CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition Of Classroom Management

Classroom Management is the key component in any educational setting. It is important to create effective teaching and learning process. The successful of teaching and learning process is depending on the ability of teachers to organize classrooms and manage the behavior of their students.

According to Wilford A. Weber states that classroom management is a complex set of behaviors the teacher uses to establish and maintain classroom condition that will enable students to achieve their instructional objective efficiently that will enable them to learn[1].

However, James M. Cooper states that classroom management refers to the action teachers take to create an environment that is respectful, earning, orderly, and productive. Classroom management support and facilitates both academic and social-emotional learning.[2] It is supported by Drs. Syaiful Bahri Djamarah who argues that classroom management is an effort to empower the potential of class as optimal as possible to support the teaching and learning process in order to achieve the learning objectives.[3]

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[1] James M. Cooper, *Classroom Teaching skil*l, ninth edition. (USA : Cengage Learning, 2011), 230
[2] James M. Cooper, *Classroom Teaching skil*l, ninth edition ……., 217
[3] Drs. Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta : Rineka Cipta, 2000), 173

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In addition Johanna Kasin Lemlech as cited by Drs. Cecep Wijaya states that classroom Management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, and anticipating potential problems.[4]

From the several opinions above, it can be conclude that Classroom management is the activity of arranging the classroom and maintaining learning environment to create a positive classroom climate in order that the teaching and learning process can occur effectively.

2.2 The Objective of Classroom Management

Classroom management is intended to create conducive learning environment for students so that the learning objectives are achieved effectively and efficiently. When the class is interrupted, the teacher must try to overcome them, so that the class condition can be conducive and teaching and learning process can run smoothly. According to Sudirman, The general objective of classroom management is the provision of facilities for a variety of learning activities of students in the social, emotional and intellectual in the classroom.[5]

However, According to Corrie as cited by Hue Ming-tak and Li Wai-Shing:

> Classroom management is a necessary condition for the creation of a supportive, respectful learning environment. Effective teaching and learning can take place only if there is good order and positive learning

[4] Cece Wijaya, A. Tabani Rusyan, *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar* (Bandung : Remaja Rosdakarya, 1994), 113

[5] Syaiful Bahri Djamarah. Aswan Zain, *Strategi Belajar Mengajar* (Jakarta : Rineka Cipta, 2010), 178

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> climate in the classroom, the view that discipline is a crucial dimension of classroom management and is essentially a means to create the necessary condition for learning has been endorsed by various educationalist.[6]

In addition, Cece Wijaya mentions several purposes of classroom management:

a. In order that the teaching-learning process can be done to the maximum so that teaching objectives can be achieved effectively and efficiently
b. To provide easiness in an effort to monitor student progress in teaching-learning process. With classroom management, teacher is easy to see and observe the progress of each student especially students who classified as slow.
c. To provide easiness in raising important issues to be discussed in class for the improvement of teaching in the future.[7]

From some classroom management objectives above, it can be concluded that the objective of classroom management is to create and maintain conditions of class, so that the learning process can run well, its mean that the effort made by the teacher is to make the students spirit and enthusiasm in following the classroom activities.

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[6] Hue Ming-tak, Li Wai-Shing, *Classroom Management : Creating a Positive Learning Environment* (Hongkong : Hongkong University Press : 2008), 5

[7] Drs. Cece Wijaya , Drs. A. Tabrani Rusyan, *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar*. (Bandung: PT. Remaja Rosdakarya, 1994),114

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2.3 Aspects Of Classroom Management

According to Arikunto, the classroom management includes two aspects:[8]

2.3.1 Physical Management

The physical environment in the classroom is one of the important aspects of classroom management. An uncomfortable physical environment can lead to lack of concentration of students in following lesson and will also influence the way they feel and behave. So, every teacher must be able to make the classroom pleasant, tidy, safe and comfortable to study. The spatial structure of the classroom refers to how students are seated, where the students and teacher are in relation to one another, how classroom members move around the room, and the overall sense of atmosphere and order. The management of physic includes:

2.3.1.1 Classroom Environment

An important aspect of effective teaching is a supportive classroom environment. A pleasant environment will affect students in the nature and activities that they do, so they will follow the lessons seriously and is able to manage their behavior. According to Brown, A classroom must contain three aspects, they are: Sight, Sound and comfort.[9] Because in teaching and learning process students are more influenced by what they see, hear and feel when they enter the

[8] Suharsimi Arikunto, *Pengelolaan Kelas dan Siswa sebuah pendekatan Evaluatif* (Jakarta : Rajawali Pers, 1992), 68

[9] H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy, Third Edition* (New York : Longman, 2007), 242

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classroom. Brown also states that the classroom should be neat, clean and orderly in appearance, the chairs are appropriately arranged and free from external noises as possible (machinery outside, street noise, hallway voices, etc).

2.3.1.2 Classroom Aids and Equipment

In teaching and learning process a teacher should have a creative strategy to make students interested in the material presented. Therefore, aids and equipments are needed to support the teaching and learning process. There are several aids and Equipments which can be used by teachers in teaching learning process.

1. Board

Boards are standard equipment and valuable tool in the classroom for almost any subject to teach. One kind of board that is often used in most schools is traditional board. Traditional board is board to write up with chalk or pen. The common traditional board is black and white boards where chalk is suitable for blackboard and pen is suitable for whiteboard.

There are many advantages when teachers use blackboard or chalkboard in teaching and learning process. Brown states that "chalkboards give students add visual input along with auditory. It allows the teacher to illustrate with words and pictures and graphs and charts".[10] The others advantages of using chalkboard or blackboard are:

[10] H. Douglas Brown, *Teaching By Principles* ….., 243

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a. The whole class can see it

b. Texts and pictures can grow in front of the class

c. Texts and pictures can be erased, added to or substituted quickly

d. Text or images on paper or card can be laid on board, taped or hung on it.

e. Several people can work on the board at one time.

2. The Overhead projector

OHP is one of the tools used to produce or projecting an image or a visual that is in the transparency on the glass surface when the light turned on the overhead projector transparencies will be projected. Using OHP bring many advantages such as the teacher can write on an OHP without turning back on the class, whole class can see the projected image, the image can be projected without darkening the room, text and pictures can be modified in front of the class, so the teacher can develop the material in order that the students can understand easily.[11]

3. Visuals

Visual can be many forms, but the most common are real objects, pictures or photographs. Visual is very useful in language teaching. They can illustrate meaning more directly and quickly than through verbal explanation, attract the students' attention and aid concentration, add variety and interest to a lesson make the associated language memorable.

[11] Andrew Wrigt, Safia Haleem, *Visual For The Language Classroom* (New York : Longman, 1991), *27*

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4. Worksheet and work cards

Work cards and work sheets are for individual student use or for use by students working in small groups' involvement. This type of visual material can be treated in various techniques. There are many advantages in using worksheet and work card:

a. The material can be taken from any sources.
b. The two sides of the card can be used for presenting different information.
c. A set of work sheets enables the teacher to set either individual or group tasks.
d. The cards or sheets contribute to variety and interest in the classroom.[12]

5. Flash card

According to Wright and Haleem there are two kinds of flash card: [13]

a. Word Flashcard

Word flash cards are usually about 8 cm in height and are as long as is necessary for the next. There some advantages in using word flashcard, such as word flash cards are inexpensive, easy to store and to carry to the classroom, a number of cards can be displayed at the same time.

b. Picture flashcards

[12] Andrew Wrigt, Safia Haleem, *Visual For The….., 65-66*

[13] Andrew Wrigt, Safia Haleem, *Visual For The…..,50-59*

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Picture flashcards are pictures mounted or drawn on cards approximately 15cm by 20 cm. They are normally used by the teacher in oral work for cueing responses to questions or for stimulating conversation, story-telling, etc.

2.3.1.3 Seating Arrangement

Seating arrangements are a main part in a teachers' plan for classroom management. The teachers not only need to consider the physical arrangement of the room but also the students' involvement. Teachers need to consider where the students should sit to facilitate interaction between teachers and students so that teaching and learning can occur as efficiently as possible. Muijs and Reynolds states that selection and proper seating arrangement should be done according to the format and learning objectives, because the seat can influence the effectiveness of the delivery of lessons.[14] Moreover, seating arrangement will greatly affect the smoothness of the learning process. The most important in arranging seat is allowing eye contact between students and teacher so that teachers can control student behavior. There are many seating arrangements that teachers can use. According to harmer, there are three of seating arrangements; those are Orderly rows, circle and horseshoes, and separate tables.[15]

[14] Daniel Muijs and David Reynolds, *Effective Teaching: Teori dan Aplikasi* (Yogyakarta : Pustaka Pelajar, 2008),119

[15] Jeremy Harmer, *How To Teach English: An Introduction to the practice of English language teaching* (England : Longman, 1998), 18-21

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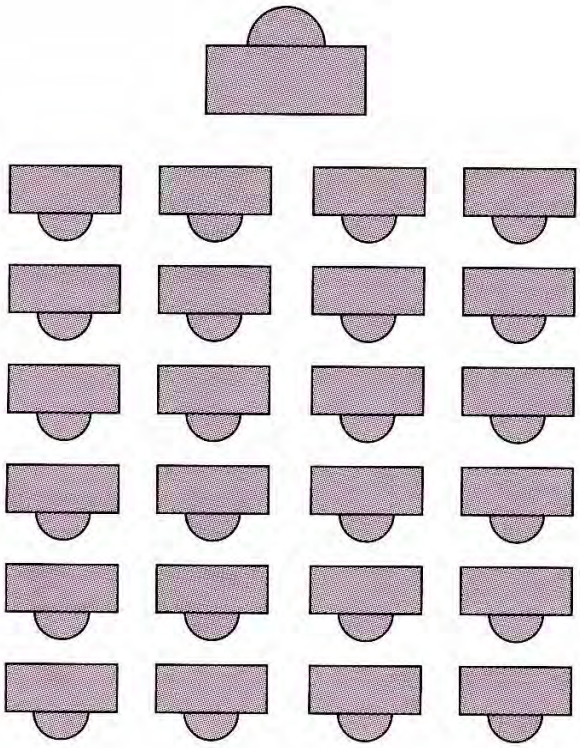
1. Orderly Rows

Orderly rows are the traditional form of a classroom. When the students sit in rows in classroom, there are many advantages such as the teacher can see all students, move freely around the classroom and can get the attention of all the students. Arend states that this formation is best suited to situations in which students need to focus attention on the teacher or on information displayed on the chalkboard, overhead projector or projector.[16]

Picture 1. Orderly Row



[16] Richard I. Arends, *Learning To Teach*,7th edition (New York : McGraw-Hill, 2007), 270

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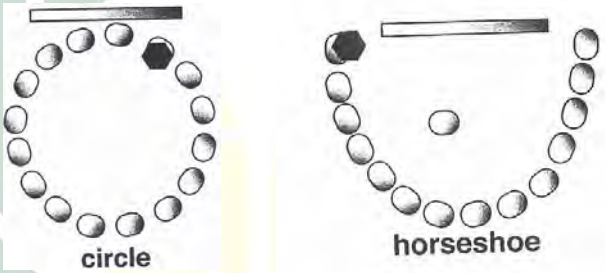
2. Circle and Horseshoes

This type of arrangement is useful in smaller classes. It is very useful to work in pairs or in groups. This seating arrangement allows students to share their feelings through talking, eye contact or expressive body movements.

Picture 2. Circle and Horseshoes



3. Separate Tables

This seating arrangement is very useful arrangement for group learning and work. The desks together make it easy for all students in the group to see each other and to discuss. But, it is difficult for the teacher to have eye contact with the students.

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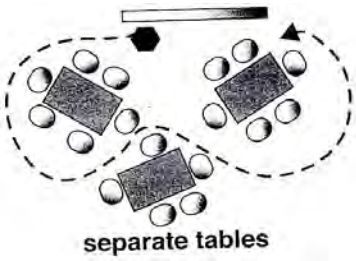
Picture 3. Separate Tables

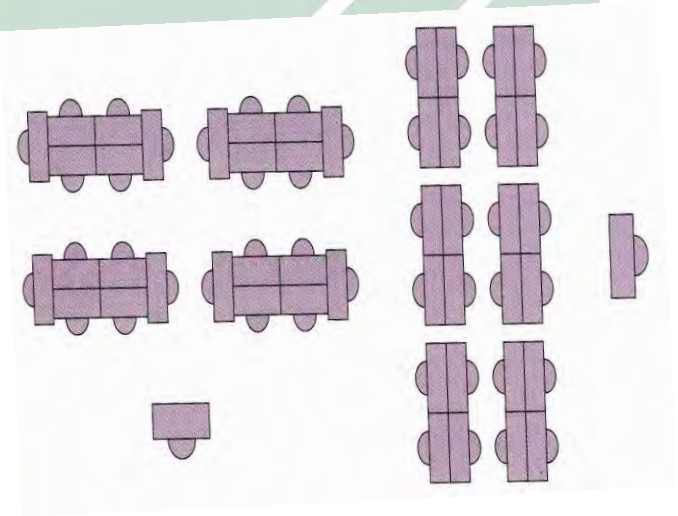


In addition, Arends suggest two types of seating arrangement that are:[17]

4. Cluster Seating Arrangement

Cluster seating arrangement is useful for cooperative learning and other small group tasks. If the cluster seating arrangement is used, students may have to move their chairs for lectures and demonstrations so that all students will be facing the teacher.

Picture 4. Cluster Seating Arrangement



[17] Richard I. Arends, *Learning To Teach……., 358*

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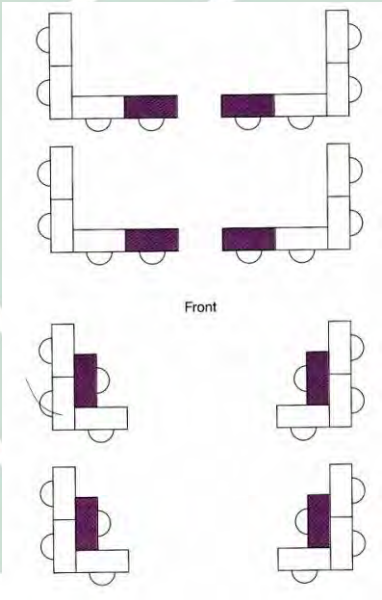
5. Swing Seating Arrangement

This formation allows teacher to maintain eye contact with all students, and the room appears spacious.

Picture 5. Swing seating arrangement



2.3.2 Management of Students

According to Arikunto, students are the member of school society, who registered as object of an instructional education. Therefore all of the students' needs related with learning must be accommodated.[18]

[18] Suharsimi Arikunto, *Pengelolaan Kelas*....., 11

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2.3.2.1 Controlling Students' Behavior

As we know that students are often make trouble in the classroom and difficult to handle. A teacher who does everything to avoid trouble may still have problem because of students. Student misbehavior can be caused by many things, both from situations outside the classroom and the classroom situation itself.

Therefore, teachers should have good strategies to control the students' behavior. Haddad states in his book that one of the strategies in managing students' behavior is using positive discipline technique.[19]Slavin states that the great majority of behavior problems with which a teacher must deal are relatively minor disruption, behavior that would be appropriate on the playing field but not in the classroom. These include talking out of turn, getting up without permission, failing to follow class rules or procedures, and inattention, but those behaviors must be minimized for learning to occur.[20]

1. Giving Rewards

An effective behavior modification system within the classroom often includes rewards. Students are motivated to achieve and conform to appropriate behaviors when either intrinsically or extrinsically rewarded. Larson states that by recognizing and rewarding good behavior, teachers provide motivation for the

[19] Caroline Haddad. *Practical Tips for Teaching Large Classes: A Teacher's Guide*. (Bangkok : UNESCO, 2006), 18

[20] Robert E. Slavin, *Educational Psychology Theory and Practice* (United States of America : John Hopkins University, 1994), 404

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students to improve their social skills.[21] Those students who prefer intrinsic motivation enjoy praise, personally challenging projects and accomplishing educational tasks just for the love of learning. An extrinsic approach requires more tangible rewards such as pencils, erasers, stickers and sometimes candy. The type of reward given to students must be fair and consistent for all students but also must vary for each task.

2. Giving a Certain Punishment

When a serious behavior problem does not respond to a well designed reinforcement program, punishment may be necessary. Harrington and Holub state that Punishment often can produce a rapid suppression in most students' inappropriate behaviors.[22] A punishment is any stimulus that an individual will try to avoid. Common punishments used in schools are reprimands, being sent out of class or to the principal's office, and detention or missed recess, but not physical punishment. However, physical punishment is neither a necessary nor an effective response to misbehavior in school.

O'Leary and O'Leary list some principles for the effective and human use of punishment:[23]

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[21] Mary Jo Larson, *Teaching English As A Foreign Language To Large, Multilevel Classes* (USA : Peace Corps, November 1992)

[22]Robert G. Harrington, Leticia Holub, *Clashing Views On the Controversial Issues in Classroom Management* (USA : McGraw Hill/Dushkin, 2006), 146

[23] James M. Cooper, *Classroom Teaching skill*…….., 240

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a. Make it clear to the student why he or she is being punished
b. Provide the student with an alternative means of obtaining some positive reinforcement
c. punish for being off-task, also reinforce for being on-task)
d. Avoid physical punishment
e. Avoid punishing while in a very angry or emotional state
f. Punish when a behavior starts than when it ends.

2.3.2.2 Managing Students' Interaction

When teaching in a whole class, a large amount of interaction tends to go from teacher to students and students to teacher. However, Scrivener suggests the teacher should encourage interaction between students rather than only between students and teacher, and teacher and students. [24] Teacher should get students to ask question, give explanations, etc. to each other rather than always to the teacher. Use gestures and facial expression to encourage them to speak and listen to each other. Scrivener lists some common types of student grouping which can be done by teachers to increase student-student interaction.

1. Whole-Class Work

In whole-class work will be many variations of ideas, opinions and experiences that arise in the learning process so that students can share their

[24] Jim Scrivener, *Learning Teaching: A Guidebook for English Language Teacher 2nd ed.* (Malaysia : Macmillan Education , 2005), 86

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experiences and ideas among the other students. It is also makes teachers easy to access all students.

2. Group Work

In group, students tend to participate more equally, and they more able to experiment and use the language than they in a whole-class arrangement. Group work help students learn academic content and skill to address important social and human relation goals and objectives. Group work is suitable for discussion activity. By discussing a topic help students strengthen and extend their knowledge of the topic and increase their ability to think about it. Moreover, Arends states that discussion promotes students involvement and engagement.[25]

3. Pair Work

Jones states that, in a pair, the atmosphere tends to more protective and private than in a group.[26] Pairs seem to be more conducive to cooperation and collaboration.

4. Individual Work

Individual work allows students to work in accordance with their own abilities, so they can find their own individual needs and progress.[27]

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[25] Richard I. Arends, *Learning To Teach……, 413*

[26] Leo Jones, *The Student-Centered Classroom* (New York : Cambridge University Press , 2007), 7

[27] Jeremy Harmer, *How To Teach English…., 21*

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2.4 The Strategies Of Classroom Management

Classroom management is one of the important aspects of teachers' skill. Teachers should be able to manage a variety of activities in classes so that the activities can run successfully. Harmer states that,

> The Effective teachers see classroom management as a separate aspect of their skill. In other word, whatever activity we ask our students to be Involved in, or whether they are working with a board, a tape recorder or a computer, we will have thought of (and be able to carry out) procedures to make the activity successful.[28]

It can be concluded that teachers should know how to start and finish an activity, what kinds of instruction to give and what order to do things in. To manage an effective classroom, teachers should be able to handle various issues related to the learning process. Haddad states that one of the strategies in managing large classes is using a variety of teaching method. Moreover, he states that students in large classes will be more attentive and their potential for learning will be increased when they are exposed to a wide variety of teaching methods and learning experiences.[29] Harmer suggests several variables that must be handled by teachers to manage classroom effectively.[30]

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[28] Jeremy Harmer, *How To Teach English*. New edition (England : Longman, 2008), 28-29
[29] Caroline Haddad. *Practical Tips for Teaching……*, 28

[30] Jeremy Harmer, *How To Teach English*. New edition……., 34-45

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2.4.1 The Teacher in the Classroom

Teachers' physical presence and behavior play a large part in management of the classroom environment. There are several things that must be considered by teachers in classroom.

1. Proximity

   In a classroom teachers need to consider how close they should be to the students. Because it affects the way they behave. Some students are uncomfortable if their teacher stands or sits too close to them.

2. Appropriacy

   Teachers need to consider what kind of physical behavior. They should behave in a way which is appropriate to the students that they are teaching and the relationship that they wish to create to them.

3. Movement

   Teachers need to consider the way they move in classroom. Teachers should not spend most of their class time in one place. They should move around the classroom to monitor the students' learning. That way they can retain the students' interest or work closely with smaller group.

4. Awareness

   Awareness means assessing what students have said and responding appropriately. In order to manage a class successfully, the teacher has to be aware of what students are doing and how they are feeling. Teachers should be able to

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perceive the success or failure of what is taking place in the classroom, and being flexible enough to respond to what is going on.

2.4.2 Giving Instruction

There are two general rules for giving instruction:

a) must be kept simple as possible

b) must be logical

When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works.

1. Creating Lesson Stages

In creating lesson stage, teachers need to consider the students' interest and the students' engagement. Teachers should also consider the appropriate activities for students.

When the lesson is started, teachers should tell students what they will be doing or discuss with them what they can achieve as a result of what they are going to do. When an activity has finished or another to start, teachers should make it clear through the way they behave and the things they say. In order for such changes of direction to be effective, teachers need to get the students' attention.

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When teachers want to finish an activity or a lesson, they should provide some kind of closure, summary of what has happened and prediction of what will take place in the next lesson.

2. Different Seating Arrangement

The Seating arrangement will greatly affect the smoothness of the learning process. Teachers need to consider where the students should sit to facilitate interaction between teachers and students so that teaching and learning can occur as efficiently as possible. The most important in arranging seat is allowing eye contact between students and teacher so that teachers can control student behavior. Teachers can arrange the different seating depend on the activities and the material will be presented.

3. Different Students Grouping

To increase students' interaction teachers can organize students in many ways depend on the material and activities. Harmer suggests several ways in organizing students. Those are whole class, group work and pair work, solo work and class-to-class.

2.5 Criteria of effective classroom management

The effectiveness of Classroom management basically depends on the factors of teachers; classes will be peace and quiet when the teacher was able to control it, and so the class will be chaotic if the teacher is not proficient in classroom management. Skills in classroom management will greatly influence the smoothness and success of

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student learning, because learning activities are not going to go well when the class atmosphere was not conducive. Ningsih, lists some indicator of effective classroom management, that are:

1. Teachers are able to manage the students well
2. Teachers are able to master the class
3. Adequate facilities and infrastructure
4. Teachers use a variety of teaching methods
5. Enjoyable learning atmosphere
6. A good relationship between teachers and students[31]

Moreover, Haddad states that to make the classroom management effective, the teachers should use variety of teaching method so that the students will be more attentive and their potential for learning will be increased.[32] The classroom management is effective when the teachers are able to manage the physical environment, so that the students feel comfortable and enable them to move around and work well. In addition, the teachers are able to choose appropriate rules that make the classroom environment orderly and promote successful learning. Teachers should be able to choose the appropriate discipline technique to manage the students'

[31] Herni Ningsih, Effektivitas Pengelolaan Kelas Akselerasi Dalam Pembelajaran Pendidikan Agama Islam di SD Muhammadiyah Sapen Yogyakarta (Yogyakarta : Universitas Islam Negeri Sunan kalijaga, 2007), 11

[32] Caroline Haddad. *Practical Tips for Teaching……*, 28

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behavior. In addition, Cooper mentions some characteristics of effective classroom management as cited by Farida. The characteristics of effective classroom are, (1) an orderly classroom atmosphere (2) freedom maximum students learning (3) development of the students' behavior according to the desired behavior, (4) positive socio-emotional climate of the classroom, and (5) effective classroom organization.[33]

Brown states that the classroom should be neat, clean and orderly in appearance, the chalkboards are erased, the chairs are appropriately arranged so that the students can easily contact to each other as well as the teacher, the classroom is also free from external noises so that the students feel relaxed enough to learn and concentrate on the lessons.[34] Besides that, the teacher should be able to manage the material and equipment well, so that the students more interested in the lesson and learning activities. Moreover Gary D. Borich states that criteria of effective classroom management are establish positive relationship among all classroom participants and promoting students' engagement.[35]

2.6 Definition of Large class

There is no exact number of large classes. Some experts have different opinion about large class. Hayes states that there is no quantitative definition of a

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[33] Anisatul Farida, *Iklim Pembelajaran Matematika Sekolah Alam* (Surakarta : Universitas Muhammadiyah Surakarta, 2011), 1-2

[34] H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy, Third Edition* (New York : Longman, 2007), 242

[35] Gary D. Borich, *Effective Teaching Methods, 6th Edition (New Jersey : Pearson Education. Inc, 2007), 1*

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large class, as people's perception of this varies from context to context.[36]Many teachers consider that large class is the class with too much number of students to learn. Its mean that definition of large class is depend on the disciplines and teaching context, people from one country to another country also have different perception about large class. China for example, a large class may consist of 50-100 students in one classroom.[37] In Indonesia, a classroom normally consists of 25-35 students. However, many teachers agree that a classroom consist of more than 35 students is large.

From the opinions above it can be conclude that large class size is a relative term. A classroom can be considered as large class is when the number of students over the space and facilities. In this study large class refers to a class with more than 35 students.

2.7 Teaching English In Large Class

Teaching English in large class is far from easy. But teacher should be able to organize dynamic and creative teaching and learning activities so that students can follow enthusiastically in lessons. Harmer states that, there are things which teachers can do. Such as:[38]

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[36] Wang Qiang and Zhang Ning, *Teaching Large Classes in China – English as a Foreign Language* (Beijing : Normal University China, 2011), 1
[37] Wang Qiang and Zhang Ning, *Teaching Large Classes in China.....,* 1
[38] Jeremy Harmer, *How To Teach English*. New edition……., 177-178

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1. Use Worksheet

   In large class, teachers can use worksheet for group work activity or individual activity.

2. Use Pair work and group work

   In large classes, pair work and group work play an important part because they maximize students' participation. When using pair work and group work with large group, it is important to make the instruction clear and to give good feedback.

3. Use chorus reaction

   Since it becomes difficult to use a lot of individual repetition and controlled practice in big class, it may be more appropriate to use students in chorus. The class can be divided into two halves, the front five rows and the back five rows or the left- hand and right -hand side of the classroom. Each row or half can speak a part in a dialogue, asks or answer a question, repeat sentences or words.

4. Use group leaders

   Teachers can enlist the help of a few group leaders. They can be used to hand out copies, check that everyone in their group has understood a task, collect work and give feedback.

5. Think about vision and acoustic

   Teacher should consider whether what they show or write can be seen and what they say or play can be heard by the whole class.

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2.8 Problems and Advantages of Teaching in Large Class.

Classroom management is not an easy task especially in large class. Not only for inexperienced teacher, but professional teacher also feel how hard to manage the large class. However, teachers must remain creative in managing the classroom, in order to create a comfortable atmosphere for the achievement of learning objectives. The failure of teacher in achieving the goal of learning is often due to inability to manage the classroom. Especially the number of students is large. More than 35 students in which there are many and varied characteristics of students which can create problems.

Large class often leads to several problems such as students cannot move easily because there is not enough space to do activities. Large size classes make some teachers feel very frustrated, tired and desperate to manage the class successfully. Hayes states that Teachers are often worried by the discipline aspects of large classes. They feel that they cannot control everything which happens in the class, so that the class becomes too noisy.[39] Wu Hsiao Li States in his research that some teachers feel that they do not have time to monitor every students' performance or giving feedback when teaching in large class. There are always some students who ignore the teacher's instruction, playing games, dozing, or being absent-minded in class.[40]

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[39] David Hayes, *Helping teachers to cope with Large classes*, ELT Journal Volume 51/2 April 1997, Oxford University Press 1997, 109

[40] Wu Hsiao Li, *Is Teaching In Large Classes Really An Insoluble Problem?*, E.P.S 20th November 1993, 91

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Moreover, Ur list some problems often faced by teachers when they teach in large class.[41] 1). Discipline. Many teachers find difficult to control the class. 2). Interest. Many teachers feel that they cannot find topics and activities that make students interested 3). Effective learning for all. Many teachers feel not sure whether the tasks they provide are too difficult or too easy for many of them 4). Individual awareness. Many teachers find difficult to get to know the students progress. 5). Participation. Many teachers feel that they cannot make all students active in class. Only a few students who are more proficient and confident engage actively in class.

In addition, Hayes mentions some problem of teaching in large classes.

1. Discomfort

   Obstacles often faced by teachers when teaching a large class is related to the physical condition of the class. The large number of students with limited classroom makes teachers and students cannot move freely. Many teachers feel that they cannot increase students' interaction because the limited space to move.

2. Control

   Many teachers find difficult to control and control everything that happens in the classroom so that the class become too noisy.

3. Individual attention

   Many teachers find difficult to pay attention to the students one by one because the number of students in the classroom. They worry that they not be able to meet

[41] Penny Ur, *A Course in Language Teaching: Practice and Theory* (UK : Cambridge University Press, 1991), 303

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the needs of their students as individuals.

4. Evaluation

   Many teachers are concerned that they cannot check all students' work.

5. Learning effectiveness

   All teachers want their students get a good result in learning. So that teachers try to convey the material as well as possible so that all students can catch the material well. However, many teachers who teach in large classes concern that they could not deliver the material well, so students do not understand what they are learning.

Although teaching in large class is far from easy, there are certain advantages that teacher should be aware of. Hess finds out in her study that large class brings some benefit, Such as: 1) They are always enough students for interaction, 2) Get a rich Variety of human resources. 3) Teacher is not only pedagogue. Because there are so many levels of language ability, so students can learn as much from one another. 4) Professional development occurs naturally. Although experiences in any classroom help teachers to develop their technique, work in the large class truly forces the teacher to invent and develop new ways of organizing material.[42] Haddad also states in his book that in a large class setting, teachers have the opportunity to improve their organizational and managerial skills as they work to creatively organize their classroom into a comfortable, welcoming learning environment and to manage the

[42] Natalie Hess, *Teaching Large Multilevel Classes* (Cambridge : Cambridge University Press : 2001), 2-4

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many students within it.[43]

2.9 Previous Study

Certainly, there are many researchers that have carried out the study related to this topic, such as, The effects of large class on EFL students was examined by Muna Taher. This study was conducted at An-Najah National University Nablus, Palestine. The study is aimed to determine the effects of large class on non-English major students. From the result of this study found that classroom interaction in large classes are negatively associated with class size. Theory that found from this research can be additional resources for the writer.

Media for teaching English in Large classes was carried out by Syamsiarna Nappu. She uses the picture as a media in collaborative learning in large English class. The results of this study are show that the use of pictures in collaborative learning in large English classes is interesting to the students and improve the students' achievement in English. This study conducted at university level. This study shows that media is take important role in teaching English in large classes.

From the previous researches above the writer can conclude that classroom management is very important in teaching learning process of every subject especially for English subject. Most of the previous researchers who conducted the study of teaching learning process in large classes found some problem faced by the teachers and the students. So, in this study the writer interested in to conduct a

[43] Caroline Haddad. *Practical Tips for*....., 2

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research entitled “The Effectiveness of The Classroom Management of Large English Classes conducted by the Teachers at SMP Bahrul Ulum, Surabaya”. This study was different problem from all of the previous studies above. The previous studies above focus on university level, while this study focus on Junior High School level and this study was focus on the teachers’ way to manage the large English classroom and the problem faced by the teacher in managing the large English classes.

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