## CHAPTER I INTRODUCTION

## Background of the Study

According to WHO COVID-19 has been declared a global Pandemic, so the government urged self-quarantine at home. The impact of COVID-19 is on the education sector. Based on data obtained from UNESCO currently, 39 counties have implemented school closures (Fatoni, 2020). Indonesia is one of the countries, that experiencing the impact of the COVID-19 Pandemic which has an impact on various sectors. One of which is the education sector, so the government has impacted restrictions on learning The letter contains 6 score points related to the implementation of education. One of which is the learning process from home or commonly refused to as online it is explored that learning from home activities and assignments can vary among students. According to their interest and condition, including considering gaps in access or learning facilities at home. So in this case, the access level for the teaching and learning process is also very important to note.

But it's not as easy as imagined, here there is the emergence of virtual classrooms brought challenges and opportunities for students and teachers. Previously, the teaching and learning process was carried out by holding meetings directly with a classroom as a platform with virtual classrooms, physical classes, that were previously a place for teaching and learning are forward into online classes that bring together teachers and students. The teacher will certainly experience difficulties in carrying out the teaching and learning process. The virtual class itself has its advantages and disadvantages. The use of virtual classrooms is very useful in Pandemic nowadays. Where virtual classes of students and teachers no longer have to get in a room, that has a greater risk of reading the virus. Virtual classrooms have a tremendous impact, for example, many students feel that the teaching and learning process carried out in virtual classes and quite difficult to understand, and the teacher's voice can’t capture what

1

the material presented. All of this latest can affect the perspective of how to learn and how the material can be conveyed. That is very good virtual classroom management is needed for online classes.

One of these that can be done to compensate for this situation is to pay attention to applied class management. Class management takes a very important role in the on going teaching process. Good classroom behavior is one of the most important characteristics and aspect of effective classroom management (Gene D. Cohen, 2006). The teachers’ preparation of appropriate subjects. Effective use of time and the accuracy of time required by students are directly related to virtual management classes. (Berry, 2011). Find out how to build a community in a virtual classroom as an effective virtual classroom strategy.

Therefore, based on the background above the researchers used descriptive research objects and focused on strategies of classroom management for reading skills. Researchers wanted to find out how a teacher could manage the class to develop good interest from students in providing material production skills, because every teacher has a different way of attracting students' interest in developing reading skills.

## The Reasons for Choosing the Topic

Teachers’ strategy in managing online for reading skill, on process teaching and learning is an important aspect for helps the students to have successful learning.

## The Research Question

The research question will help the reader find out what the researcher wants in this research. This is done to find answers to the following question: What are the teachers’ strategy for managing online classes for reading skill?

## The Objective of the Study

The purpose of the study from the formulation of the problem above, this study aims to find out what are the teachers’ strategy management online for reading skills classes.

## The Scope of the Study

This study delimited teachers' strategy in developing students reading skill it focused on the effectiveness of management, including a rich vocabulary, structures, thinking, and others. This research was conducted out of Islamic Junior High Schools in Garut teachers as the participants will be interviewed to gain the data to provide information on teachers’ strategies in management.

## The Significance of Study

The significance f this study is expected to provide benefits to readers as follows:

1. Theoretically, this study is expected to provide letter knowledge about virtual classroom management in teaching productive reading skill.
2. Practically, it is expected to give a contribution and clear understanding of the teacher’s strategy in managing online classes for reading skill.

## Definition of Terminology

This chapter contains the definition of terminology based on the title and backgroud described previously, the writer wants to present the key terms and their definitions briefly.

1. Teachers’ Strategy

Teachers’ strategies in managing online classes are not only relevant or have adventages for teachers, but also for solving or solving specific problems of teacher shortages (Schleicher, 2022).

1. Managing Online Classes

Online learning is defined as “a learning experience in an environment” synchronous using media devices (e.g., mobile telephone, laptop, etc) with internet acces. In this environment, students can be anywhere (independently) to learn and interact with instructors and others, with others to make communication easier (Winkler, 2020).

1. Reading Skills

Reading skill is a cognitive ability that a person has can be used when interacting with written text. Reading occurs in the context of social practice and involves writing, speaking, and listening, in addition to reading Gee (1999) and

activities that are socially, culturally, and historically rooted (Cole, 1996; Vygotsky, 1978).