# Exploring Senior High School English Teachers' Problems of Classroom Management and Their Strategy in Online English Teaching and Learning process: A Case Study

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## Abstract

During Covid-19 the teaching-learning system is carried out online around the world. In Indonesia, the online learning system is something new. It is undeniable that many obstacles arise when teaching online. The aim of this study was to explore senior high school English teachers' problems of classroom management and their solutions in online English teaching and learning process. The data collected from two English teachers at senior high school in Jember by using a case study and semi-structured interview to obtain detailed information on the research issue. Based on the results, some factors in classroom management problems faced by teachers were found. They were: Material provision, Technological Issues, Time management, Teacher and Students Interaction and Human Resources. Teachers have to improvise or adapt their method of teaching in short time during online classes to solve the problem. Both of the teachers used a different method of teaching. The first teacher used traditional approach using school radio to broadcast learning materials that have not been completed in the virtual class, this also helps solve signal and internet quota problems. While the second teacher uses a lot of Google applications such as Google Slide, Google classroom, Google meet to foster students' interest in learning and then to interact and monitor students doing assignments and discussing using the Jam Board application. In order to evaluate the efficiency of the outcomes of the classroom management strategies that the teacher has put in place, the researcher advises the next researcher developing a similar study to combine qualitative methods for gathering data through interviews or document analysis with quantitative methods for gathering supporting data from the student's perspective.

**Keywords:** Online Classroom Management; Teacher Strategy in Online Classroom; Teacher Teaching Online Experience

**Introduction**

During the pandemic, all schools in Indonesia implemented an online teaching and learning system. In online learning, students must be more active in managing the learning materials they get from their teachers (Boettcher & Conrad, 2021). Meanwhile, the teachers have a significant role in their involvement during the learning process, where they must be able to form interpersonal relationships and a conducive classroom environment (Young, 2006). The teacher's role is to be a facilitator for all students. They need to take advantage of the technology used during online learning to make it easier for them to transfer knowledge in varied learning media (Efriana, 2021). An effective class can be created through the teacher's skills in managing the class. With classroom management, the student's learning process can run well according to learning objectives. Babadjanova said (2020:281) that "the applied classroom management will result in effective and important learning and teaching process for students and teachers. So, the lesson will be systematic and influential". The teacher prepares the management of learning media to make it easier for students to learn. Therefore, the limitations of the online teacher approach are visible during the learning process. Not to mention if there are students who cannot access the internet or at least children who want to participate in learning online actively (Efriana, 2021).

Several researchers have conducted study to exploring the problems of online classroom management experienced by teachers. Lestiyanawati and Widyantoro (2020), conducted a study using descriptive qualitative method with online questionnaire and interview to describe problem faced by the teachers and the teaching strategies they applied during the COVID-19 outbreak. The results show that many students whose economic background is classified as lower middle class have difficulty providing facilities such as smartphones and internet quota which impacts the smooth running of the e-learning system. Then for teachers they find it difficult to control students who take part in online learning, so when they are at home the role and support of parents is needed. Todd (2020), carried out a study using a questionnaire to teachers about their perceptions of the problems experienced during the shift to online teaching. The result showed teachers experienced difficulties in managing time to check assignments, time spent communicating with all students on the online class platform. The other researchers; Lathifa, Helmanto, and Maryani (2020), conducted a study about how to practice of effective online classroom management. They found problems experienced by teachers during

online learning. The problems found were in the form of electronic facilities and internet quota where at the beginning of online learning, many teachers and students experienced stress because of the provision of quotas. Hafeez, Ajmal, and Kazmi (2021) conducted a study using a questionnaire survey to teachers about the problems experienced when managing the class. More than 50% of teachers have not been trained to teach online, making it difficult to prepare materials and manage the online class. As for other obstacles, such as the internet signal is not good enough to join an online class, it is difficult to manage time to explain the material and give an assignment to their students.

From previous research reviewed above, most of the studies only investigated and revealed the teacher problems when manage their online English classroom. In the present study, the research wants to highlight teachers' strategies to obtain detailed data of English teachers managing their online classes during the online learning. It is crucial to explore the teacher's strategies in managing online classes and how they handle them in actual condition and situation to increase the likelihood of success in managing online English classes by knowing the difficulties and strategies that have provided an advancement for online learning.

**Research Methods**

This study aims to explore what classroom management problems English teachers experience when teaching and find out their strategy to overcome these problems during the online teaching process through a qualitative case study design. According to Yin (2003) a case study is a research design that describes interventions or real-life events and contexts that have occurred. The participants in this study were teachers from one of the senior high schools in Jember. There were two English teachers that I have chosen for the following reasons. First, these two teachers have adapted well to online learning. Second, they have the experience of utilizing online applications and using radio teaching methods that are used to teach online.  The data collected from participants using semi-structured interviews. According to Adams (2015), this semi-structured interview can accept follow-up questions, leading to more in-depth responses under guided questions. The interviews for the two participants were carried out on different days with each interview being about 20-25 minutes long for each participant. During the interview, the participants and the researcher used Indonesian to make conversation easier and all conversations with participants were recorded and the results were transcribed in writing form.

The data that has been obtained were analyzed using thematic analysis. After interviewing the participants, all the result of the conversation were transcribed in writing form. The results of the data transcripts were determined through the thematic analysis stage by Braun and Clarke (2006) with several process, familiarize the data (transcribing data), generating codes, generating themes, reviewing themes, classifying themes (defining and naming themes), and producing reports.

**Findings**

The results of the interview data of the participants were transcribed in writing form. The transcript data were determined through the thematic analysis stage by Braun and Clarke (2006) to explore teacher experiences regarding classroom management problems and strategies found in online English classes in high schools. In this study, the two participants who were EFL teachers who had implemented online learning. The interviews conducted in two days on January 16 and 17 2023. The names of the participants in this research were disguised as Reyhan and Arkana. This also has the consent of the interviewees. Also, the participants had different experiences in managing online English classes because they used different online media and teaching techniques. The interview results for each participant contained themes that were categorized based on their experience managing English classes during online learning. Then, I found five main themes from the interview data. Material provision, Technological Issue, Time management, Teacher and Students Interaction and Human Resources.

*1.  Material Provision*

First, providing materials is the first thing teachers do to support online learning activities. According to Reyhan's experience, several teachers had difficulty preparing materials under the current curriculum for use in online learning.  Reyhan added that it is important for a teacher to prepare the material to be taught in advance. The material he prepared was based on student worksheet books (LKS) in the Power Point form and then distributed to students. As similar as Reyhan, Arkana said that he checked the material before class. He also added, that he gives the students a link of Google Slides before class about the material discussed.

## 2. Technological Issues

In online learning class a communication tools such as a Handphone or Laptop are needed. Also, to participate in virtual classes, we need an internet connection from cellular data or WI-FI. According to the experience of the two English teachers, all teachers at the school experienced obstacles related to device problem. several students did not have smartphones or laptops to take part in virtual classes. Based on the experience of the teachers, both of them stated that to deal with the problem of communication equipment, the school had provided limited facilities in the form of several computers and Wi-Fi. The teachers also experienced a signal problem. To handle the problem of interference that occurred during virtual classes, the teachers took different ways. Reyhan said that he tried to minimize this problem by using educational radio provided by the school and can help students save their quota. Meanwhile, Arkana to overcome the problem of students who miss out on material and have difficulty submitting assignments due to signal interference, he maintained communication with students by letting them notify him that they were experiencing signal interference via SMS.

## 3. Time Management

In online classes, learning hours are relatively shorter. According to Reyhan experienced, teaching learning online process time is limited. Meanwhile, in that short time, he needs to ensure that all the lesson materials are delivered. There are also discussion sessions and assignments must be carried out. To ensure that all online teaching and learning activities are carried out, Reyhan said that for lesson material that has not been explained, he explains it through radio class sessions and for the discussion sessions, he held a mini room on Zoom. based on Arkana's experience, he said that online teaching time is shorter than face-to-face teaching. He added that he experienced difficulties when some students fell asleep or did not attend virtual meetings, causing the explanation of the material cannot run smoothly. During the discussion session, he was not able to see the students' overall discussion performance. To deal with difficulties Arkana used Google Slides to provide the learning material and used Jam Board to hold written discussions.

## 4. Teacher Students' Interaction

Interaction is an activity that must be carried out between teachers and students. According to teachers, when learning online they experience problems interacting with students. To handle the problem, Reyhan tried to

interact with the students by gave them a freedom to contact him via WhatsApp, called several students randomly in virtual meeting to respond his questions and held short discussions. Meanwhile Arkana communicate with the students using Gmail. he used various platforms so students would not easily get bored.

### 5. Human Resource

The use of technology in the world of education during online classes is an important skill to support the learning process in classes. According to the teachers' experienced, this showed the problems in the importance of having the ability to operate technology experienced by some teachers and students. The teachers also have a problem with the students' responsibility about the assignment. From Reyhan's experience, he provided an educational characteristic during classes to foster a sense of responsibility in students. However, it is less than optimal. Meanwhile Arkana provides the students some voice notes, screen record video or a written message on WhatsApp about how to use the media platform. He also added that he used Jam Board for monitoring the students work on their assignments to minimize cheating, and obtained the score from there.

### Discussion

The researchers would elaborate on the findings in order to respond to the research questions of how the senior high school teachers' experience on problems of classroom management and their strategy in online English teaching and learning process. The research findings demonstrated that the senior high school teachers' experienced problems and discovered the strategy of classroom management consisted of material provision, technological issue, time management, teacher and students' interaction and human resources.

The first discussion is about material provision. When teaching online, the teachers need to provide learning materials that will encourage students to learn in online clasess. According to Babadjanova (2020), in creating a conducive online classroom, teachers need to create an online classroom environment with intellectually stimulating learning media. According to Reyhan's experience who teach English in online classes, several teachers still have difficulty with the change from face-to-face to online teaching because they do not have experience teaching with online technology and they had encountered difficulties when producing materials based the current

curriculum. He also added to overcome this problem the teacher can prepared the material based on the student worksheet books (LKS). Additionally, he reminded the students of the material page and prepared PowerPoint for them and send it out through WhatsApp before class. Meanwhile Arkana, before the lesson he reviewed the material. He made the learning material in Google slides and distributed it to the students.

The second discussion is about technological issues. Based on the experience of the teachers, the problem of the communication equipment had been felt by some of their students. This problem often occurred during online teaching that the form of electronic facilities and internet quota at the beginning of online learning, many teachers and students experienced stress because of the provision of quotas (Lathifa et al., 2020). They also added in order to address the issue of communication devices, the school installed Wi-Fi and a small number of computers that can only be used by registered students who do not have them. As for the problem of signal interference, the teachers and their students experienced a signal interference in virtual meeting and it made some of the learning material cannot be delivered. This is in lining with Hafeez, Ajmal, and Kazmi (2021) the teacher experienced internet signal that is not good enough to join an online class, it is difficult to manage time to explain the material and give an assignment to their students. To handle the problem Reyhan tried to minimize this problem by using school educational radio and broadcast the learning material has been left behind in virtual classes. This strategy can help students save their quota. Meanwhile Arkana, he overcome the learning material that is not conveyed and have difficulty submitting assignments properly because of signal interference by maintained communication with students by letting them notify him that they were experiencing signal interference via SMS and provide students with a recording of that day's learning.

The third discussion is about time management. From the finding of the study, there is a signal interference that had been felt by the students and the teachers. Consequently, the learning time is ineffective because the time in online class is relative short. These disturbances can hinder study time where when going to an online meeting, the teacher has to wait for some students who are late or cannot enter Zoom or Google meetings because of the disrupted internet network (Efriana, 2021). Both of the teachers also said that they faced a problem during the discussion time. They had difficulty monitoring students' activities in discussions time. To balance the learning time and discussion in virtual classes, Reyhan explained the lesson material that has not been

explained through radio class sessions which are held after the school hours end and held a mini room on Zoom which could be filled by small groups of five to six students, and see the students' discussion performance, by visiting each room in turn. Meanwhile Arkana, he used a new teaching method to adjust to the learning time. He utilizes the Google product like Google slide to place his learning material to the students. So, they can reopen the left learning material anytime. He also used Jam Board to hold written discussions and pay attention to the students who are discussing because all the writing and time are recorded on the Jam Board platform.

The fourth discussion is about teacher students' interaction. According to teachers, when learning online they experience problems interacting with students. In virtual class teachers cannot see the full video of the student's while explaining the material. Some of the students often left the virtual class in the middle of class and the students cannot focus on the material being explained, and even seem bored to the point of turning off their videos. This in line with Efriana (2021), during the learning process, the shortcomings of the online instructor approach become apparent because of the signal interference. To overcome this problem Reyhan, gave the students a freedom to contact him via WhatsApp about their difficulties regarding the lesson material and assignment. He also tried to interact with the students by called them randomly in virtual meeting to respond the questions he had prepared and held short discussions to ensure students did not leave the virtual class. This strategy is in line with Efriana (2021) the teacher role is to attract students' attention with exciting learning media and invite them to participate, such as checking student attendance, asking students how they are, and inviting them to participate in question-and-answer sessions or express their opinions well in virtual classes. Meanwhile Arkana, he tried to open communication with the students using various platforms starting from Google Slides, which is used to provide material, Google Classroom for question-and-answer sessions, Jam Board for students' written assignments, and Google Meet or Gmail for communication with students. It helps the students to reduce their boredom.

The fifth discussion is about human resource. According to the teachers' experience, the problems in the importance of having the ability to operate technology experienced by some teachers and students. During online teaching some teachers at school had a difficulty to use technology to teach. Around 30.3% of teachers have less ability to apply online learning technology because these teachers are categorized as old teachers (Lestiyanawati & Widyantoro, 2020). The teachers have not been trained to teach online, making it difficult to

prepare materials and manage the online class (Hafeaz et al., 2021). Arkana added that some students' experience a little surprised when they entered online learning class and had a difficulty learning online because they did not know how to use or operate the media platform they were using. To overcome this problem, Arkana tried to provide some voice notes, screen record video or a written message on WhatsApp about how to use the media platform before class to save the learning time. Also In online learning, students have responsibilities that must be carried out. These responsibilities include time discipline, wearing a neat uniform, and do the assignment. Based on the Reyhan experienced, many students still do not fulfill their responsibility. There are some students not attend the class until the end and late in submitting their assignments. He tried to overcome this problem by ensure that students wear neat uniforms and are time disciplined. For the submitting assignment Reyhan usually asks students about the reasons for submitting assignments, it helps him provide a different score in students' assignments. As for Arkana he tried to used a different strategy to overcome the students lack of discipline in submitting the assignment by used Jam Board to give a written assignment, because he can see the record of the student's assignment and he could monitor student work to minimize cheating.

From the statements made above, it is clear that the two teachers having a variety of problems and made a strategy to overcome it by using a different way and various platform. Reyhan using a school radio education and try to balance his virtual class and Arkana using a various Google platform to made his class more attractive.

I discovered some issues with this study after interviewing the participants. I was unable to get the necessary data using the document analysis method. This occurred as a result of problems that both participants were not save the data or document from their activity during teaching online. So, I decided to only use interviews as data collection for my thesis.

## Conclusion and Suggestion

Based on the results, some factors in classroom management problems faced by teachers were found. They were: Material provision, Technological Issue, Time management, Teacher and Students Interaction and Human Resources. Teachers have to improvised or adapting their method teaching in short time during online classes to solve the problem. Teachers have several methods for teaching in their class during online classes.

Reyhan used traditional approach using radio in school to broadcast his class so student can attend the class without internet connection and used a Google Meet and WhatsApp to communicate with the students.

In contrast Arkana has different method to make effectiveness class, he using Gmail, Google Slide and Jam Board to make an interaction and monitoring with the students by holding written discussion and collecting assignments, but this method makes technological issue problem required the students have an internet quota and good device.

Some suggestions may be implemented to improve the effectiveness of managing online learning time in the future. First, teachers need to take additional training on teaching classes online using technology and various online platforms to increase teacher skills in managing learning time. Teachers must also provide training for students to increase their IT knowledge and use of online platforms used for online learning.

For the next researcher, who plans to conduct similar research, the researcher suggests using a combined qualitative method for collecting interview data or document analysis and quantitative methods for collecting supporting data taken from the student's perspective to determine the effectiveness of the results of the classroom management methods that the teacher has implemented.

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