instructions or looking for answers to a problem.

#### **4.2.2 Teachers’ Strategies to Maintain Students’ Engagement**

During the online learning process, students will learn independently and experience their own learning. Means et al (2009) explain that the learning experience is determined by how students gain knowledge, while communication is an important thing to do to harmonize the understanding of students and teachers. Therefore, the presence and interaction of teacher-students is important. No matter how sophisticated the technology used, the teacher's role is the key to successful learning.

According to Lewis (2015), as online learning opportunities increase in today's society, teachers need to consider additional ways to design online instruction effectively to engage students in the learning process. Developing the strategies needed to teach and learn online successfully requires an understanding of learning styles and how they can best be handled in an online environment.

T: “Okay, so what will we learn today? **Actually today you’re going to describe your idol.** Jadi hari ini kalian akan mendeskripsikan idola kalian by using descriptive text. So we will describe your idol with descriptive text. And you will use your knowledge before about describing people and simple present tense”.

Based on the data above, it is shown that the teacher teaches the material by raising things about idols that the students like. A teacher is required to have the ability to use appropriate methods and combine several relevant methods so that the teaching and learning activities that take place are not boring and students will automatically participate in the learning process. In the displayed data, the teacher performed a translanguaging from English to Bahasa Indonesia, as well as repeating the explanation. The instruction was clear because the students were brought to comprehensive stages of learning, that they were informed about today’s agenda and what will be learned today.

T: “**Please oni febby please read the first paragraph**”.

S: “My idol is my father. My father’s name is I Nyoman Yasa. He is a hardworking man. He works as government employee”.

T: “**Oke thank you, Oni febby**”.

This finding is supported by Sternberg and Williams (2002) clarify that classroom management can be used as a technique and skill that enables the teacher to control students effectively to create a positive learning environment for all students. Classroom management strategies are also used by teachers to create and maintain classroom conditions in order to remain conducive, so that students can learn optimally, actively, and happily effectively and efficiently to achieve learning goals. In the displayed data, the teacher tries to point out some students in a polite way to read the material provided by the teacher to invite students to participate in learning.

T: “What does she look like? How about?”.

S: “**My sister, hahaha**”.

T: **“What your sister? Haha”**.  
S: **“Beautiful”**

From the data shown, the expression from the teacher and students indicates that they did feel enjoyed during the learning process. She laughed together with the students. From the picture, we could see how cheerful the face of the teacher was. She wore convenient attire that made the class atmosphere to be more casual. We could also see how the students behaved casually although they wore uniforms. In creating interactive online classes during the Covid-19 pandemic, teachers must strengthen interactions with students. When students and teachers are separated by distance, creating a connection between the two becomes even more important. Teachers also must be more creative in learning, for example using some interactive materials like the idol of the students in the descriptive text material so students become interested in the material.

#### **4.2.3 Teacher’s Role during the Learning Classes**

Teachers should be able to overcome various obstacles faced in online learning by maximizing existing resources and making learning designs that are easily accessible to students so that students can easily learn and understand the material provided by the teacher. Stewart (2008) points out that the teacher acts as a moderator for students who can remind them to respect the opinions of other students even though there are differences of opinion and remind students to be wise.

T : So, what we learn today? Apa yang sudah kita pelajari hari ini? What have we learn today?  
S1: **Descriptive someone**  
S2: **Knowledge of descriptive text**  
T: **Yes**, we learn about descriptive text to describe someone especially to describe your idol.

In displayed data, The teacher tries to give appropriate feedback to students even though there are differences in answers but with the same intent. This method can foster a sense of togetherness in an online learning environment. A sense of community occurs when students value the opinions of others and become comfortable discussing their ideas.

T: “Dewi who is your idol?”  
S1: “EXO miss”.  
T: “Anggita? Who is your idol?”  
S2: “Aku siapa miss gaada, bukan korea miss”.  
T: **“What? Who is your idol? Your mother? Your father?”**.  
S2: “Dua-duanya”.  
T: “Oh dua-duanya **that’s great**”.  
  
T: “Maria bening, who is your idol?”  
S3: “NCT”.  
T: **“Who like BTS?”**.  
T: **“Kartika siwi, who is your idol?”**.  
S4: “Kayanya hampir semua suka deh miss”.  
T: **“Kartika siwi, BTS?”**.  
S4: “Blackpink miss”.  
T: “Blackpink? **Oke**”.

Teachers seem not stuck with one of the students, all the students can not be separated from the monitoring teachers when learning takes place. Teachers are trying to engage with K-Pop idols. She also helps students to participate in the course of learning as it helps students by helping to answer questions. The teacher encourages participation by appointing all students by means of two-way communication with the students. When the student is silent, the teacher chooses to confirm with the students because in the learning process, the teacher and students are two components that cannot be separated. Between these two components, mutually supportive interactions must be established so that student learning outcomes can be achieved optimally.

*“For class management, of course, **the teacher must be extra because he doesn't meet the students directly. What is done is monitoring every student activity starting from online presence, doing tasks and zooming / google meeting with students**”.*

Teachers must create a positive learning environment by paying attention to conditions in the classroom and implementing activities that support the desired situation in the classroom. In line with Stewart (2008) pointed that accepting that classroom management is largely a preventive practice, teachers should strive to provide timely feedback to individual students and foster a sense of community in the online environment at the same time. The creation of a comfortable classroom is a study of classroom management because class management is a series of teacher behaviors in their efforts to create and maintain classroom conditions that allow students to learn well. Researcher didn't find the data that the teacher could not operate Zoom. The teacher is technologically proficient because the class runs smoothly without any technical difficulties.



## CHAPTER V

### CONCLUSION

Based on the discussion, this study highlights that online classroom management strategies of English teachers during Covid-19 in a Public High School requires the teacher to be active in the learning process in the classroom and master the media that supports online learning. Active means that in the learning process the teacher applied an atmosphere in such a way that students actively ask questions, question and express ideas. However, above all, the teacher's teaching principle by which to be adaptable in any teaching situation is what matters to bring an engaging and motivated classroom. This findings implies that English teachers should be given training in mastering several media that support learning. However, this research involved only one Public Vocational High School in one regency. Thus, for further studies, the participants can be expanded, such as there are several participants in several schools in one city or outside the city in order to get classroom management that can be applied properly which is more varied in the conditions of online learning.

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## APPENDICES

### TRANSKRIP RECORDING VIDEO ZOOM

#### Components:

- Rules and Policies (RP) : during the learning process, the teacher regulates students by applying the rules in the classroom.
- Teacher Activeness (TA) : develop sense of community, act as moderator and remind students to be tactful, provide timely response and timely feedback, make comments, correct information, doing mandatory discussion for students
- Student Involvement (SI) : develop a sense of community, responding to teachers' comments/corrections/feedbacks, participating in a discussion (student participation).

00.10: Morning, are you hear my voice?

00.16: Good morning miss

00.18: Hello Doratha

00.22: May I see of all your face, please? Please open your video Selfi, Retno, Esta, Dewi

00.50: Good morning, Esta, Dewi, Retno

00.59: Morning miss

01.05: We will wait for your friends for about 5 minutes. It's only eleven.

02.24: Hello Annisa

02.33: Hello miss

02.40: Okay we still waiting for your friends

03.27: Okay still 20 percent, we still waiting for your friends.

03.50: Hello Valen, good morning

04.24: We are still waiting for your friends, and we will start our lesson about 5 minutes again, okay? Please waiting for your friends.

05.39: okay still twenty-three.

06.00: Good morning cristella

06.04: Good morning miss

06.13: Who is singing? Siapa yang menyanyi?

06.20: Saya miss

06.47: okay still 25 percent

07.14: good morning Ani

07.22: Morning miss

07.24: may I see your face please?

08.33: Who turn on the music please turn off it. Anggita, is that you?

08.43: Maaf miss, udah miss

08.45: Okay thank you

10.09: Okay, can we start our lesson now?

10.14: Hello? Can you hear my voice?

10.19: Dengar miss

10.21: Can we start our lesson now? Bisa kita mulai sekarang?

10.28: Bisa miss

10.33: Okay, Assalamualaikum wr.wb

10.40: Assalamualaikum wr.wb, hello?

10.42: Wa'alaikumsalam wr.wb miss

10.50: Good morning students

10.56: Good morning students, can you hear me?

10.59: Morning miss

11.05: How are you today? Are you okay?

11.09: I'm fine, thank and you?

11.11: I'm very well, thankyou

11.20: Okay, before we start our lesson today, let's have a prayer. Please one of you to lead the prayer. May I choose one of you?

11.36: Kartika, can you please lead the prayer?

11.43: Okay miss

11.45: Okay thank you

11.56: Before we start our lesson, lets pray together. Finish

12.13: Thank you Kartika.

12.16: Okay, now I will checked your attendance.

12.19: Please say present

12.22 – 16.40 *Checking the attendance*

16.41: Okay thank you. Let's move to our lesson

16.51: I will share my screen

17.03: So today we still learn about descriptive text. Did you still remember what we have learn last week? Masih ingat yang kita pelajari minggu lalu?

17.18: Masih miss

17.20: What is it about? Tentang apa?

17.28: Description

17.30: Description? Yes we learn about describing people and then we also learn about simple present tense

17.45: And today we still used it to describe people.

18.00: Okay, so what will we learn today? Actually today you're going to describe your idol. Jadi hari ini kalian akan mendiskripsikan idola kalian by using descriptive text. So we will describe your idol with descriptive text. And you will use your knowledge before about describing people and simple present tense

18.34: Okay this is a kompetensi dasar untuk hari ini. You can read it. Its about descriptive text and our learning objective today, hari ini kita akan menentukan fungsi social, struktur teks,



dan unsur kebahasaan teks deskriptif. Kita juga akan menganalisisnya dan yang terakhir kalian akan menyusun sebuah teks deskriptif is about your idol.

19.12: I want to ask you. Do you have an idol? Kalian punya idola?

19.19: Punya miss

19.23: Who is your idol? BTS?

19.36: Dewi who is your idol?

19.38: EXO miss

19.40: Anggita? Who is your idol?

19.43: aku siapa miss gaada, bukan korea miss

19.48: what? Who is your idol? Your mother? Your father?

19.54: dua-duanya

19.55: oh dua-duanya that's great.

19.57: Maria bening, who is your idol?

20.02: NCT

20.04: who like BTS?

20.09: Kartika siwi, who is your idol?

20.12: kayanya hampir semua suka deh miss

20.28: Kartika siwi, BTS?

20.30: Blackpink miss

20.32: Blackpink? Oke.

20.40: Oke, please look at these picture. Do you know who is he?

20.48: Raffi Ahmad

20.56: Raffi Ahmad? Oke.

20.58: And who is she?

21.02: Agnes Monica.

21.08: And who is he?

21.11: Raditya dika

21.18: I think all of you know about them. Before we move to descriptive text, let's try to describe these people.

21.30: The first one is Raffi Ahmad. What does he look like? Bagaimanakah penampilannya? What about his face?

21.47: Oval

21.52: How about his eyes? Small, big?

22.09: I think his eye are small.

22.13: How about his hair? Short? Long?

22.23: pointed nose

22.27: pointed nose? Oh oke pointed nose

22.30: how about his hair? Gimana rambutnya?

22.37: short black hair.

22.45: is he handsome?

22.52: yess

22.55: okay thank you. Let's move to the next, Agnes monika.

23.04: what does she look like? How about?

23.08: my sister, hahaha

23.10: what your sister? Haha

23.11: beautiful

23.12: beautiful? Oke she is beautiful.

23.16: pointed nose.

23.18: pointed nose? Oke

23.19: Her smile or her lips? Big? Small?

23.25: Small

23.27: How about her eyes? Big or small?

23.38: Big

23.40: Sedengan

23.41: Sedengan? Haha

23.45: How about her hair?

23.51: Dark hair

23.54: Short hair

23.55: How about the colour?

24.00: Brown

24.06: oke next, the last Raditya dika. Try to describe him? What does he looks like? What do you think about him?

24.22: mm botak

24.24: botak? Are you sure?

24.28: botak hahaha

24.31: he ever has bald hair I think but in this photo his hair is short. And how about his face? Is he funny?

24.49: yea

24.54: flat nose or pointed nose?

24.56: flat

25.04: do you like him?

25.08: yess

25.11: yes actually I like him because he is very funny

25.16: Oke so you are going to do is you have to describe your idol, like what they do.

25.30: oke I have example of a text. It is descriptive text.

- 25.39: please oni febby please read the first paragraph.
- 25.50: My idol is my father. My father's name is I Nyoman Yasa. He is a hardworking man. He works as government employee.
- 26.13: oke thank you oni febby. My father. My idol is my father. Jadi idola saya adalah siapa?
- 26.20: ayah saya
- 26.24: My father's name is I Nyoman Yasa. He is a hardworking man. Dia seorang pekerja keras. He works as government employee. Dia jadi karyawan pemerintah.
- 26.38: Oke the first paragraph. Next the second paragraph please Kartika Siwi. Please read the second paragraph.
- 26.48: His body is tall. His hair is black and straight. He has brown complexion because likes working under the sun.
- 26.57: Oke thankyou Kartika.
- 26.59: His body is tall. His hair is black and straight. He has brown complexion because likes working under the sun. Do you find any difficult vocabulary? Ada vocab yang sulit atau baru ditemui? Do you know off all the meaning?
- 27.20: Complexion
- 27.21: Complexion? Complexion itu warna kulit. Jadi warna kulitnya itu hitam eh coklat kecoklatan seperti orang Indonesia yaa.
- 27.33: coklat
- 27.34: yes, kecoklatan, sawo matang
- 27.40: and the last paragraph please Doratha. Please read the last paragraph.
- 27.47: I love talking to my father. He is a wise man who always gives me great advice. I learn about being a hard worker from him. I love him very much.
- 27.57: oke thankyou doratha.
- 27.59: I love talking to my father. He is a wise man who always gives me great advices. I learn about being a hard worker from him. I love him very much. Jadi saya suka berbicara dengan ayah saya. A wise man, what is a wise man? Do you know the meaning of wise?
- 28.21: jujur
- 28.25: bijaksana

- 28.26: yess that's right. Bijaksana dia adalah seorang laki-laki yang bijaksana. Yang selalu memberikan sayaa nasihat-nasihat bagus.
- 28.36: oke so from this text you find a new vocabulary. Complexion, and then wise. Complexion warna kulit. Wise bijaksana. Advices, what is advice?
- 28.56: Nasihat
- 28.58: yess nasihat.
- 28.59: oke this is an example of descriptive text. Ini salah satu contoh deskriptif teks. Is about My father. Oke let's move
- 29.11: May I ask you what is the text about? Teks itu tadi tentang apa?
- 29.18: deskriptif tentang ayah
- 29.22: yes, that is a descriptive text about a father, about the writer's father.
- 29.32: And then what is a descriptive text? I think we ever discuss it in GC. What is a descriptive text?
- 29.44: It is a text that describe a person, animal or thing. So you can use descriptive text to describe a person (orang), animal (hewan) or anything (apapun).
- 30.05: and next, what is the social function of the text? What is the functions descriptive text? The function is to describe a person, animal, or thing. Like the description, jadi fungsi sosialnya itu untuk mendeskripsikan seseorang, hewan atau benda.
- 30.32: so far do you have any question? Sampe disini ada pertanyaan?
- 30.39: belum ada miss
- 30.41: Oke, let's continue. And what are the structures of the text? I think you have learn it in our discussion in GC. The first one is Identification. So in identification you introduce a person or animal or thing that will be describe. Jadi di identification ini kalian mengenalkan siapa yang akan kalian deskripsikan, jadi nanti kalian masih menjabarkan secara umum. And then description. Describe someone or something by its features, characters or anything related to what the writer describe. So in identification you describe the person in general and in description you describe the person by characters in detail. Jadi kalo di identifikasi kalian mendeskripsikan secara umum kalo di deskripsion kalian menjelaskan secara detail.
- 31.55: suaranya ga denger miss
- 31.58: can you hear my voice?

32.00: Hallo? Can you hear my voice?

32.05: yess, bisa miss

32.10: do you have any questions? Ada pertanyaan?

32.21: belum ada miss

32.23: oke lets continue

32.30: So from the previous text that we have learn about My Father. The first paragraph is identification, jadi paragraph pertamanya itu identifikasi. Jadi paragraph pertamanya itu kalian mengidentifikasi menjelaskan orang yang akan dideskripsikan secara umum jadi in general. You describe the person in general. And the second and third paragraph they are called descriptions. You describe the person by each characteristic or each physical appearance jadi kalian bisa mendeskripsikan ayahnya dari fisiknya dan juga dari karakteristiknya. Jadi yang diidentifikasi itu secara umum, dideskription itu secara khusus. Dari karakternya dari penampilan fisiknya seperti itu.

33.38: And the next is what are the language features of the text? Language features itu unsur kebahasaan. The first one is using simple present tense. We have learn about simple present tense last week. Do you still remember about simple present tense? Masih ingat?

32.04: yess miss

34.12: oke thank you. And next using many adjectives. Jadi in deskriptif teks you will used many adjectives. Kalian menggunakan banyak kata sifat. For example in this text he is tall, black, straight, brown, wise. Jadi kalian menggunakan banyak kata sifat disini.

34.41: So far, about the material do you have any question?

34.49: Do you have any questions? Ada pertanyaan?

34.55: No

35.00: Oke if you still confused you can ask me, but if you don't have any question let's move to the task.

35.11: Oke, I have a text here, a descriptive text here. Please you read the text and try to answer the question. Please do it in your book now and I will give you for about 5 minutes to do it and we will discuss it. Oke? Please take your book and do the task.

35.58: We will discuss the text 5 minutes again, oke? Please do it, if you have any question or you find a difficult vocabulary you can ask me, it's okay.

36.42: Do you find difficult vocabulary? Ada yang menemukan kata-kata yang sulit? You can ask me, boleh tanya sama saya.

36.51: No? Okay.

38.18: Oke five questions, you can find the answer on the text. Jawabannya di teks except number 5. Kecuali nomer 5.

39.47: Have you finished? Sudah selesai?

39.54: Belum miss

39.56: Oke, I'll wait for you

40.35: Oke can we discuss the answer? Bisa kita diskusikan?

40.40: Hello? Do you hear my voice? Hello?

40.47: Dengar miss

40.52: Oke, you can turn on your microphone. It's okay.

40.55: Number 1, who can answer number 1?

40.06: Yes? Doratha? Doratha, please? What the answer of number one?

41.13: Buk saya description about Raditya Dika.

41.16: Yes that's right. What is the text about? The text is descriptive text about Raditya Dika. That's great.

41.27: Do you agree with the answer? Is about Raditya Dika? The others?

41.33: Yes, I agree

41:35: Okay, next number 2. What is his occupations? Apakah pekerjaannya? Who can answer number 2?

41.50: Komedian

41.53: He is a?

41:57: Comedian, writer and actor

41.58: Yess yess he is a comedian, he is a writer and he is an actor.

42.06: Okay that's great.

42.07: and number 3, what does he look like? Bagaimanakah penampilannya?

42.14: Hanifa? What's your answer?

42.20: He has a funny face, a short man, short hair

42.24: He has a funny face, a short man, his hair is short. That's great. So this about physical appearance itu tentang penampilan fisiknya.

42.40: And number 4, what is his popular book?

42.44: what is his popular book? What the answer?

42.48: Kambing jantan

42.56: Have you ever see the movie? Pernah nonton filmnya?

42.02: Belum

43.03: Pernah

43.04: Hah? Ada yang sudah ada yang belum

43.09: Bioskop masih tutup

43.12: Kalo yang jantan-jantan belum haha

43.14: And the last, is he an inspiring person?

43.18: oni feby, can you answer it? Is he an inspiring person? Apakah ia seseorang yang menginspirasi?

43.26: yess

43.30: Why? What inspires you from him? Apa yang menginspirasi kamu dari dia?

43.37: Smart

43.39: He is smart. And then?

43.45: and handsome haha

43.47: He is smart he is handsome. Oke, the other answer?

43.50: The other? What inspire you from him? Apa yang menginspirasi dari seorang Raditya Dika?

43.58: Lucu



44.00: he is funny

44.04: He can do a lot of thing

44.05: Yess, he can do a lot of thing. He could be a comedian, he could be a writer, and he could be an actor. He can do many things.

44.21: Oke, do you have any question?

44.26: No

44.30: So, from this task as we learn before is a descriptive text about Raditya Dika and the first paragraph here is identification, so you identify about Raditya Dika in general, secara umum. And the second and the third paragraph, you describe Raditya Dika in details. Oke, next. Move to the next task.

45.09: I have a descriptive text about Agnes Monika. And there are some blank word please complete the text right verb of simple present tense. Silahkan dilengkapi teksnya by using verb here, change, has, is, are, or play. Please do it. Kalian melengkapi teks 2 dengan verb yang ada disitu. Change or has or is or are or play.

45.58: Okay? Please do it.

46.35: I think it's quite easy or you have any question? Ada pertanyaan?

46.42: No

46.43: Okay please complete the text.

48.29: Remember in simple present tense we always use verb one

48.54: Have you finish?

48.58: Not yet

49.16: Finish

49.17: Okay finish. Have all of you finish doing the task?

49.27: udah miss

49.32: who can answer number one?

49.33: Who can answer number one, please?

49.36: Number one? Name is Agnes Monika. She was born in 1 July. How to read this?

49.57: Nineteen eighty six.

49.59: Yes, nineteen eighty six. So you spell it into two. Jadi kalian bacanya 19 dan 86. Jadi nineteen eighty six. In Jakarta. She is a singer. She blablabla, who can answer number 1?

50.21: is

50.22: yes is. She is, number one is. She is good both at singing and dancing. Jadi dia bagus di keduanya, menyanyi dan juga menari.

50.40: Number two? Agnes Monika is a beautiful person. She is

50.46: has

50.47: yes, dia medium height, tingginya sedang. She has straight hair and black hair. Dia mempunyai rambut yang straight lurus dan hitam. Number two has. But like most artists in general she often coloring her hair and blablabla her hair style. Number 3 what the answer?

51.13: change

51.18: Number 3 change. Dia suka mewarnai rambutnya dan mengubah gaya rambutnya.

51.34: oke next, number four. Her eyes are slanting. Slanting what its slanting? Matanya sipit and black. And agnez monica is very talented artists. Beside singing, she can

52.02: play

52.03: play, oke. Jadi selain menyanyi dia dapat bermain alat music. And last, Agnes Monika has several famous songs. Punya lagu-lagu yang enak.

52.15: are

52.17: yes, are. Her everlasting song are

52.24: number one the answer is. Number two has, number three change, number four play, and the last are.

52.44: Do you have any questions?

53.00: Do you have a question?

53.08: your task now, I will share the task on assignment in GC. You have to make a descriptive text about your idol. Jadi tugas kalian membuat teks deskriptif tentang idola kalian. I will share the assignment in GC.

53.51: Okay I have share the assignment that you have to write descriptive text about your idol in GC.

54.04: So before we end the lesson, you can do the task in GC.

54.20: Okay, let's have a reflection.

54.33: So, what we learn today? Apa yang sudah kita pelajari hari ini? What have we learn today?

54.41: Descriptive someone

54.45: knowledge of descriptive text

54.47: yes, we learn about descriptive text to describe someone especially to describe your idol

54.57: What is descriptive text? Teks deskriptif itu apa?

55.05: a text to describe a person, animal,

55.18: animal and thing

55.20: yess that's right

55.22: and when we describe someone please pay attention what are the structure of descriptive text. Tadi stuktur teksnya apa aja? The first one is?

55.35: identification

55.39: yes, and the second is?

55.45: description

55.49: yes the first one is identification. To describe people in general. And next is description when you describe someone in detail.

56.00: Alright one more question. Do you have any difficulties in learning descriptive? Ada kesulitan dalam mempelajari teks deskriptif? Is there any difficulties?

56.20: Hello?

56.22: belum ada

56.26: oke

56.48: for the next what you have to do is you have to make a descriptive text as I share in the GC. You can finish it by the end of our lesson. Then for next week, we are going to move to a new material about a recount text. I believe you have learn it in Junior High School but we will learn it again.

57.20: And before we end our lesson today please one of you to lead a prayer. Silahkan salah satu memimpin doa, please? Kartika?

57.40: yes miss

57.42: please

57.43: Before we end our lesson, lets pray together. Finish

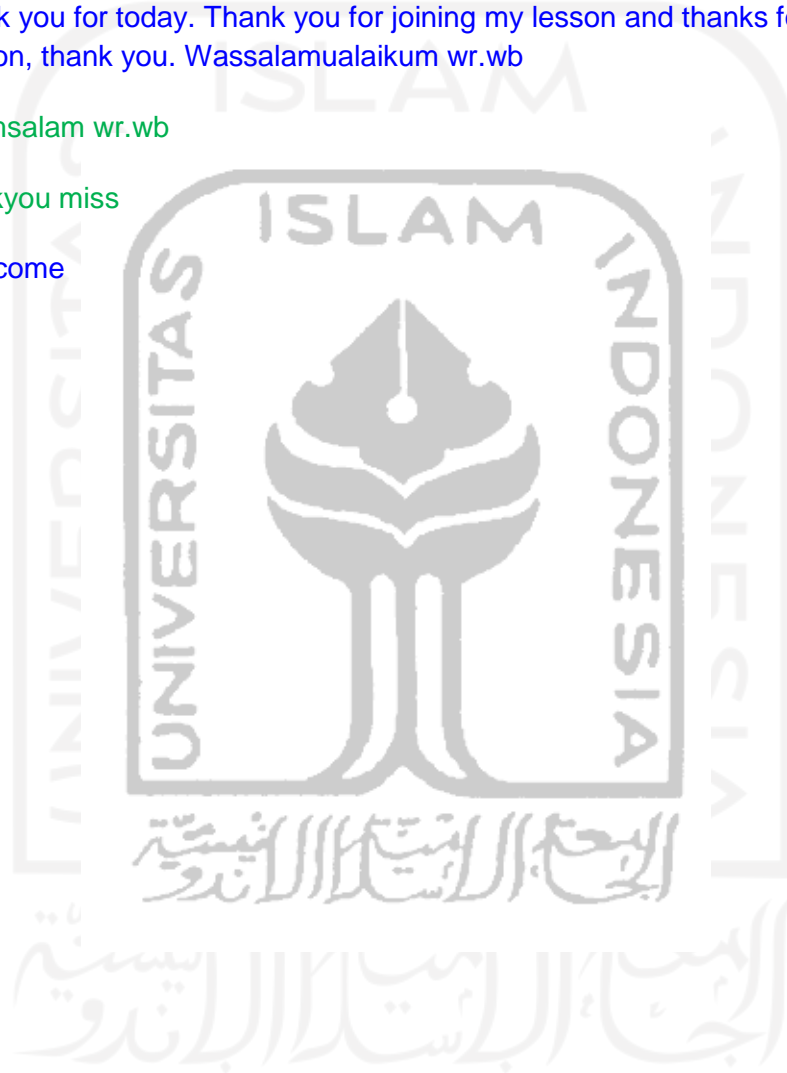
57.55: Okay thank you for today. Thank you for joining my lesson and thanks for your participation, thank you. Wassalamualaikum wr.wb

58.05: Waalaikumsalam wr.wb

58.10: okay thankyou miss

58.12: you're welcome

58.15: see you



## TRANSKRIP INTERVIEW

Subject	Transcription	Coding
<p>I</p> <p>P</p>	<p><b>Apa saja yang Ibu Olivia persiapkan sebelum mengajar secara daring saat ini?</b></p> <p>Sebelum mengajar secara daring yang perlu dipersiapkan adalah materi, latihan soal, dan koneksi internet yg stabil.</p>	<p><b>RP</b></p>
<p>I</p> <p>P</p>	<p><b>Bagaimana Bu Olivia menerapkan manajemen kelas saat belajar mengajar dalam situasi pandemi?</b></p> <p>Untuk manajemen kelas tentunya harus lebih ekstra karena tidak bertemu siswanya langsung. Yang dilakukan yaitu memantau setiap aktivitas siswa mulai dari presensi online, tugas2 yang dikerjakan serta melakukan zoom/google meet dengan siswa.</p>	<p><b>TA</b></p>
<p>I</p> <p>P</p>	<p><b>Saat diadakannya Zoom bagaimana cara Ibu memantau setiap siswa? Maksud saya bagaimana ibu menerapkan manajemen kelas saat pembelajaran menggunakan aplikasi Zoom?</b></p> <p>Sebelum memulai zoom dicek dulu kehadirannya dan meminta siswa menyalakan videonya (walaupun terkadang dioffkan lagi). Kemudian untuk pembelajarannya ada tanya jawab dengan siswa agar terjadi komunikasi 2 arah sehingga siswa lebih aktif dan memperhatikan.</p>	<p><b>RP</b></p> <p><b>TA</b></p>

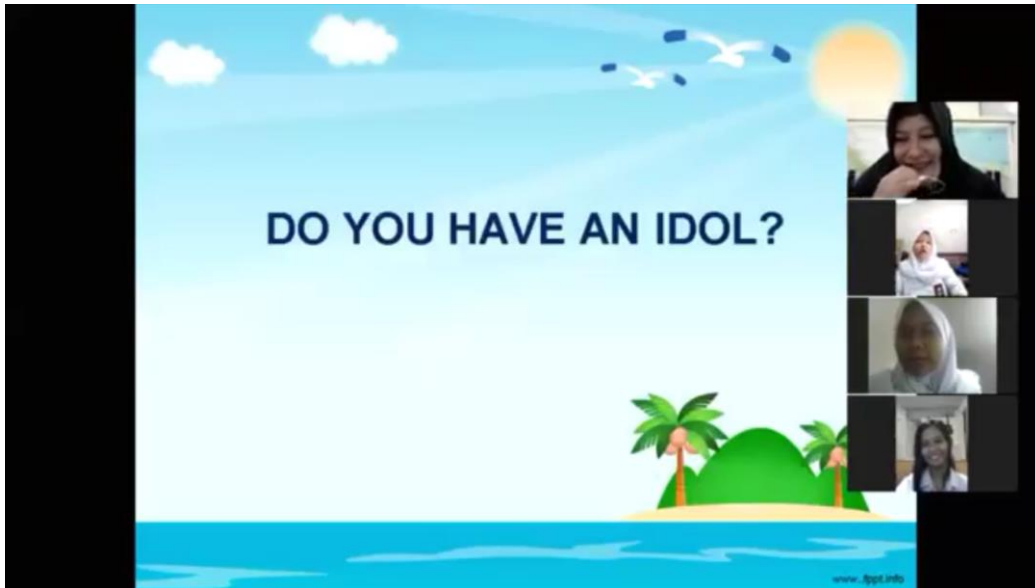
I	<b>Masalah apa yang ibu sering dihadapi saat menerapkan manajemen kelas selama Covid-19 dalam proses belajar mengajar?</b>	
P	Kadang terkendala koneksi yg tidak stabil dan terkadang siswa tidak mengikuti pembelajaran daring karena tidak mempunyai kuota.	SI
I	<b>Terus bagaimana Ibu Olivia menangani masalah tersebut?</b>	
P	Kalau terkendala koneksi ya mencari tempat yg lebih stabil sinyalnya. Kalau terkendala siswa yg tidak mempunyai kuota, biasanya saya share materinya dan saya beri kesempatan bertanya tentang materi via wa atau comment di Google Classroom (biasanya mereka mempunyai kuota WA tetapi kadang tidak punya kuota internet).	TA
I	<b>Apa yang Ibu Olivia lakukan jika ada siswa yang mengganggu proses belajar mengajar di kelas online?</b>	
P	Biasanya saya ingatkan untuk lebih aktif dan memperhatikan mbak.	TA

<p>I</p> <p>P</p>	<p><b>Bagaimana sih cara Bu Olivia membangun komunikasi antara guru dan siswa dalam situasi pandemic dan apakah Ibu Olivia punya beberapa tips dalam membangun suasana kelas yang baik disaat pembelajaran online saat ini?</b></p> <p>Untuk komunikasi biasanya selain ketika zoom/google meet, kami komunikasi via Google Classroom dan WA mbak, misalnya ada siswa yg belum mengumpulkan tugas bisa ditanya via Google classroom atau via WA...termasuk untuk konsultasi terkait materi pembelajaran.</p> <p>Yang jelas guru memang harus lebih aktif mbak dalam mengajar, dalam mengingatkan siswanya. Jangan terlalu banyak memberi tugas karena siswa akan jenuh. Terkadang dalam 1 pertemuan hanya materi dan penjelasan, terkadang kami bermain quizziz, dan terkadang khusus tugas.</p>	<p><b>RP</b></p> <p><b>TA</b></p>
<p>I</p> <p>P</p>	<p><b>Oh iya bu, misal ada siswa yang tidak mengikuti Zoom/Google Meet lalu kan ibu beri kesempatan untuk bertanya/ konsultasi. Misalkan ia tidak konsultasi juga lalu bagaimana siswa tersebut bu? Apakah ibu yang menanyakan ke siswa tersebut atau siswa tersebut diabsen kosong bu?</b></p> <p>Biasanya siswa izin via wa jika tidak mengikuti google meet/zoom mbak..tapi terkadang juga saya wa siswanya/saya tanyakan ke wali kelasnya siswanya kemana, izin atau memang tidak mengikuti pembelajaran.</p>	<p><b>RP</b></p>

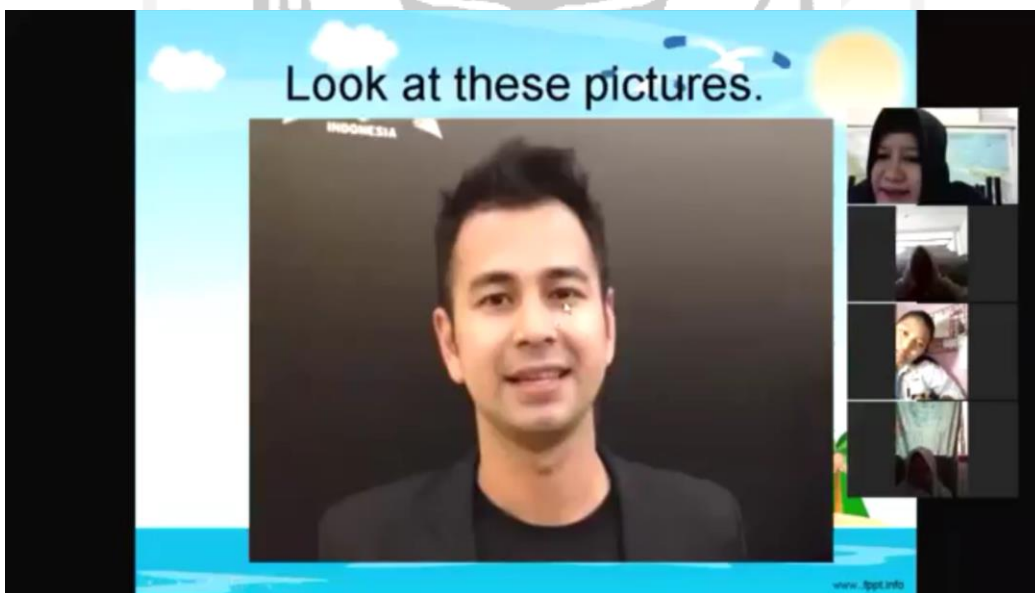
<p>I</p> <p>P</p>	<p><b>Apa sih yang ibu Olivia rasakan saat mengajar online? Menurut ibu apa kelebihan dan kekurangan mengajar secara online ini?</b></p> <p>Saat mengajar online ada susah senangnya mbak.</p> <p>Kelebihannya bisa dilakukan dimana saja (di kantor/di rumah). Kekurangannya jika ada siswa yang tidak mengikuti pembelajaran online seperti zoom/google, berarti harus menjelaskan ulang materi berkali-kali, siswa terkadang jenuh karena banyaknya tugas (hampir di semua mapel mesti ada tugas), dan kendala koneksi/kuota.</p>	<p><b>TA</b></p>
<p>I</p> <p>P</p>	<p><b>Jadi ibu disuruh memilih mending tatap muka ya bu?</b></p> <p>Jelas mbak..lebih enak tatap muka..bisa bertemu siswanya. Komunikasi pun juga lebih mudah..proses pembelajaran lebih menyenangkan.</p>	
<p>I</p> <p>P</p>	<p><b>Apakah ibu dalam pembelajaran online ini ibu menerapkan rules and policies? jika iya apa saja yang ibu terapkan? dan jika ada yang melanggar akankan ada hukuman atau semacamnya?</b></p> <p>Iya mbak..di awal semester kami ada kontrak pembelajaran.</p> <ul style="list-style-type: none"> <li>- siswa harus aktif dalam proses pembelajaran termasuk ketika zoom/google meet.</li> <li>- siswa yang aktif dan selalu tepat waktu dalam mengikuti pembelajaran akan mendapatkan nilai tambahan.</li> <li>- tugas pun ada deadlinenya, jika terlambat mengumpulkan maka nilai akan dikurangi.</li> </ul>	<p><b>RP</b></p>



## SCREENSHOT OF ZOOM CLASSES



*Figure 2. Teacher Gesture 1*



*Figure 3. Teacher Gesture 2*