AN ANALYSIS OF CLASSROOM MANAGEMENT OF ENGLISH TEACHING PROCESS IN THE LARGE CLASS AT THE SECOND GRADE OF JUNIOR HIGH SCHOOLBASED ISLAMIC BOARDING SCHOOL PANCASILA KOTA BENGKULU

THESIS

Submitted as Partial Requirements for the degree Of Sarjana
in English Education Department of IAIN Bengkulu

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FACULTY OF TARBIYAH AND TADRIS

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Wassalmu'alaikumWr.Wb

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RATIFICATION

This is certify the *Sarjana* thesis entitled **"An Analysis of classroom management of english teaching process in the large class at the second grade of junior high school based islamic boarding school pancasila kota bengkulu"** by **Sefti Mei Resky** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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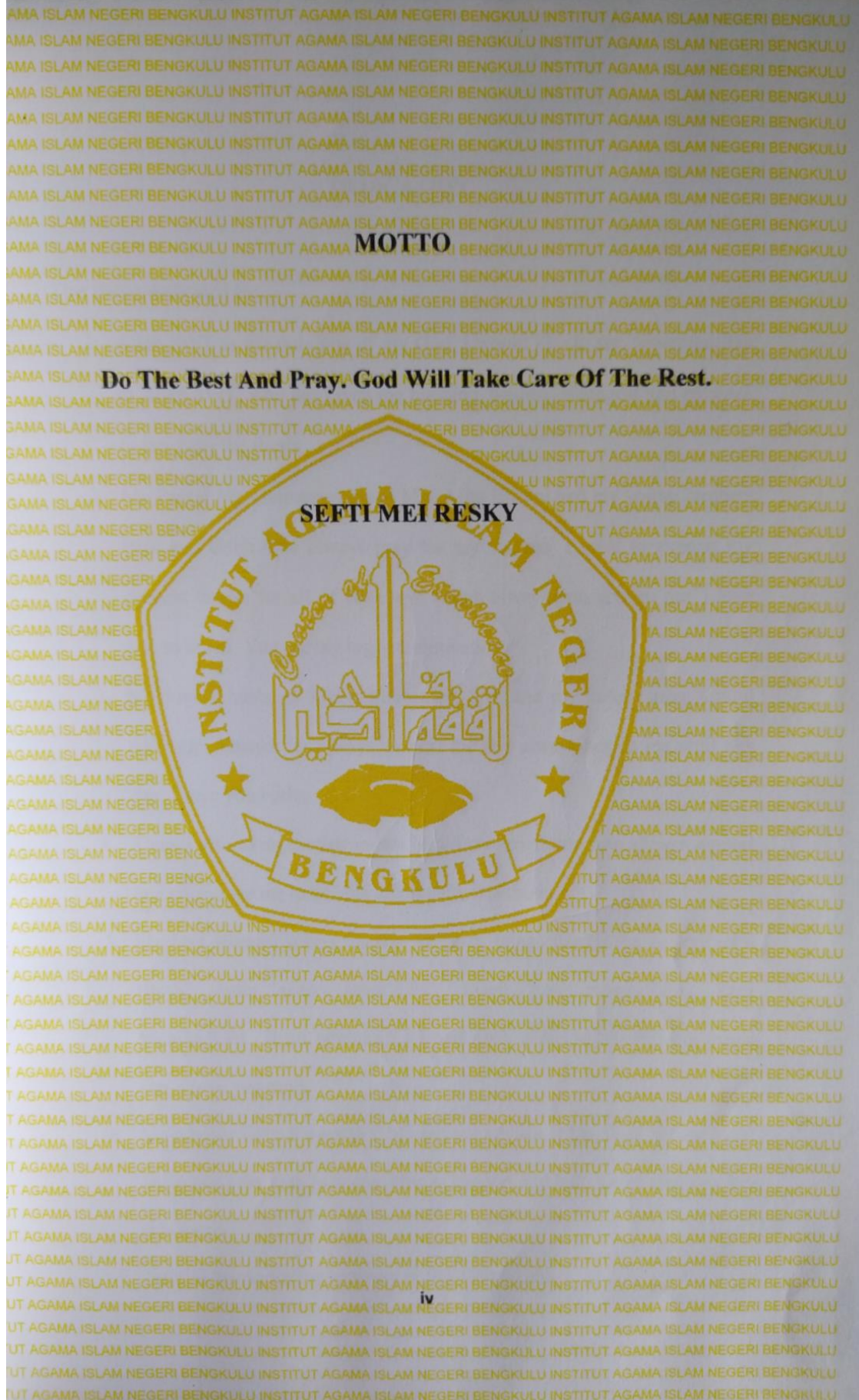
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Do The Best And Pray. God Will Take Care Of The Rest.

SEFTI MEI RESKY

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DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, i would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.

2. My Parent Mr. Helmansyah and Mrs. Mita Efriani and my young brothers Pebi and Galih who always pray for my success. I want to express my deepest thanks for all of your love which always you give to me. I love you so much. You are my biggest motivation.

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v

ABSTRACT

Sefti Mei Resky. 2020. An Analysis of Classroom Management of English Teaching Process In the Large Class at the Second Grade of Junior High School Based Islamic Boarding School Pancasila Kota Bengkulu.

Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:

1. Riswanto, Ph.D 2. Dedi Efrizal, M.Pd.

The aim of the research was to describe and analyze how an English teacher managed a large class at the Second Grade of Junior High School Based on Islamic Boarding School Pancasila Kota Bengkulu. This study was a descriptive qualitative research method conducted at class VII B at Junior High School Based Islamic Boarding School Pancasila Kota Bengkulu, which consisted of 40 students. The instrument used in this study was the researcher equipped with an observation checklist, an interview guide and a document in collecting the data. The data were collected, selected, and reduced and analyzed into patterns. The result of the study showed that the first; Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu which plays an important role in the teaching and learning process in large classes. The second, Grouping Students a large class at the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu It is one way to handle the big class. The third, Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu. The fourth, the Physical Environment of the Classroom a large class tt the second grade of Junior High School based on Islamic boarding School Pancasila Bengkulu, this consists of several parts of sight, sound, comfort, Chalkboards and Equipment for junior high school Pancasila sight, comfort, chalkboards and equipment is good but the sound is still not good because students are still distracted by sounds outside the room. The last the Teacher's Physical Attendance a large class tt the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu consists of the first, Body Language and second the teacher's Movement..

Keywords: Classroom Management, English Teaching Process, and Large Class.

ABSTRACT

Sefti Mei Resky. 2020. An Analysis of Classroom Management of English Teaching Process In the Large Class at The Second Grade of Junior High School Based Islamic Boarding School Pancasila Kota Bengkulu.

Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic (IAIN) Bengkulu. Supervisor:

1. Riswanto, Ph.D 2. Dedi Efrizal, M.Pd.

Tujuan dari penelitian ini adalah untuk mendeskripsikan dan manganalisa bagaimana seorang guru bahasa Inggris mengelola kelas besar di kelas dua di sekolah menengah pertama pesantren Pancasila kota Bengkulu. Penelitian ini merupakan penelitian kualitatif deskriptif yang dilaksanakan pada siswa kelas 2 di SMP Pesantren Pancasila Kota Bengkulu yang berjumlah 40 siswa. Instrumen yang digunakan dalam penelitian ini adalah peneliti yang dilengkapi dengan jadwal observasi, pedoman wawancara dan dokumen dalam pengumpulan data. Data dikumpulkan, dipilih, dan direduksi serta dianalisis menjadi beberapa jenis .. Hasil Penelitian Hasil Penelitian Pengelolaan kelas besar dalam proses belajar mengajar dibagi menjadi lima. Pertama Peran Guru Kelas Besar Pada kelas 2 SMP Pesantren Pancasila Bengkulu yang berperan penting dalam proses belajar mengajar di kelas besar. Kedua, Pengelompokan Siswa Kelas Besar Kelas 2 SMP Pesantren Pancasila Bengkulu Salah satu cara menangani kelas besar. Ketiga, Memberi Umpan Balik di Kelas Besar Kelas 2 SMP Pesantren Pancasila Bengkulu, Memberi umpan balik kepada siswa sangat penting dilakukan di kelas besar karena siswa dapat memperoleh informasi tentang kegiatan belajar mengajar. Keempat, Lingkungan Fisik Ruang Kelas Kelas Besar Di kelas 2 Sekolah Menengah Pertama Pesantren Pancasila Bengkulu terdiri dari beberapa bagian yaitu penglihatan, suara, kenyamanan, papan tulis dan perlengkapan untuk penglihatan sekolah menengah pertama pancasila, kenyamanan, papan tulis dan perlengkapannya bagus tapi suaranya masih kurang bagus karena siswa masih teralihkan oleh suara di luar ruangan. Terakhir Gerak Fisik Guru Kelas Besar Kelas 2 SMP Pesantren Pancasila Bengkulu terdiri dari dua Bahasa Tubuh dan kedua Gerakan Guru..

Kata kunci: manajemen kelas, proses pembelajaran bahasa Inggris,dan kelas besar.

LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. Background

Teaching and learning process is the main point of educational process. Teaching is the process of assisting other people to learn the things you already know[1]. The successful of student learning is largely determined by the successful implementation of the teaching and learning process, in other words, it is determined by the function and role of teachers. Teachers are required to create and maintain conditions of the class so students feel comfortable and they can concentrate in following the lesson. Teachers should also have the ability to create good interaction in teaching and learning process.

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Marzano states that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process will not run effectively.[2]

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[1] Alan J. Singer, Maureen Murphy, S. Maxwell Hines, Teaching *To Learn, Learning To Teach A Handbook Fir Secondary School Teachers*, 2003, P.39

[2] Robert J. Marzano, Classroom management that works: research-based strategies for every teacher(Virginia USA : Association for Supervision and Curriculum Development, 2003), 1

In addition, Joyce McLeod et. al, state that teachers have a crucial role in classrooms is as a leader of instruction. To fulfill that role, teachers should pay attention to the social,intellectual and physical classes. So teachers can carry out their role appropriately.[3]Besides that, teachers must be able to control and overcome if there are disruptions in the classroom.

Thus, it can be concluded that the most important thing in teaching and learning process is classroom management.Classroom management includes behavior management because both managerial traits cannot always be distinguished, especially when the lesson is being carried out[4]. Students should feel comfortable with the situation of the class.

Classes are convenient not only of how nice and neat classrooms, but also in terms of teacher teaching in the class. Mastery classroom when teaching is necessary, because teachers who can master classes can make learners will easily capture the subject matter presented well. It is the reason why the effectiveness of classroom management is required in teaching and learning process. According Levin and Nolan Classroom management provide students opportunities to learn all the things that teachers does in the class to manage the time, space, materials and keep

[3] Joyce McLeod, et. al, The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies (USA: Association for Supervision and Curriculum Development, 2003), VI

[4]AzlinNorhaini Mansor1 , Wong Kim Eng2 , MohamadSattar Rasul1 , MohdIzhamMohd Hamzah1 & Aida Hanim A. Hamid1, Effective Classroom Management, *International Education Studies*, Vol. 5, No. 5; 2012, P.37.

student organized so that students learning can take a place in learning process.[5]

Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students´ learning can take place[6]. When the class is interrupted, the teacher must try to overcome them, so that the class condition can be conducive and does not disturb the teaching and learning process. From the description above it can be seen how important classroom management in the success of the learning objectives and the basic skills of a teacher in improving student learning activities.

Unfortunately not all teachers are able to manage their classes well, especially in large classes. Many teachers assume that a large class is one of the main obstacles to implement effective learning. They feel that many of the difficulties and problems arise when teaching in large classes. Problems that arise can be either physical or psychological. Hayes states that many teachers who teach in large classes feel that the obstacles that often arise is caused by the physical condition of the class which is limited by the number of students, so it makes teachers and students difficult to interact because of the limited space to move.[7]

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[5] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.90

[6] AzlinNorhaini Mansor1 , Wong Kim Eng2 , MohamadSattar Rasul1 , MohdIzhamMohd Hamzah1 & Aida Hanim A. Hamid1, Effective Classroom Management, *International Education Studies*, Vol. 5, No. 5; 2012, P.37.

[7] David hayes, Helping teachers to cope with Large classes, ELT Journal Volume 51/2 April 1997, Oxford University Press 1997, 108

Moreover, MunaThaher states that many English teachers who teach in large classes feel pessimistic that they could achieve the goal of learning well. Conditions and less conducive situation of the class make students feel uncomfortable in class so that they cannot concentrate in following lessons that result in a declining student achievement.[8]

Harmer, states in his book that conditions for large classes make teachers and students difficult to interact in the learning process. Because of the limited space to move it makes difficult for teachers to contact with all students and only students who sit in the front that often get attention from teachers. In addition, teachers are also difficult to set up creative learning because the situation is not supported.[9]

Moreover, SyamsiarnaNappu states, because of the large number of students, every student inlarge classes only have limited time to express his ideas. Classrooms conditions that are too crowded make teachers difficult to control all students. Brophy in Levin and Nolan states that in large classes, the environment conditions of classroom must be appropriate for teaching and learning process.[10]Teachers often focus only on students who sit in the front, so that students who sit in the back often ignore the teachers' instructions.[11]

To solve the problem as the writer states above, teachers are required to make creative strategies to create a classroom atmosphere that supports

[8]MunaTaher. The Effects Of Large Class On EFL Students, An-Najah Univ. J. Res. (H.Sc.), Vol. 19 (3), 2005 Nablus, Palestine: 1048

[9] Jeremy, Harmer. How to teach English (London: Longman, 1998), 128

[10] Levin, James, Nolan, James F. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.125

[11]SyamsiarnaNappu, Using Picture In Collaborative Learning In Large English Classes (JurnalTeknologiPendidikan Vol. 9 No. 3 Desember 2007), 207-208

teaching and learning activities. Teachers must be able to create comfortable and dynamic situations that motivate students to participate in learning activities.

Teachers should also pay attention to the physical condition of the classroom so that students feel comfortable in following lessons. Brown states that classrooms should be arranged in such a way so that students and teachers feel comfortable in the classroom. Cleanliness and neatness of the classroom must be maintained and free of distractions as possible so that all students can concentrate in following the lessons.

Classroom should also be well organized, so it makes easier for teachers and students to interact. In addition, the seating in the classroom should be arranged appropriately, so it makes easier for teachers and students to move and do activities in class, as well as the available equipment should be used properly to support teaching and learning process.[12]

Unfortunately, very few classrooms that have the ideal setting for learning, especially in large classes, space are usually limited. Besides that, large classes are usually hot, crowded, and noisy. However, it is very rare for school in Indonesia to implement classroom management appropriately, especially in large classes.

Besides that, the result of the English teaching in Indonesia is still far from expectation. In fact we can see that many undergraduate students rarely able to communicate and use their English. In this case, it is clear

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

that teachers should know how to manage a classroom. In other words, classroom management is not simple effort, but it is very important factor for successful teaching learning activities in the classroom. If there are adequate facilities at school, of course the teacher will also find it easier to conduct classroom management more optimally. In addition, educational facilities should also be sufficient.

However, based on preliminary observations at Junior High School based Islamic boarding School Pancasila Bengkulu Pancasila conducted before the studyon juli 25, 2020, several problems were found regarding classroom management. First, the school facilities are inadequate. for seventh grade there is only one room even though there are more than 40 students. Second, the arrangement of the learning room at Islamic boarding based Junior High School Pancasila is also not good in terms of random seating and many tables and chairs are not suitable for use. Thirdly, in arranging educational media is also less strategic so that not all students can easily see the subjects described. all four students have difficulty in focusing the teaching-learning process. Besides that, they are busy with their friends, and talking is another matter. The majority of students do not pay attention to the lesson; some of them are busy doing their own Activities, while others are passive.

Such phenomenon makes researcher conduct research the title **An Analysis of Classroom Management Of English Teaching Process in the Large Class At the second grade of Junior High School based Islamic boarding SchoolPancasila Bengkulu**Based on Levin, James,, Nolan, James F

theoryClassroom management a large class provide students opportunities to learn all the things that teachers does in the class to manage the time, space, materials and keep student organized so that students learning can take a place in learning process.

B. Identification of problems

Based on the description of the background described above, research problems can be identified as follows.

1. The school facilities are inadequate.

2. The arrangement of learning spaces in Islamic boarding based Junior High School Pancasila also not so good.

3. The arranging educational media is also less strategic so that not all students can easily see the subjects described.

4. The students have difficulty in focusing the teaching-learning process.

C. Limitation of the problem

In order for the problems in this study to be more focused and not deviate from what was studied, and considering the limitations of ability and funds possessed by researcher, this study is limited only to how is classroom management carried out by second grade of Junior High School based Islamic boarding School Pancasila Bengkulu in Academic years 2019/2020. That analyzed through Levin, James, Nolan, and James F theory

D. Research of Question

Based on the background, identification and limitations of the above problems, then the research question in this study isHow does the English teacher manage a large class in second grade of Junior High School based Islamic boarding School Pancasila Bengkuluin Academic year 2019/2020 ?

E. Research Objectives

Based on the formulation of the problem above, the objective of this research to be achieved in this study were to find out How does the English teacher manage a large class in second grade of Junior High School based Islamic boarding School Pancasila Bengkulu in Academic year 2019/2020

F. Research Significances

The results of this study are expected to provide the following benefits :

1. For Students

   Students get a classroom atmosphere that is more conducive to learning.

2. For Teachers

   Improve teacher understanding in implementing a more effective learning process and as a reference for developing higher quality teaching and learning activities.

3. For Schools

   As a reference in preparing higher quality education and teaching programs.

4. For Researchers

It is hoped that this research can provide constructive input to correct themselves for the shortcomings of researchers and increase the insight and knowledge of researchers about implementing a better learning process.

G. Definition of Key Terms

1. Classroom management is classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.

2. Teaching is a process of interaction between students in a certain location within a certain time unit period.

3. Large class ispeople's perception of this varies from context to context. In this study large class is a class of more than 35 students.

4. English is a vibrant and international language with twenty percent of the world's population speaking English as native, second or foreign language.

CHAPTER II

LITERATURE REVIEW

A. The Concept of English Teaching Learning Proses

1. The Nation of Teaching English

Tomlinson stated that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language[13]. This could include the teacher standing in front of the classroom explaining the conventions of direct speech in English; it could include textbook providing samples of language use and guiding learners to make discoveries for them, it could include textbook inviting learners to reflect on the way they have just read a passage or it could the teacher providing the language a learner need whilst participating in a challenging task.

Education consists of teaching and learning. Teaching is a process involves the teaching learning process. Brown explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better[14]. In short, teaching is an effort

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[13]Tonmlinson, B. 1998. Material Development In Language Teaching. Australia: Cambridge University Press.P.3

[14]Brown, H. Douglas. 1994. Teaching by Principles An Interactive Approach to Language Pedagogy. New Jersey: A Paramount Communication Company.P.100.

to use optimally the component of teaching to from the students who have skill and knowledge.

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior. Teaching learning process in a planned interaction that promotes behavioral change that is not a result of maturation of coincidence.

It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they are belong. At the result of teaching the student should be able to interest in their group. They are learning to think, feel, and act in harmony through social groups of which they are a part.

In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge. It can be conclude that teacher as the center of education is faced by a number of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students supposed to do and acquire. The responsibilities of teacher in managing favorable atmosphere and media to support learning are important.

Based on definitions above, it can be concluded that teaching is interactive process between teacher and student. The teacher helped the

student to learn, give materials, and providing anything to know or understand. Teacher can teach by use combine of art, science and skill.

2. Components of Teaching

In teaching process, there are some components of teaching, the components are:

a. The objective

Objective is the goal of education that interprets from the vision, mission, owned by an institution. According to Cox the objective is a goal which will be reached after do the teaching process. Therefore, this is important as a component of teaching[15].

b. The students or participant

Students or participants are human being without way any limitation and certain characteristic. In teaching learning process, the learners have significant roles. Nowadays, students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find regularity and order to the events of the world in the absence of full complete information.

c. The teacher

In the teaching learning process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and

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[15] Cox, (1999). Teaching Language Arts: A student-And Response-Centered Classroom. Boston: Allyn and Bacon..P.6.

responsibility as well as possible. Therefore, the electiveness of the teaching learning process based on the teacher roles. The success of teaching is also based on teacher quality. Michael in his book entitled The Process and Experience in the Language Classroom argues some teacher roles in the classroom, namely:

1) Teacher as coordinator and facilitator

2) Teacher as manager and organizer

3) Teacher as instructor

4) Teacher as investigator and researcher

There are some components in teaching learning process: (1) Curriculum (2) Method (3) Facilities or Educational tool (4) Environment (5) Evaluation. Thus components complete each other in the teaching learning process and the function is significant to reach the education goal.

3. **Procedure of Teaching Learning Process**

According to Carol et al, basically there are three components of procedures applied in teaching learning process, namely: Introduction component, presentation/content component and closing or conclusion component. The three components can be described as follow[16]:

a. Opening activity/Introduction

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[16] Carol. (2005). Practical English Language Teaching: Young Learner. New York: McGrawhill.P.42.

This component which is the activity to improve the students' motivation, to inform objective learning, to improve students' brainstorming.

b. Main activity/Presentation

This component consists of delivering the material, helping to explore the information of the mind, accompanying students to doing exercise. In this component, teacher should use interest method in order to students get the point of material.

c. Closing activity/Conclusion

In this component, teacher giving conclusion about the material, questioning the students to evaluate, giving feedback and motivation.

B. The Classroom Management of the English Teaching

1. Definition of classroom Management

According Levin and Nolan Classroom management provide students opportunities to learn all the things that teachers does in the class to manage the time, space, materials and keep student organized so that students learning can take a place in learning process.[17]

Classroom management is not a skills that teacher must have to make classroom organize, orderly, focused, attentive, and keep on task during a class, but also a term of teacher strategy and manner to keep classroom situation conducive for students be able to carryouttheir

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[17] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.90

maximum potential, which allows students to develop appropriate behavior patterns in learning process, so that students can feel they are in environment that allows them to achieve.[18]

Classroom management is an important concern of every teachers, making effective setting classroom in schools holds students together and offers them opportunity to achieving their goals in learning process. Consist of many interrelated and complicated dimension that arising from class and environment, Teachers need to analyze students' ability, learning style and strategies as the base line for teachers in deciding the most appropriate way of teaching. So that as classroom managers these ability and habit can help teachers' make classroom life effectively, academically productive, comfortable and enjoyable for learning.[19]

It is not important to debate which one is broader or narrower. In fact, the process of teaching and learning may not run well if the teacher is unable to manage her classroom. It is stated by Brown that one of important stages in a successful teaching and learning process is classroom management which encompasses an abundance of factors ranging from how the teacher physically arranges the classroom to how to create classroom energy.[20]

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[18] K. Kayikci, "The effect of classroom management skills of elementary school teachers on undesirable discipline behaviour of students," vol. 1, pp. 1215–1225, 2009.

[19] N. Regina, "Classroom Management : A Tool for Achieving Quality Secondary School Education in Nigeria," vol. 6, no. 2, pp. 58–68, 2014.

[20] Brown, H.D. (2001). Principles of Language Learning and Teaching. New Jersey: Prentice Hall, Inc. p.192

Based on the explanation above, it is known that there are many definitions and also some principles of good classroom management formulated by experts. In short, it can be said that classroom management refers to any actions or strategies teachers use to maintain, organize, and control the pupils' behavior, movement, and interaction to keep them constructively engaged in teaching-learning activities.

2. **Managing the English Teaching in the Classroom Management a large class**

1) **The Teacher Roles**

Levin and nolan suggests the following teachers roles, which are more conductive to creating an interactive classroom.[21] First, a teacher is as controller. The teachers determine what the students do, when they should speak, and what language forms they should use. To make interaction, the teacher must create the climate in which spontaneity can thrive, in which unrehearsed language can be performed, and which the freedom of experience given over to students. Second is a director.

This role will enable students eventually to engage in the real-life drama of improvisation as each communicative even bring its own uniqueness. Third is as a manager. In this, the teacher is one who plan lessons, modules and courses, and who

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[21] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.125.

structures the larger segments of classroom time, but who them always each individual player to be creative within those parameters. Fourth is as a facilitator. The teacher makes learning easies for students: help them to clear away roadblocks, the find shortcuts, to negative cough terrain. The last is as a resource. The teacher is available for advice and counsel when the students seek it.

2) **Grouping Students**

Levin and nolan state the key concept of grouping students and the language teaching classroom.[22] Teachers need to consider a number of different factors bellows:

a) The teaching aim It is much easier to choose how to group students when we have decided on the aims of the lesson and the aim of each activity.

b) The learning styles of the students For example, some students prefer to work as individual, others in groups.

c) The ability and level of the students Most classes are 'mixed ability' i.e. the include students of different abilities. Teachers can group's students for some activities so that students of the same ability work together, and for some activities so that students of different abilities work together.

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[22] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.127

d) The personalities of our students. Most of the time students will work together, but the sometime there are students who do not work together positively.

e) The class size. With a class of between 20 and 30 students, teachers can manage pair and group work quite easily. With classes of more than 30 students, pairs and group work are possible, but need more careful planning.

3) **Giving Feedback**

According to Levin and nolan giving feedback is giving information to learners about their learning.[23] Feedback can focus on leaner's language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Furthermore, they state key concepts of giving feedback in the language teaching in the classroom. They are:

a) Students can organize small group feedback sessions, where the teacher and the learners can give and receive feedback on the classes and their learning

b) Learners will need training is how to give feedback to each other.

c) Feedback which is particularly personal or sensitive should be given to learners in individual meetings and not in front of the whole class.

4) **Seating Arrangement of the Classroom Management in Large Classes**

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[23] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.129

Brophy in Levin and Nolan states that in large classes, the environment conditions of classroom must be appropriate for teaching and learning process.[24] It must be stressed that learning activities are more successful when teachers have pre-planned for appropriate seating arrangements and materials and have developed rules and procedures.

According to Evan and Lovell in Levin and Nolan , teachers have no control over the size of their classroom.[25] However, they usually can decide how best to utilize the given pace within the classroom. Careful use of physical space makes a considerable difference in classroom behavior.

Levin and Nolan state that seating is planned so that the teacher may easily reach any pupils in the class without disturbing others students.[26] Besides, seating is arranged so that all students are able to see instructional presentations they are:

a) Orderly rows

Orderly rows imply teachers working with whole class. It means that the teacher has a clear view of all the students and the students can all see the teacher (in whole direction they are facing). It is necessary when the teacher works with the whole class sitting in orderly rows, it is vitally important to make

[24]James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.125
[25] ibid.p.126
[26] ibid.p.126

sure that they remain in contact with the pupils and that they keep everyone involved. The seating arrangement in orderly rows:

Picture 1. Orderly Rows Seating Arrangement

b) Circle and Horseshoes

In a horseshoes the teacher is often located in a central position; it has much greater opportunity to get close to the students. In a circle, the teacher's position is outside of the circle. The horseshoes and circles arrangements the students have shared and information through talking, eye contact, or expressive body movement (eyebrow-raising, shoulder-shrugging etc).The seating arrangement of circle and horseshoes:
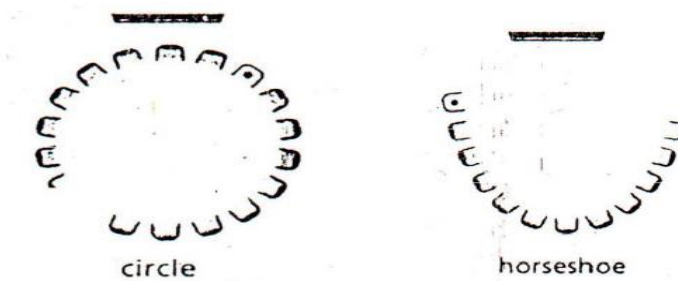
Picture 2. Circle and Horseshoe Seating Arrangement

c) Separate tables

When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than other arrangements. It is much easier for the teacher to work at one table while the others get on with their work. In separated classroom students might see the teacher walks around to 20 check the students work and helps if they have difficulties. The setting of separate table is:
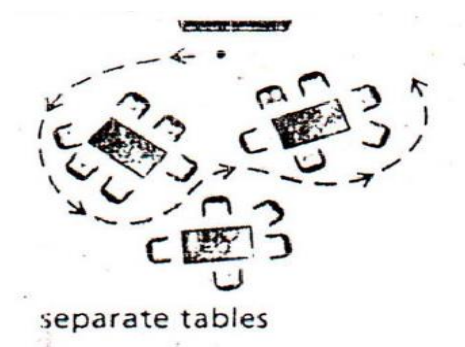
separate tables

Picture 3. Separate Tables Seating Arrangement

5) The Physical Environment of the Classroom

a) Sight, sound, and comfort

Brown states that physical environment of the classroom are sight, sound, and comfort, they are:[27]

(1) The classroom is neat, and orderly in appearance.

(2) Chalkboards are erased.

(3) Chairs appropriately arranged.

(4) The classroom is as free from external noises as possible (machinery outside , street, noise, hallway voices)

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[27] Brown, H. Douglas. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Pearson Education. p.192

(5)Acoustic within your classroom are at least tolerable.

(6)Heating or cooling system (if applicable) is operating.

b) Chalkboard use

The chalkboard is one of the greatest allies. It gives students added visual input along with auditory. It allows the teacher to illustrate with words, pictures, graphs and charts.

c) Equipment

The classroom may be construed to include any equipment the teacher may be using if the teacher is using electrical equipment (say, an overhead projector or a video player), sure that

(1)The room has outlets,

(2)The equipment fits comfortably in the room,

(3)Everyone can see (and /or hear) the visual/auditory stimulus,

(4)You leave enough time before and after class to get the equipment and return it is its proper place,

(5)The machine actually works,

(6)Teachers know how to operate it

(7)There is an extra light bulb or whatever else teachers will need if a routine replacement is in order.

6) The Teacher's Physical Attendance

According to tolevin and nolan, the fundamentalclassroom management concern has to do with the teacher and his message through the teacher's voice and through the teacher's body language.[28]

One of the first requirement teachings of good teaching is good voice projection. The teachers do not have a loud, booming voice, but the teacher needs to be heard by all the students in the room. When the teacher is talking project, the teacher's voice is loud so that the person sitting farthest away from the teacher hear the clearly. If the teacher are directing comment to a students in the first row sitting right in front f the teacher, remember that in whole-class work, all the reeks of the students need to be able to hear that comment. The teacher must speak the articulation clearly. Clear articulation is usually more of a key too comprehension than slowed speech.

The teacher's voice is not the only production mode available to the teacher in the classroom. Nonverbal messages are very powerful. In the language class, especially, where students may not have all the skills they need like verbal language, their attention is drawn to nonverbal communication. Here are some pointers:

a) Let the teacher body posture exhibit an air of confidence.

b) Face the teacher should reflect optimism, brightness, and warmth.

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[28] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.125.p.194

c) Use facial and hand gestures to enhance meaning of word and sentence that might otherwise be unclear.

d) Make frequent eye contact with all students in the class.

e) Do not "burry yourself" in the teacher note and plans.

f) Do not plant the teacher feet firmly in one place for the whole hour.

g) Move around the classroom but, not to distraction.

h) Follow the constructional rules proxemics (distance) and kinesthetic (touching) that apply for the culture (s) of the teacher students.

i) Dress appropriately, considering the expectations' of teacher students and the culture in which the teacher are teaching.

According to NurySupriyanti, teacher's attendances physically in the classroom are:[29]

a) The teacher's Attendance

Teacher's attendance is a very significant factor for the success of language learning in the classroom. Therefore, it must be maximized with all efforts. The teacher is a unique personnel. Her superiority is expected to support conducive classroom management for learning.

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[29]Supriyanti, Nury. (2007). Managing the Teaching and Learning Process.p.4

b) Teacher's Proximity in the Classroom

It is important to give attention to the distance between teacher's and students' position in the classroom. Some students consider it as intimacy. Far distance is considered as rigidity.

c) The Appropriateness of Students-Teacher Relationship

Teacher's position that is always near to the students makes students uncomfortable.

d) Teacher's Movement

Classroom management includes how much we move and how the position is. Some teachers are comfortable in one position only, but others are comfortable to move around the class while teaching in order to supervise students' activities effectively. Basically, teachers who like to stay in one position only, moreover in teacher's chair without moving at all, will be boring. In the opposite, those who like moving around will make students confused.

For example: While the teacher is explaining material, he or she will take the position in the front of the class. While the teacher is monitoring group activities, she or he will be in the position where she or he can observe all students clearly.

e) Voice Clarity (how the teacher manages her/his voice)

One of teacher's instruments in teaching is voice, especially for language teacher.

f) Pronunciation

The pronunciation used must be based on standard pronunciation, either in Indonesia and English because each language has different character. Teacher's language is the model language, either in its accuracy and its politeness.

g) Voice Endurance

Teacher must pay attention to the voice endurance as the main learning instrument while he/she is teaching. A teacher must be able to manage his/her voice while teaching all day so she/he will not get tired when the class is over. It can be applied by using the voice efficiently, when it should be a bit loud, slow, and quiet at all. For language teacher, voice is the main asset in teaching.

C. Large Classes

Bahrimentions 6 factors that hinder teaching, one of which is the number of students.[30] Meanwhile, comparing the government policy to limit one class to a maximum of 44-55 people. And in the principle of teaching English or skills based, it is stated that students should not be more than 20 students per class. The ideal number of students so that students can get

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[30]BahriSyaifulDjamarahdanAswan Zain. 2002. *StrategiBelajarMengajarkelasbesar*. Jakarta: RinekaCipta.

intensive tutoring is 20 students maximum. With too many students, teachers will be overwhelmed to teach skills that are intensively trained.[31]

Brophy in Levin and Nolan states that in large classes, the environment conditions of classroom must be appropriate for teaching and learning process.[32]Large class is class with too much number of students, in every country have different opinion about the large class. for example, members of one class in China and Indonesia has different number of students, students in China consist of 50-100 students or more is merely seen as a large class although it may appear as super large to others and Indonesia consist of 25-35 students in one class, however many teachers agreed that a classroom consist of more than 35 students is large.[33]

According to Brown ideally, language classes should have no more than a dozen people or so.[34] They should be large enough to provide diversity and student   interaction   and   small   enough   to   give   students   plenty   of opportunity to participate and to get individual attention. Unfortunately, the financial of education is limited, so educational budgets is not sufficient, so that most language classes are significantly larger.

Harmer states that in big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for

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[31]Budiharjo. 2012. *PrinsipdanStrategiPengajaran Bahasa*. Bandung : Alumni.

[32]James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.125

[33] H. Shehu and A. G Tafida, "Creative Strategies for Effective English Language Teaching In Large Classes," vol. 4, no. 3, pp. 72–79, 2016.

[34] Brown, H.D. (1987). Principles of Language Learning and Teaching. New Jersey: Prentice Hall, Incp.197

and receive individual attention.[35] It may seem impossible to organize dynamic and creative teaching and learning sessions. Frequently, big classes are not easy to have students walking around or changing pairs. Most importantly, big classes can be quite intimidating for inexperienced teachers.

Harmer states that despite the problems of big classes, there are things which teachers can do.[36]

1. Use worksheets

One solution is for teachers to hand out worksheets for many of the tasks which they would normally do with the whole class, if the class were smaller. When the feedback stage is reached, teachers can go through worksheets with the whole group and all the students will get the benefit.

2. Use pair work and group work

In large classes, pair works and group works play an important part since students maximize student's participant. Even where chairs and desks cannot be moved, there are ways of doing this: first rows turn to face, second, rows, third, rows to face fourth rows etc.

When using pair work and group work with the large groups, it is important to make an instruction especially clear, to agree how to stop the activity (many teachers just raise their hands until students notice them and gradually quieted down) and to give good feedback.

3. Use chorus reaction

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[35] Harmer, Jeremy (2001). How to Teach English. Printed in Malaysia, VVP.p.128
[36] Harmer, Jeremy (2001). How to Teach English. Printed in Malaysia, VVP.p.129

Since it becomes difficult to use a lot of individual repetition and controlled practices in a big group, 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, for example, or the left hand and right-hand sides of the classroom. Each row/half can then speaks a part in a dialogue, ask or answer a question, repeat sentences or words. This is especially useful at lower levels.

4. Use groups leader

Teacher can be enlisting to help a few group leaders they can be used to hand out copies, check, that everyone in their group (or row or half) has understood a task, collect work and give feedback.

5. Think about vision and acoustics

Big classes are often in big rooms. Teachers have to make sure that what they show or write can be seen and that what they say or play to the whole group can be heard.

6. Use the size of the groups to your advantage

Big groups have disadvantages of course, but groups also have one main advantage-groups are bigger, so that humor, for example, is funnier, drama is more dramatic, a good class feeling is warmer and more enveloping. Experienced teachers use this potential to organize exciting and involving classes.

D. Same related previous studies

Some previous studies about the analysis of items including research written by TrimarKeristiana, Arbain, RindaFitrianawith the title "Teachers'Strategies in Managing a Large Class in Teaching English at SMP Negeri 01 TanjungSelor"[37] Classroom management is an important concern for every teacher in making effective setting classroom in schools holds students together and offers them opportunity to achieving their goals in learning process especially in large classes with to much numbers of students. This research applied qualitative research. The subject of this research were the teacher's and students of SMP NEGERI 01 TanjungSelor. The researcher conducted interview to collect the data. The researcher did some steps to analyze the data,namely; data condensation, data display, and conclusion drawing. The result of this research showed that teachers mostly organize students into group during lesson, walk around classroom to check students work, set particular seating arrangement, address misbehavior and using variety of teaching method such as discussion, group work and group project to make students active during class. In addition, students' perception has significant relationship between teachers' strategies and students performance in learning English. The finding also showed that teachers has positive strategies in managing their class and the students enjoyed the method used by teachers during English lesson.

From research written by Dalal A. Bahanshal with the title "The Effect of Large Classes on English Teaching and Learning in Saudi Secondary

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[37]TrimarKeristiana, Arbain, RindaFitriana, *Teachers' Strategies in Managing a Large Class in Teaching English at SMP Negeri 01 TanjungSelor*, BORJU: Borneo Educational Journal, Februari 2019, Vol. 1 No. 1

Schools"[38]. The effect of class size on teaching and learning English as a foreign language (EFL) has been through a contentious debate among researchers for a long time. Before the 1950's the concern about the effect of class size and the learning outcomes of students in such classes waned for some time. Yet, researchers have reconsidered the case once again and up to now it is a field of investigation. Therefore, through reviewing the existing literature on this area and examples culled from the teachers' experience, the aim of the present study are twofold: (1) to ascertain the impact of large classes on the teaching and learning outcomes, and (2) to suggest appropriate strategies Saudi secondary teachers can utilize in their large classes to facilitate English teaching and learning. To reach the aim of this study, six Saudi English teachers from two public schools were interviewed to express their perceptions about teaching in large classes. Research results present that all participants find it daunting to teach large classes. Teachers also comment that despite their efforts to elevate the level of language learning in such context, the outcome of their students is considered to be unsatisfactory. They believe that this can be contributed to the fact that there are big numbers of students in one class and wish for the number to be reduced. The study findings shed the light on some useful and effective methods to be applied in large classes which may facilitate the language teaching and learning..

RatuAmaliaMudianingrum, SutrisnoSadjiEvenddy,Rosmania Rima do research with the title "An Analysis Of Teachers' Classroom Management In

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[38]Dalal A. Bahanshal, *The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools*: English Language Teaching; Vol. 6, No. 11; 2013, ISSN 1916-4742

Teaching English"[39].Classroom Management is a multifaceted concept and views about classroom and its styles can be categorized in various ways. This study focused on the classroom itself. Therefore, this study was intended to describe the classroom management and the use of teaching learning strategy at the eight grade students in SMPN 05 Kota Serang. This study was also aimed to give some contributions concerning the Classroom Management Strategy and the students' participation on the use of the strategy in teaching learning process in the class. This study is qualitative research. The writer had chosen two english teachers who taught the eighth grade students of SMPN 05 Kota Serang in the academic year of 2017/2018 as the subject. The writers describe the process of organizing teaching and learning process in SMPN 05 Kota Serang by applying interview and observation to the teachers. The writers could conclude that T1 applied 72% and T2 applied 70% classroom management strategy in their classroom. They applied the classroom strategies from opening to closing activities, used seating arrangement during the teaching learning process, explained the material well, gave motivation, had positive attitude and built the relationship with students.

The similarity with the thesis above is the same strategy . and differences in this research with previous studies are research subjects, research objects, and research sites.

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[39]RatuAmaliaMudianingrum, SutrisnoSadjiEvenddy, Rosmania Rima, *An Analysis Of Teachers' Classroom Management In Teaching English*, JEES: Journal of English Education Studies, 2019, Vol. 2No. 1, Page: 1-11

CHAPTER III

RESEARCH METHOD

A. Research Design

This research design as qualitative research. This method is also called naturalistic inquiry because it studies a phenomenon in a natural way[40]. According to Sukmadinata descriptive research is research that describes and explains the phenomenon, natural phenomenon or human phenomenon[41].

Descriptive research examines activities, characteristic, change, relationship, similarities and differences with another phenomenon. The researcher wants to know about the object, such as the nature of the object, the condition of the object, the number of the object, descriptive research is used by which he/she can explain the whole aspect of the object clearly and scientifically[42].

Brumfit and Mitchell stated that descriptive research will aim at providing as accurate an account as possible of what current practice is, how

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[40]Sugiyono. 2006. MetodePenelitian (PendekatanKuantitatif, Kualitatif, Dan R&D). Bandung: Alfabeta.P.14

[41]Sukmadinata, Nana Syaodih. 2012. MetodePenelitianPendidikan. Bandung: PT. Remaja Rosdakarya.P.72

[42]Arikunto, Suharsimi. 2006. ProsedurPenelitianSuatuPendekatanPraktek. Jakarta: Rineka Cipta.P.25.

learners learn, how teachers teach, what classroom looks like, at a particular moment in a particular place[43]. This research collects the data, analyze them and draw a conclusion based on the data only.

Descriptive research provides an answer to the questions of how something happens and who was involved, but not why something happens or why someone was involved. Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. In conclusion, this research was descriptive qualitative research.

This the research was qualitative since the data are in the form of words. Meanwhile, the research was a descriptive one since the researcher uses the descriptive method. This was cause the researcher wants to describe the classroom management appl   34   ie seven-grade teacher in teaching English in SMP Pancasila Bengkulu and to explain the problems faced by the tenth-grade teacher in applying classroom management in the big class.

B. Subject of Research

The research subject is the subject to be researched by the researcher, namely the subject that becomes the center of attention or the target of the research[44]. The subjects of this study were English subject teachers and student.

C. Instrument of Research

[43]Brumfit, Christopher And Mitchell, Rosamond. ReserachIn The Language Classroom. London: Macmilan Publisher Ltd.P.11

[44]Arikunto, Suharsimi.2006. ProsedurPenelitianSuatuPendekatanPraktik.Jakarta : Rineka Cipta.P.145

Instrument is the process of selecting or developing measurement tools and methods that are appropriate for the problem being evaluated[45]. The instrument serves as a tool in collecting the required data.In this research the instruments used with namely Interview guidelines, Guidelines for document analysis and Guidelines for observation how is an analysis of classroom management of English teaching process in the large class at the second grade of SMPBP PancasilakotaBengkulu in academic 2019/2020.

a. Interview guidelines

Before conducting interview the researcher prepared interview protocol. The researcher used personal interview. Personal interview focus on teacher individual, it means that the researcher interview one by one of the English teacher. The researcher was used structured interview. The interview was done at SMP BP Pancasila. The researcher was used interview for this research with aims to know how the English teachers' strategies in managing a large class. After that, the participant was interviewed about 8-14 minutes.

Table 3.1
Specifications of Interview

[45]SanduSiyoto And Ali Sodik, *DasarMetodologiPenelitian*, (Yogyakarta: Literasi Media Publishing, 2005), P 66

No	Topic	Interview for teachers	Interview for students
1.	The Teacher Roles	1. How do you arrange the students' pattern sits at large classroom?	1. What does the pattern at your classroom, rows, round or half U or without chair and table? 2. Do you feelcomfortable with the line pattern?
2.	Grouping Students	1. What your strategies to make learning group in big classroom, by counting, or calling the students one by one?	1. How many students in each group? 2. Does every discussion the teacher use grouping?
3.	Giving Feedback	1. Why you give feedback to the students in every teaching?	1. Does every teacher finish the lesson; he/she always give questions based on he material? 2. Does the teacher always give conclusion to the students after explain in the material?
4.	The Physical Environment (Sigh,sound,andcomfort, chalkboard,equipment)	1. Does the sounds from outside come into the classroom? 2. Does it disturb the teaching learning process? 3. Is the chalkboard clean when, you(the teacher), enter the classroom?	1. Is the sunlight bright enough when the process of teaching is learning in the classroom? 2. Do all people in the classroom hear thesounds from outside when they are

			studying?
		4. Does you use video player, OHP, or LCD or simply use whiteboard, eraser, and chalkboard?	3. Does the classroom look clean?
			4. Do the tables and the chairs look neatly?
			5. Is the condition of classroom quiet and comfortable?
			6. Is the whiteboard clean or not, when your English teacher enters the classroom?
			7. Does the classroom's equipment complete, like the whiteboard, chalkboard, parental students' book, and LCD?
			8. Does your English teachers ever usevideo player?
5.	The Teacher's Physical Attendance (body language and teachermovements)	1. When you teach, do you sit at one place, on the chair, or closer to the students?	1. Do his/her face and his/her hand move actively when explaining the meaning of a sentence?
		2. How does teacher's position when she/he is teaching, sit on the chair or walk around or other positions?	2. Does the teacher's eye contact always see to all students in the classroom?
			3. What does your teacher's position when teaching?

			4. Does he/she walk around the class or sit on the chair or stand up in front of the class?

Adapted from Descriptive Analysis of Classroom Management Strategies (By RudiyantoArief 2014).

b. Document Analysis guidelines

The document analysis guide is used to analyze teacher documents, namely syllabus and lesson plans. The guideline for analyzing documents in this study is in the form of a checklist accompanied by notes on the application of classroom management a large class at SMP BP Pancasila. The following is a Document analysis grid.

Table 3.2
Document analysis Grilles Application of classroom management a large class of SMP BP Pancasilakota Bengkulu

No	Statement	Statement		Statement
		Yes	No	
1.	Teachers apply The Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			

No			Statement		Note
2.	The teacher Grouping Students a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.				
3.	The teacher Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.				
4.	The teacher includes The Physical Environment of the Classroom a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.				
5.	The teacher includes The Teacher's Physical Attendance Chalkboards a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.				

c. Observation guidelines

Observation guidelines are used to obtain results that cannot be obtained through interviews and document analysis. Observation guidelines also take the form of a checklist with information or notes. Guidelines for observations can be seen in Appendix 1d.The following is a Observation Guide lines grid.

Table 3.5
Observation Guidelines Grilles Application English teachers'
strategies in managing a large class SMP BP Pancasilakota Bengkulu.

No	Observational Aspects	Statement	Statement		Note
			Yes	No	
1.	The Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.	Teachers applyThe Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			
2.	Grouping Students a	Teachers apply Grouping			

	large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.	Students a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			
3.	Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.	a. Teachers Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			
		b. Teachers analysis Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			
4.	The Physical Environment of the Classroom a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.	a. The teacher The Physical Environment of the Classroom a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			
		b. The teacher experienced The Physical Environment of the Classroom a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			
		c. The teacher experienced problems in the analysis of the results management Classroom the large class in Teaching			
5.	The Teacher's Physical Attendance Chalkboards a large class At the second grade of Junior High School based Islamic boarding School	The teacher makes Physical Attendance Chalkboards a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.			

	Pancasila Bengkulu.			

D. Technique of Collecting the Data

In qualitative research, the researcher herself was the instrument, thus theresearcher should had the theory and wide insight about what was beingresearched. Then, to get deep understanding about the object of the research,the researcher should use some techniques of collecting the datasimultaneously[46]. Therefore, there were two techniquesused in this research namely observation and interview.

1. Observation

The observation was the instrument of collecting data which is used to organize individual behaviors or the process of the activity observed in real situation or simulation[47]. This instrumentation was aimed to get data on the teaching-learning process.Through observation, the data collected was in the form of field notes. The observation was conducted in every meeting of English Lesson.

This observation was used to watch activities or events which were related to the classroom management applied. It consists of the teaching-learning processes in the class.In this method of collecting data, the researcher observed the teaching-learning process done by a teacher in the class and the researcher tried to find some phenomena or activities during the teaching-learning process. Here the researcher was as the observer.

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[46]Sugiyono. 2006. MetodePenelitian (PendekatanKuantitatif, Kualitatif, Dan R&D). Bandung: Alfabeta.P.15
[47]Sudjana, Nana. 2005. PengantarPenelitianPendidikan. Jakarta: Bina Rupa Aksara.P.109

In this research, the researcher chooses participant observation. It was a type of observation in which the writer is directly included in the activities of the objects observed. Susan in Sugiyono stated that in participant observation, the researcher observed what people do, listens to what they say, and participates in their activities[48].

In addition, the researcher in the observation, the researcher would be a passive participant. It means that in the observation, the researcher presents at the scene action, but does not interact or participates.

2. Interview

Sugiyono stated that the interview was a face to face situation in which the researcher set out the elicit information or opinion from a subject[49]. The most important data source in qualitative research was the informant[50]. In this research, the interview conducted to collect information from English teachers.Type of interview used in this research was a semi-structured interview. It was included in an in-depth interview. In this type of interview, the researcher should prepare what the questions before did theinterview and new questions may emerge depending on the progress of the interview and situation.

It was possible to add new questions out of the questions list if the writer gets new information out of question list that had been arranged. The aimed of this type of interview was to get detail information from the

[48]Sugiyono. 2006. MetodePenelitian (PendekatanKuantitatif, Kualitatif, Dan R&D). Bandung: Alfabeta.P.133

[49] Ibid.P35

[50]Sutopo. 2002. MetodePenelitianPendidikan (PendekatanKuantitatif, Kualitatif, Dan R&D). Bandung: Alfabeta.P.60

interviewee. Here, the researcher as an interviewer tried to get interviewee's ideas and opinions related to the problem of the research[51].

3. Documentation

Documentation / format of records, in the documentation studied are documents, which in general concept is limited to only written material inside various activities. Documentation is the process of collecting, selecting, and processing original manuscripts or written information used as a verification tool or material to support a description or argument. Manuscripts or written information (documents) which was examined in this study are texts relating to existing variable.

E. **Technique of Analyzing the Data**

The technique of data analysis in this research was Miles and Huberman Model of data analysis. According to Miles and Huberman in Sutopo, there were three main components of data analysis. They were data reduction, data display and conclusion.

1. Data reduction

Not all the obtained data of the research were important. It meansthat the important information must be taken and unimportant informationmust be ignored. In the process of the data reduction, the researcherelected, focused, simplified, and abstracted the data in the field note. Thedata reduction is done during the research activities.

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[51]Sugiyono. 2006. MetodePenelitian (PendekatanKuantitatif, Kualitatif, Dan R&D). Bandung: Alfabeta.P.320

In this case, theresearcher reduced the information during the research activities if the datais unimportant or do not support the data of the researcher needed. Whenthe researcher observed the teaching learning activities in the class, researcher selected and focused on classroom management applied.

2. Data display

Display the data means described the data in the form of description or narration. As the second component in analyzing the data,this technique was used in arranging the information, description, ornarration to draw the conclusion. By display the data, the researcherconsidered what he/she should do, he/she can analyze or take the otheraction based on his/her understanding.

3. Conclusion

The third activity was draw conclusion. In this research, conclusionwas drawn continuously throughout the course of the research. Theresearcher tended to accumulated and formulated his/her interpretations ashe goes along. The researcher wrote up not only what he/she seen but alsohis/her interpretation of the observation.

E. Data Validity

Examination of the validity of the data basically, apart from being used to refute allegations of qualitative research which says it is unscientific, is also

an integral element of the body of qualitative research knowledge[52]. The validity of the data is carried out to prove whether the research that is is really a scientific research as well as to test the data obtained. The validity test of the data in qualitative research includes testing, credibility, transferability, dependability, and conformability[53]. In order for data in qualitative research to be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test can be carried out.

1. Credibility Test

    The credibility (credibility) or test the confidence of the research data presented by the researcher so that the results of the research carried out are not dubious as a scientific work is carried out.

    a) Extension of Observations

        Lengthening of observations can increase the credibility / trustworthiness of data. With the extension of the observation, it means that the researcher returns to the field, makes observations, and interviews again with the data sources that are found or with newer data sources. The extension of the observation means that the relationship between the researcher and the source will be increasingly intertwined, more familiar, more open, mutual trust arises, so that the information obtained is more and more complete.

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[52]Moleong, Lexy J.. 2007. MetodologiPenelitianKualitatif. Bandung: RemajaRosdakarya. p.320

[53]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta p.270

Extension of observations to test the credibility of research data is focused on testing the data that has been obtained. The data obtained after being checked back into the field is correct or not, has changed or is still constant. After checking back into the field the data that has been obtained can be accounted for / correct means that it is credible, then the extension of the observation needs to be ended

b) Increasing the accuracy in research

Increasing the accuracy or persistence in a sustainable manner so that the certainty of the data and the chronological sequence of events can be recorded or recorded properly, systematically. Improving accuracy is one way of controlling / checking the work whether the data that has been collected, created, and presented is correct or not.To improve research persistence, it can be done by reading various references, books, previous research results, and related documents by comparing the research results that have been obtained. In this way, researchers will be more careful in making reports so that in the end the reports made will be of higher quality.

c) Triangulation

WiliamWiersma said that triangulation in credibility testing is defined as checking data from various sources at various times. Thus

there is source triangulation, triangulation of data collection techniques, andtime [54].

1) Source Triangulation

    To test the credibility of the data is done by checking the data that has been obtained through several sources. The data obtained were analyzed by the researcher so as to produce a conclusion, then an agreement was requested (member check) with three data sources[55].

2) Technical Triangulation

    To test the credibility of the data was done by checking the data to the same source with different techniques. For example, to check data through interviews, observation, documentation. If the data credibility testing technique produces different data, then the researcher conduct further discussions with the data source concerned to ensure which data is considered correct[56].

3) Time Triangulation

    Data collected using interview techniques in the morning when the interviewee is still fresh will provide more valid data so that it is more credible . Furthermore, it can be done by checking by interview, observation or other techniques in different times or

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[54]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta.p.273
[55]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta.p.274
[56]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta.p.274

situations. If the test results produce different data, then it is done repeatedly so that data certainty is found[57].

d) Negative Case Analysis

Conducting negative case analysis means the researcher is looking for data that is different or even contradicts the data that has been found. If there is no more data that is different or contradicting the findings, it means that data that is contradictory to the data found, then the researcher may change the findings[58].

e) Using Reference Materials

What is meant by reference is a support to prove data that has been found by researchers. In a research report, it is better if the data presented needs to be completed with photos or authentic documents, so that they become more reliable[59].

f) Conducting a member check

The purpose of member checking is to find out how far the data obtained is in accordance with what is given by the data provider. So the purpose of member checking is so that the information obtained and will be used in writing reports is in accordance with what is meant by data sources or informants[60].

2. Transferability

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[57]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta.p.274

[58]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta.p.275

[59]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabetap.275

[60]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta.p.276

Transferability is external validity in qualitative research. External validity shows the degree of accuracy or applicability of the research results to the population in which the sample was taken[61]. Questions related to the transfer value can still be applied / used in other situations. For researchers, the transfer value is highly dependent on the user, so that when research can be used in different contexts in different social situations, the transfer value can still be accounted for.

3. Dependability

Reliability or reliable research, in other words several experiments carried out always get results that are same. Research that is dependability or reliability is research if research conducted by other people with the same research process will get the same results. Dependability testing is done by conducting an audit of the entire research process. By means of an independent auditor or an independent supervisor auditing all activities carried out by researchers in conducting research. For example, it can be started when researchers begin to determine problems, go into the field, choose data sources, carry out data analysis, test the validity of data, to make reports on the results of observations.

4. confirm ability

Objectivity of qualitative testing is also called research confirm ability test. Research can be said to be objective if the results of the research have been agreed upon by more people. Qualitative research confirm ability test

[61]Sugiyono. 2007. MetodePenelitianKuantitatifKualitatifdan R & D. Bandung: Elfabeta.p.276

means testing the results associated with the process that has been carried out. If the results of the research are a function of the research process being carried out, then the research has met the confirm ability standard. The validity or validity of the data is data that does not differ between the data obtained by the researcher and the data that actually occurs on the object of research so that the validity of the data presented can be accounted for.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter presents (1) Results and (2) discussion. The findings An Analysis of Classroom Management Of English Teaching Process in the Large Class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.

A. Result

The data in this study were obtained through research conducted on date 09 and 12November 2020 in SMP BP Pancasila. Data collection techniques used are observation and interview techniques. The collected data is used as a reference in An Analysis of Classroom Management Of English Teaching Process in the Large Class At the second grade of Junior High School based

Islamic boarding School PancasilaBengkulu . Characteristics of the An Analysis of Classroom Management Of English Teaching Process in the Large Class At the second grade of Junior High School based Islamic boarding School PancasilaBengkulu which can be seen in appendix 1, appendix 2, appendix 3 and appendix 4.

a. The Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.

According Spratt, Pulverness, and Williams, there are some teacher roles in the 54 n, they are as an informer, planner, monitor, resource, director, manager, and facilitator[62].

Based on the results of observations, interviews, and questionnaires, the teacher become a planner, informer, and monitor in the teaching and learning process. The followings are the explanation of teacher roles found in this research.

1) Planner

As a planner, the teacher prepared the material for the students by making lesson plans. These lesson plans were used to teach the

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[62] Spratt, Mary.,Pulverness, A., Williams, Melanie. (2005). The Teaching Knowledge Test Course. Cambridge: Cambridge University Press.p.145

students in the classroom so that the teaching and learning process would be running well.[63]

2) Informer

As an informer, the teacher gave the detailed information about the topic, for example, "survey sheets". Then, she gave some explanations how to make a table (number, name, hobby, Times, reasons). After that, she asked the students to complete the table "survey sheets". At last, the students were asked to interview their friends about their hobby.[64]

3) Monitor

As a monitor the teacher asked the students to do the tasks, such as reading the book and making a group. Then, all the students read the book. After that, the teacher monitored the students and walked around to see the student's activities in reading the book. (Resource: Observation)[65]

The teacher plays an important role in the teaching and learning process in the largeclass. The teacher roles in the large class become a planner, informer, monitor, manager, and facilitator. The teacher roles determine the successful of the teaching and learning English in the classroom.

b. Grouping Students a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.

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[63] Observation was conducted on Wednesday 11 november 2020
[64] Observation was conducted on Wednesday 11 november 2020
[65] Observation was conducted on Wednesday 11 november 2020

According to Spratt, Pulverness, and Williams grouping students consist of classical groups, big groups, small groups consist of 3-5, in pairs and group individual or solo work.[66]

In this research, the teacher used three kinds of grouping, they were, pairs, small groups consisting of 4 to 6 students, large groups based on the seats, for example, a group of students from a line seat. The example of pair tasks can be in the form of practicing dialogues. The small groups were in the form of describing pictures.   In the large groups, the students were asked to discuss a topic, for example, discussing National Examination or global warming.

Responding the teacher of making groups the students were very happy. They had no difficulty in doing the task. Occasionally, it is necessary to group the students in doing the task. The students will be easier to do the task if they work together. They can ask to their friends about their difficulties in doing the tasks. They can also share theirknowledge to others.

Besides, grouping students can train then to be able to work in a team. Grouping students can be in the form of pair groups, small groups, and large groups. In the teaching and learning English, the teacher gave an activity that involved the same student's discussion and group works. For their activity, the teacher divided the students in to some groups. Since the group was various, sometimes a group

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[66] Spratt, Mary., Pulverness, A., Williams, Melanie. (2005). The Teaching Knowledge Test Course. Cambridge: Cambridge University Press.p.148

considered of six students but more often two students or a pair (Resource: observation).

The teacher said that the students chose using small groups, of which each group consists of six students, since it was more effective than using big ones. If a group considered of many students, not all members of the group become involved in the activity. Only some students would do the task given by the teacher.

> *R :Yateknisnyagimanakelompoknya?*
>   *(How about the group?)*
> *T :Kelompokbiasasayacenderunguntukbuatkelompok kecilkarenakalaukelompokbesarkebanyakansiwa itumalahadayangkemudianramaisayacenderung membuatkelompokkecil, satukelompokterdiridari 6 orang.*
>   *(I usually make a small group.It consists of six students. The large groups are usually not effective because the students will be noisy.)*
> *R :Jadiduameja?*
>   *(Does the group stay in table?)*
> *T :Iyabiarsemuaikutmikirkarenakalauterlalu besarnantiakanramai.*
>   *(Yes, that is right. I hope all the students can participate to do the task).[67]*

Making a dialogue and doing a crossword puzzle were two activities, which were often carried out by the students during the time. They were involved in the group discussion[68].

The group discussion would help the students to understand the material. They tried to solve the problem or the task by discussing it

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[67] Interview with teacher English mam aksaoktaputriyanti on Wednesday 11 november 2020
[68] Observation was conducted on Wednesday 11 november 2020

together. They could exchange views. In general, the students were happy since they could help each other and learn to cooperate in to do the task.[69]

Responding to the teacher of making groups, the students were very happy. They had no difficulty in doing the task. In general, in the teaching and learning activities, the students were asked to make groups to do the tasks. Each group consists of six students. The teacher used Indonesian, and then she translated it into English.

Grouping students in the bug class is very important. It is one way to handle the large class. To group the students the teacher must pay attention to the number of students in the classroom and the students' English ability. The teacher must be fair in grouping the students. By grouping students, the teacher will be easy to control the students and they will be happy because they can do the task together.

c. **Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.**

According to Levin and nolan giving feedback is giving information to learners about their learning.[70]

In this research, the teacher usually gave feedback during the lesson or in the end of the lesson. During the lesson, the teacher

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[69] Observation was conducted on Wednesday 11 november 2020
[70] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.129

checked the students' understanding of new vocabulary and corrected the students' mistakes. The students' mistakes in reading the text were usually in their pronunciation. She gave practices in pronouncing some words.

Then, she gave feedback to the students individually or grouping. In the end of the lesson, the teacher summarized the material and offered students to ask some questions and difficulties. In responding to the teachers of giving feedback, the students had no problem and they were very happy and relax.Giving feedback to the students is very important, because the students can get information about the teaching and learning activities.

The purposes of giving feedback are to motivate the students to understand the material, to solve their problem and to improve their English skills. In this research, the teacher always gave feedback after she was teaching the students. It could be a review of the material to know the students understanding.

The teacher gave it when the students' could not understand the material, like a text or a dialogue. Then, she corrected it. The way of giving feedback was by questioning "Did you understand this topic?" or "Do you have any question related to this topic?"

> R :Apakah guru selalumemberimasukandiakhir
> pelajaran?
> (Did you (teacher) always give feedback in the end of in
>   the lesson?)

S :Ya
(Yes, she did).
R :Sepertiapa guru memberimasuktankepadasiswa?
(How did the teacher gave feedback to the students like?)
S   :   Guru memberimasukansepertimemberipertanyaansepertisetiapakhirpelajarandenganmateri yang dipelajaritadi, guru memberimasukanseperti guru menyuruhsiswamembacateks, kemudian guru mengoreksipengucapan kata bahasainggrisyangtidakbenar.
(The teacher gave feedback in the end of lesson based on the material by asking the students to read the text, and then she corrected students' a mistakes in pronunciation.)[71]

In responding to the teacher of giving feedback, the students had no problem and they were very happy and relax. Giving feedback to the students is very important, because the students get information to learn about the teaching and learning activities. The purposes of the feedback are to motivate the learners and to help understand the material, to solve their problem and to improve their skills.

R :Kenapa guru meemberimasukankepadamurid muridnya?
(Why did the teacher give feedback to her students?)
S :Karenauntukmemberiulasanmateri agar siswapaham.
(Because it was can be a review of the material to know the students' understanding.)[72]

Giving feedback to the students was very important in the big class because the students could get information about the

[71] Interview with student efri on Wednesday 11 november 2020
[72] Interview with student efri on Wednesday 11 november 2020

teaching and learning activities. The purposes of giving the feedback were to motivate the students to understand the material, to solve their problem and to improve their English skill. The teacher gave feedback to the students by coming to their seats one by one.

She gave feedback to students in order to they know their mistakes so that they would never repeat the same mistakes. They would also more enthusiastic and help each other in learning English. The students' English ability is different each other. Therefore, feedback is needed to improve their skills.

d. **The Physical Environment of the Classroom a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.**

Brown states that physical environment of the classroom are sight, sound, comfort, Chalkboards, and Equipment they are:[73]The classroom is neat, and orderly in appearance, Chalkboards are erased, Chairs appropriately arranged, The classroom is as free from external noises as possible (machinery outside , street, noise, hallway voices), Acoustic within your classroom are at least tolerable, Heating or cooling system (if applicable) is operating.

1) Sight

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[73] Brown, H. Douglas. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Pearson Education. p.192

Lighting in each classroom was from the sun. The classroom looked bright because the sunlight was entering in the classroom. The classroom was bright so the students felt comfortable and they were very cheerful. The students had no problem in the teaching and learning process. In the teaching and learning activities the teacher and students could see face to face.

> *R : Apakahsinarmataharibisamasukdiruangkelas mu?*
> *(Could the sunlight come to the classroom?)*
> *S :Iya.*
> *(Yes, it could.)*[74]

The sight in, the classroom has a great effect in the big class. The bright classroom will support the teaching and learning process in the big class so that the students will feel enthusiastic and cheerful during the lesson. If the classroom look dark, the students will make students lazy follow the lesson.

2) Sound

In this study, the classroom was noisy. It was from the outside of the classroom. There were students who laughed and ran outside of the classroom. It was because their teachers had not entered the class yet. The students could not focus to the lesson till it was starting.

> *R :Apakahsuarasuaragaduhdariluarbisamasukkeruangkelas?*
> *(Could the sound from the outside come into the classroom?)*

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[74] Interview with students efri on Wednesday 11 november 2020

S :Ya.
(Yes, it could)
R :Apakahkamumerasaterganggudengansuaragaduh   yang berasaldariluar
(Did you feel disturbed to the noises which come from the outside?)
S :Ya
(Yes, I did)
R   :Apakahkamubisa   focus dalampelajaranketikasuaragaduhdariluarbisamasukdiruang kelas?
(Could you focus to the lesson when the noisy sound from the outside of the classroom comes in?
S :Tidak
No, I could not.[75]

The sound has a great effect in the teaching and learning process in the big class. The external noises will disturb the teaching and learning process in the classroom so that students are difficult to concentrate the lesson. Students will be able follow the lesson if the external noises did not enter classroom.

3) Comfort

In this study, the classroom looked clean. The students and teacher's chairs and desks looked tidy. Because of these, both students and teacher felt comfortable. When the lesson was beginning, they felt comfortable and did not disturb the condition of the class. This condition made the students able to focus to their lesson.

R :Apakahkamunyamandenganruangkelasmu?

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[75] Interview with students efriyanti on Wednesday 11 november 2020

(Did you (students) feel comfortable in your classroom?)
S : *Ya*
  (Yes, I did.)
R : *Kenapakamubisanyamandenganruangkelasmu?*
  (Why did you feel comfortable in your classroom?)
S : *Karenaruangkelasbersihdanrapi*
  (Because the classroom was clean and tidy.)
R : *Dengankondisisepertiitu, apakahkamubisafokusdalam pelajaran?*
  (By this condition, could you focus to the lesson?)
S : *Ya, nyaman.*
  (Yes, I could.)[76]

The classroom comfort is very important in the teaching and learning process in the big classes because all the students in teaching and learning process need comfort. Comfort in the classroom and comfort from external sounds. The clean and bright classroom will make the students feel comfortable so that they have a great spirit to join the lesson. It will also make them cheerful and relaxed during the lesson.

4) Chalkboards.

In the teaching and learning activities, the teacher used chalkboards because there were one boards in the classroom, one whiteboard. Both boards is used to teach. The chalkboard was used to write on the blackboard, while teacher used blackboard markers to write in the whiteboard.

Ketika guru menyuruhsiswauntukmenulisdipapantulis, merekamenggunakan markerhitamuntukmenulis di papantulis .

[76] Interview with student efri on Wednesday 11 november 2020

("When the teacher were asking students to write on the board, they used white chalkboard to write on the blackboard and using black board marker to write on the whiteboard.")[77]

The classroom chalkboard is important for the teaching and learning activities in the big class. Chalkboards are uses to write in the board. Generally, there are two kinds of boards, they are blackboard and whiteboard. The teacher uses chalk to write on blackboards and markers to write on the whiteboard. Both chalks and markers must be clear for the students. The teacher explained the material by writing it on the blackboard or whiteboard. The teacher's writing looked big and clear so that all the students who sat in the front line to the back line can see and read it. Therefore, the students would pay attention and read the teacher's writing clearly.

5) Equipment

In this research, the teacher only used textbooks, blackboards, black and white chalks in the teaching and learning process. The teacher rarely used the learning equipment, such as, posters, pictures, or flashcard. The school provided the handbooks, blackboards, and chalks. In relation to the handbooks, the headmaster stated that the school bought the handbooks of the teacher's choice.

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[77]Observationi was conducted on Wednesday 11 november 2020

Guru menggunakanperlengkapan, papantulisdanbukupaketbelajardaribukupaket guru yang sesuaidenganmaterisekolah
(The teacherused textbooks, blackboards and handbook which is match with the material of the lesson.)[78]

The English teacher of Grade VIII used a handbook that was published by PT. Erlangga. She gave some seating's why she chose a book, which was published by PT. Grafindo. She said that the book was complete and fulfilled all the principles of teaching English-related skill. (Resource: Observation)

Concerning the equipment and facilities of the teaching and learning process, the headmaster said that the teacher could propose the media kits which were needed to support the teaching and learning of English. Then, the school would try to provide it. She added that the school just tried a tape recorder and two packages of cassette.[79]

Equipment can support the teaching and learning activities in the large class. equipment for the teaching and learning activities can be in the form of text books, blackboards and whiteboards, poster, picture. Not all the equipment are appropriate for the students because there are too many students in the large classes.

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[78] observation was conducted on Wednesday 11 november 2020
[79] observation was conducted on Wednesday 11 november 2020

e. The Teacher's Physical Attendance Chalkboards a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.

According tolevin and nolan, the fundamentalclassroom management concern has to do with the teacher and his message through the The teacher Movement and through the teacher's body language.[80]

1) Body Language

In this research, the teacher's face looked optimistic. It could be seen from her many movements. In the teaching and learning process, the teacher's face was optimist, because she did many movements during the lesson. The teacher tried to describe the material in detail. The teachers looked confident and brave. In the teaching and learning process, the teacher's eye contact always focused to the students at the classroom.

The teacher's hand moved actively to explain the aim of a sentence. The teacher was always smiling. This made students not only interested to the lesson but also were high-spirited. The teacher's face looked bright. The condition of the teaching and learning process was serious but relaxed.

The condition of the class was calm and comfortable. The students looked enjoyed the lesson. Because of the smiling

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[80] James levin and James F nolan. (1996). Principle of Classroom Management: A Professional Decision Making Modul. Boston: Allyn & Bacon.p.125.p.194

face from the teacher, the students were brave and enjoy the lesson. The teacher always tried to get close to the students during the lesson.

> *R   :   Apakahibu   guru disetiapmengajarmukaselalumelihatmuridmuridnya?*
> *(Did the teacher's face always look at the students?)*
> *S : Iya*
> *(Yes, it did.)*
> *R : Apagurumuterlihatpercayadiri?*
> *(Did she look confident?)*
> *S : iya*
> *(Yes, she did.)*
> *R :Apakah guru disaatmengajar guru selalubanyaksenyum?*
> *(Did the teacher always smile to the students?)*
> *R :iya*
> *(Yes, she did.)[81]*

The body language has a great effect in the teaching and learning process in the large class. The body language can support the teaching and learning process in the classroom. It also can motivate the students during the lesson. The teacher's body language should be clear and can be seen by all students in the classroom. Besides, the teacher's body language should be positive and motivate the students so that they will feel enthusiastic and comfortable during the lesson. The teacher's body languages also help students to understand the material.

2) The teacher Movement

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[81] Interview with student efri on Wednesday 11 november 2020

In general, in the teaching and learning activities, when the teacher explaining the material, she walked around of the class, in front of the class, in front of the class to behind of the class. The teacher explained the material orally, and then she wrote it on the blackboard in order that the students can understand what the teacher explained clearly. When the teacher was giving the tasks, she asked the students to make groups, individual or in pairs.

The teacher always monitored the students by walking around of the class and coming closer to the students. When the students were asking to the teacher about the difficulties in doing the task, the teacher would immediately come to the students to help and explain them.

> *R : Sepertiapakahposissi guru diwaktumengajar, apakahberkelilingkelas, dudukditempatdudukkursidududknyaatauberdirididepansaja?*
> *(What did the position of the teacher, walking around the class, sat on her chair or stood in front of the class?)*
> *T : Guru diwaktumengajarberkelilingkelas, dudukdanberdiri.*
> *(In the teaching and learning process, the teacher position were walked around the class, sat on her chair or stood in front of the class.)[82]*

The teacher's movement is very important in the teaching and learning process in the large class. it eased the students to the understand the lesson. To teach the big class, the teacher

[82] Interview with teacher English mam aksaoktaputriyanti on Wednesday 11 november 2020

could come around of the class like sat on her seat, stood in front of the class or came closer to the students. By making many movements in the big class, the students could hear the teacher's voice clearly from the students who sat in front of the class to behind of the class. All the students would know the materials which are explained by the teacher.

B. DISCUSSION

This research was conducted with the aim of knowing the of Classroom Management Of English Teaching Process in the Large Class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu .After doing the analysis , the results which below :

a. The Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.

Based on the results of observations, interviews, and questionnaires, the teacher became a planner, informer, and monitor in the teaching learning process. The followings are the explanation of teacher roles found in this research.

1) Planner

As a planner, the teacher prepared the material for students by making lesson plans. These lesson plans were used to teach the students in the classroom, so that the teaching and learning process would run well.

2) Informer

As an informer the teacher gave the detailed information about the topic, for example, "survey sheets". Then she gave some explanations how to make a table (number, name, hobby, Times, reasons). After that, she asked the students to complete the table "survey sheets". At last the students were asked to interview their friends about their hobby.

3) Monitor

As a monitor the teacher asked the students to do the tasks, such as reading the book and making a group. Then, all the students read the book. After that, the teacher monitored the students and walked around to see the student's activities in reading the book.

In this research study, the teacher had only a few roles such as an informer, planner and monitor. Although the students could understand the material, teacher roles in the teaching and learning process was not optimal. To improve the students' English ability, the teacher should become more than just a planner, informer, and monitor. She should become a planner, informer, monitor, controller, director, manager, facilitator, and resource.

According Spratt, Pulverness, and Williams, there are some teacher roles in the classroom, they are as an informer, planner, monitor,

resource, director, manager, and facilitator[83]. Brown also states teacher roles in the teaching and learning process, such as a controller, director, manager, facilitator, and resource[84].

b. Grouping Students a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.

In this research, the teacher used three kinds of grouping, they were, pairs, small groups consisting of 4-6 students, large groups based on the seats, for example, a group of students from a line seat. The example of pair tasks can be in the form of practicing dialogues. The small groups were in the form of describing pictures.

In the large groups, the students were asked to discuss a topic, for example, discussing the National Examination or the global warming. Responding the teacher of making groups the students were very happy. They did not have any difficulties in doing the task. Occasionally, it is necessary to the group of the students in doing the task. The students will be easier to do the task if they worked together.

They could ask their friends about their difficulties in doing the tasks. They can also share their knowledge to others. Besides, grouping students could train them to be able to work in a team.

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[83] Spratt, Mary., Pulverness, A., Williams, Melanie. (2005). The Teaching Knowledge Test Course. Cambridge: Cambridge University Press.p.145

[84] Brown, H, Douglas. (2007). Teaching By Principles: An Interactive Approach to Language Pedagogy, Third Edition .New York : Longman.p.234

Grouping students could be in the form of pair groups, small groups, and large groups.

According to Spratt, Pulverness, and Williams grouping students consist of classical groups, big groups, small groups consist of 3-5, in pairs and group individual or solo work.[85]

c. **Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.**

In this research, the teacher usually gave feedback during the lesson or in the end of the lesson. During the lesson, the teacher checked the students' understanding of new vocabulary and corrected the students' mistakes. The students' mistakes in reading the text were usually in their pronunciation. She gave practices in pronouncing some words. Then she gave feedback to the students individually or grouping. In the end of the lesson, the teacher summarized the material and offered students to ask some questions and difficulties.

In responding to the teacher's of giving feedback, the students did not have any problems and they were very happy and relax. Giving feedback to the students was very important, because the students could get information about the teaching and learning activities. The purposes of giving feedback were to motivate the students to

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[85] Spratt, Mary., Pulverness, A., Williams, Melanie. (2005). The Teaching Knowledge Test Course. Cambridge: Cambridge University Press.p.148

understand the material, to solve their problem and to improve their English skills.

According to Spratt, Pulverness, and Williams , the teacher gives feedback to review the students' knowledge of vocabulary and structure related to the topic or context in the lesson[86]. Feedback should be positive and can help the learners in the teaching and learning English. The purpose of giving feedback to the learners is to motivate the learners, to solve their problem, and to improve their skills.

d. **The Physical Environment of the Classroom a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu.**

Based on the results of observations, interviews, and questionnaires, the teacher became a Sight, sound, and comfort, Chalkboard, Equipment, in the teaching learning process. The followings are the explanation of teacher roles found in this research.In this research study, students explained that the sight has entered the room, the sound is very disturbing when studying, for the comfort of students and teachers who feel comfortable when studying, a blackboard is also in the room, and the equipment is also complete.

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[86] Spratt, Mary., Pulverness, A., Williams, Melanie. (2005). The Teaching Knowledge Test Course. Cambridge: Cambridge University Press.p.150

According to Brown states that physical environment of the classroom are sight, sound, and comfort.Good room conditions will make students able to learn well what else in a large class[87].

e. **The Teacher's Physical Attendance Chalkboards a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu**.

Body language has a big influence on the teaching and learning process in large classes. Body language can support the teaching and learning process in the classroom. Besides that, it can also motivate students during learning. The teacher's body language must be clear and visible to all students in the class. In addition, the teacher's body language must be positive and motivate students so that they feel enthusiastic and comfortable during learning.

The teacher's body language also helps students to understand the material. here the teacher has used good body language confidently, always looks at the students' faces and always smiles at the teacher. According to Brown, the fundamental classroom management concern has to do with the teacher and his message through the teacher's voice and through the teacher's body language

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[87] Brown, H, Douglas. (2007). *Teaching By Principles: An Interactive Approach to Language Pedagogy*, *Third Edition* .New York : Longman.p.194

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of observations, documentation and interviews about How does the English teacher manage a large class in second grade of Junior High School based Islamic boarding School Pancasila Bengkulu in Academic year 2019/2020is diverse and complex. The results of research The management of large classes in the teaching and learning process is divided into five. The first The Teacher Roles a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu which plays an important role in the teaching and learning process in large classes. The second, Grouping Students a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu It is one way to handle the big class. The third, Giving Feedback a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu Giving feedback to the students was very important in the big class because the students could get information about the teaching and learning activities. The fourth, The Physical Environment of the Classroom a large class At the second grade of Junior High School based on Islamic boarding School Pancasila Bengkulu, this consists of several parts of sight, sound, comfort, Chalkboards and Equipment for junior high school Pancasila sight, comfort, chalkboards and equipment is good but the sound is still not good because students are still

distracted by sounds outside the room. The last The Teacher Physical Attendance a large class At the second grade of Junior High School based Islamic boarding School Pancasila Bengkulu consists of the first two Body Language and second The teacher Movement.

B. Suggestions

On the basic of the conclusions above, there an some suggestion directed to English teachers the English teacher should be too able to provide a conductive teaching learning environment in order to raise the students motivation and interest in the class. They should try to crease a conductive English classroom seating; they can decorate the wall with the things that a related to the English lesson.

Since time plays an important role in the learning process, the teacher should pay more attention on time management. The teacher should be ableto contribute the time effectively and efficiently, so there will be a balance between that for presenting the material and that for dong the exercise or practice. The teacher should not reduce the available time of English lesson either.

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